



# GRIT

Gender-Responsive and Inclusive  
Technical and Vocational Education and Training  
in East Jerusalem and the West Bank

## FINAL IMPACT EVALUATION REPORT

External Evaluation Consultant

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**PROJECT PERIOD**

October 2019 - June 2025

**TOTAL PROJECT BUDGET**

CAD \$10,425,000

**IMPLEMENTING PARTNERS**

CLWR & LWF Jerusalem

**GEOGRAPHIC COVERAGE**

West Bank & East Jerusalem

**PARTNER INSTITUTES**

9 TVET Institutions

June 2025

## ACKNOWLEDGEMENTS

This Final Impact Evaluation of the Gender-Responsive and Inclusive Technical and Vocational Education and Training (GRIT) Project would not have been possible without the generous participation, insights, and dedication of numerous individuals and organizations across the West Bank and East Jerusalem.

### Primary Implementing Partners

Our deepest gratitude goes to **Canadian Lutheran World Relief (CLWR)** and the **Lutheran World Federation Jerusalem Program (LWF)** for their unwavering commitment to advancing women's empowerment through technical and vocational education. Special appreciation to the GRIT Project team, led by the Project Manager Suhad Kasbari, whose collaborative approach and extensive stakeholder relationships facilitated comprehensive data collection throughout this evaluation process.

### Partner Institutes and Focal Points

This evaluation was enriched by the active participation of the nine GRIT Partner Institutes and their dedicated Focal Points who have been the backbone of project implementation:

- Episcopal Technological and Vocational Training Centre (ETVTC), Ramallah
- Hisham Hijjawi College of Technology (HHCOT), Nablus
- Lutheran World Federation Vocational Training Centre (LWF VTC), Beit Hanina, East Jerusalem
- Lutheran World Federation Vocational Training Centre Ramallah (LWF VTCR), Ramallah
- Palestine Polytechnic University Centre of Excellence & Continuing Education (PPU), Hebron
- Salesian Vocational Center, Bethlehem
- Talitha Kumi Vocational Education and Training Centre, Beit Jala
- YMCA Vocational Training Centre Aqabet Jaber, Jericho
- Inash Al Usra, Ramallah

These institutions and their leadership demonstrated remarkable openness in sharing their experiences, challenges, and institutional changes adopted through the GRIT project.

### Evaluation Participants

This evaluation was fundamentally strengthened by the voices and experiences of **216 graduates** who participated in the comprehensive impact survey, sharing detailed insights about their learning journeys, employment experiences, and personal transformations. Their honest reflections form the foundation of this evaluation's findings.

The **28 graduates** who participated in three focus group discussions across Ramallah, Nablus, and Bethlehem provided invaluable qualitative depth to our understanding of project impact, particularly regarding empowerment, influence, and the effects of the ongoing crisis on employment opportunities.

**Eight startup support recipients** generously shared their entrepreneurial journeys during the online focus group discussion, offering critical insights into business development support and sustainability challenges.

**Private Sector Partners (13 company representatives)** shared their perspectives on graduate employability, skills gaps, and workplace integration experiences, providing crucial evidence of project relevance to labor market needs.

**Community-Based Organization representatives (5 participants)** offered important context on community-level changes and the project's reach to marginalized groups, particularly women with disabilities.

## Technical and Administrative Support

We extend our appreciation to **Ms. Niveen Kahoush** and the LWF procurement unit for facilitating the evaluation process, and to the GRIT Monitoring, Evaluation, and Learning Officer **Noor Odeh** who provided essential coordination and technical support throughout the data collection period. In addition to Rand Sayej for her support in coordinating the meetings and interviews.

## Contextual Acknowledgement

This evaluation was conducted during a period of unprecedented crisis following October 7, 2023, which significantly impacted the operating environment in the West Bank and East Jerusalem. We acknowledge the resilience and continued participation of all stakeholders despite these challenging circumstances, and recognize that their contributions occurred against a backdrop of considerable personal and professional disruption.

*Waheed Zahran*  
*External Evaluation Consultant*  
*June 2025*

# Executive Summary:

## Project Overview

The Gender-Responsive and Inclusive Technical and Vocational Education and Training (GRIT) Project (October 2019–June 2025) aimed to improve equitable learning and employment outcomes for women and girls, including women with disabilities (WWD), across nine TVET institutions in East Jerusalem and the West Bank. With a budget of CAD \$10.425M, it addressed barriers such as sociocultural norms, legal gaps, mobility restrictions, and education-to-employment disconnects. Implemented by Canadian Lutheran World Relief (CLWR) and Lutheran World Federation Jerusalem (LWF), GRIT employed a holistic life-cycle approach (awareness, training, workplace learning, employment support) aligned with the Gender at Work framework.

## Key Findings:

### 1. Impact on Beneficiaries:

#### - Employment & Income:

1. **74.7% (116/155)** of employed/self-employed graduates survey respondents earned  $\geq$  minimum wage (exceeding the 50% target by 24.7 points).
2. **93.5% (145/155)** of employed /self-employed survey respondents reported improved personal income from their vocation (+33.5 points above target).
3. Overall employment rate was: **47.3% (134/283)** among labor force participants (falling 2.7 points short of the 50% target due to crisis impacts), but **73.1% (158/216)** were employed (including **17.1% (37/216)** self-employed—exceeding the 10.1%<sup>1</sup> national average for women).

#### - Empowerment:

1. Gender Empowerment Index reached **87.99/100** (+16 points from pre-training), with **98%+** of surveyed graduates reporting enhanced confidence in leadership, problem-solving, and decision-making<sup>2</sup>.
2. **78.7%** gained greater financial control.

#### - Learning Outcomes:

1. Trainee satisfaction averaged **4.78/5** (exceeding the 4.5 target), with **96.9%** satisfied overall.
2. **100%** of startup recipients sustained businesses during crises, validating entrepreneurial skill transfer.

### 2. Institutional Transformation:

1. All nine partner institutes adopted gender equality and inclusion policies (from 0% baseline) and improved physical accessibility.
2. Communication reforms: **100%** used gender-inclusive language, showcased women in non-traditional roles, and shared success stories.
3. Cultural shifts: Staff and community attitudes evolved (e.g., Salesian Bethlehem noted girls "became brave enough to study mechanics").
4. Sustainability foundations: Policy integration, joint funding proposals, and replication of outreach activities (178 sessions post-project) indicate ownership.

### 3. Crisis Resilience:

Despite COVID-19 and the October 2023 crisis:

1. **72.2%** of graduates faced employment disruptions, yet the project maintained **73.1%** employment.
2. Partner institutes sustained inclusion commitments (e.g., YMCA Jericho's childcare model increased female participation by **20–30%**<sup>3</sup>).

### 4. Disability Inclusion:

1. **14.8%** of graduates had disabilities (exceeding typical program rates)

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<sup>1</sup> GRIT Year 5 Results Report, Page 12 which originally was taken from : PCBS Labour Force Survey, Q1 2024, p. 20

<sup>2</sup> Lutheran World Federation Jerusalem. (2024). *GRIT Year 5 Results Report: Gender-Responsive and Inclusive Technical and Vocational Education and Training Project* Page 17

<sup>3</sup> KII with the YMCA representative

2. A PWD-focused CBO reported that of the six individuals with intellectual disabilities it nominated to GRIT-supported TVET programs, five (83%) successfully secured employment.”
3. Gaps persisted: Graduates with disabilities faced 10.9% lower employment rates and were excluded from higher-wage brackets. Transportation remained a critical barrier.

### **Challenges**

1. Geographic/specialization disparities: Nablus (creative specializations) and Bethlehem (carpentry) reported insufficient practical training.
2. External training quality: Inconsistent workplace learning partnerships affected skill application.
3. Resource constraints: Scholarships and transportation support require sustainable funding.

### **Recommendations for Future Programming**

Stakeholders unanimously endorsed GRIT Phase II, prioritizing:

1. Technology Integration: AI, IoT, and digital skills across curricula.
2. Enhanced Inclusion: Specialized disability programs, transportation solutions, and assistive materials.
3. Employment Focus: Strengthen industry partnerships, post-graduation support, and women’s cooperatives.
4. Regional Expansion: Customize programs to local markets and extend partnerships (e.g., Jordan).

### **Conclusion**

GRIT achieved transformational change in institutional policies, graduate empowerment, and crisis adaptability. Its holistic model offers a replicable framework for gender-responsive, disability-inclusive TVET in fragile contexts. Phase II should build on GRIT’s evidence-based successes while addressing inclusion gaps and leveraging technology for sustainable impact.

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## ACRONYMS AND ABBREVIATIONS

**CAD** - Canadian Dollar  
**CBO** - Community-Based Organization  
**CLWR** - Canadian Lutheran World Relief  
**CVP** - Construction Verification Process  
**ETVTC** - Episcopal Technological and Vocational Training Centre  
**FGD** - Focus Group Discussion  
**GAC** - Global Affairs Canada  
**GRIT** - Gender-Responsive and Inclusive Technical and Vocational Education and Training  
**HHCOT** - Hisham Hijjawi College of Technology  
**Inash** - Inash Al Usra  
**KII** - Key Informant Interview  
**LWF** - Lutheran World Federation  
**LWF VTC** - Lutheran World Federation Vocational Training Centre (Jerusalem)  
**LWF VTCR** - Lutheran World Federation Vocational Training Centre (Ramallah)  
**MEL** - Monitoring, Evaluation, and Learning  
**MEAL** - Monitoring, Evaluation, Accountability, and Learning  
**PI** - Partner Institute  
**PIP** - Project Implementation Plan  
**PMF** - Performance Measurement Framework  
**PPU** - Palestine Polytechnic University Centre of Excellence & Continuing Education  
**PWD** - People with Disabilities  
**Salesian** - Salesian Vocational Center  
**Talitha Kumi** - Talitha Kumi Vocational Education and Training Centre  
**ToC** - Theory of Change  
**ToR** - Terms of Reference  
**TVET** - Technical and Vocational Education and Training  
**VET League** - Vocational Education and Training League  
**WWD** - Women with Disabilities  
**YMCA** - YMCA Vocational Training Centre Aqabet, Jericho  
**EJ** - East Jerusalem  
**WB** - West Bank  
**WBG** - West Bank and Gaza  
**Baseline** - Initial data collection establishing project starting point  
**Impact Survey** - Comprehensive questionnaire measuring project effects  
**Indicator** - Measurable unit tracking project progress  
**Target** - Intended achievement level for project indicators  
**Triangulation** - Verification of findings across multiple data sources  
**Accessibility Infrastructure** - Physical modifications supporting people with disabilities  
**Assistive Technology** - Equipment and devices supporting disability inclusion  
**Inclusive Design** - Planning approaches accommodating diverse abilities  
**Reasonable Accommodations** - Workplace or educational modifications for people with disabilities

# 1.0 PROJECT BACKGROUND AND THEORY OF CHANGE

## 1.1 Context and Problem Statement

The **Gender-Responsive and Inclusive Technical and Vocational Education and Training (GRIT) Project** responds to persistent unemployment and poverty among women and people with disabilities in East Jerusalem and the West Bank. Unemployment is high across all groups, but it disproportionately affects **female youth (72.6%)<sup>4</sup>** and **people with disabilities (87.3%)<sup>5</sup>**, with **37.6% of the latter never having attended school**.

### Barriers to Economic Participation

Key barriers preventing women's participation in the labor market include:

- **Sociocultural Norms:** Cultural expectations restrict women's roles to domestic responsibilities, limiting participation in training and work outside traditional sectors.
- **Legal Gaps:** A weak legal framework fails to prevent gender-based hiring discrimination or protect women from harassment or denial of work due to marital or pregnancy status.
- **Mobility Restrictions:** Political conditions—checkpoints, the separation wall—limit freedom of movement, especially for women and people with disabilities.
- **Education-to-Employment Disconnect:** Despite higher education levels, many women (72%) remain unemployed, reflecting a mismatch between academic education and labor market needs.

**The TVET Alternative:** TVET was identified as a promising solution. The Lutheran World Federation Jerusalem's program showed **85% of female graduates were employed or self-employed within six months**, compared to **27.4%** in the broader population. Yet, participation of women in TVET remained low.<sup>6</sup>

## 1.2 Theory of Change

**Ultimate Goal:** GRIT aims to **improve equitable learning and employment outcomes** for women and girls, including women with disabilities in the West Bank and Jerusalem. The project focuses on:

- **Learning Outcomes:** Boosting self-confidence, critical thinking, and leadership; enabling women to challenge gender norms and contribute meaningfully to their communities.
- **Employment Outcomes:** Increasing access to decent jobs or self-employment, improving income and decision-making power, and expanding opportunities and satisfaction with employment.

### Strategic Framework: Three Pillars

1. **Enhanced Access (Outcome 1100): Increased equitable participation of Palestinian women and girls, including WWD, in TVET.**

Removing sociocultural and logistical barriers through:

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<sup>4</sup> the project proposal document: **Footnote Citation:**

- World Bank. "Jobs in West Bank and Gaza: Enhancing Job Opportunities for Palestinians", p. 13
- Palestinian Central Bureau of Statistics. "Press Release on the Occasion of International Youth Day". 2019.

<sup>5</sup> the project proposal taken from World Bank, Disability in the Palestinian Territories: Assessing Situation and Services for People with Disabilities, 2016

<sup>6</sup> Project Proposal (2019): taken from (*Palestinian Central Bureau of Statistics, Labour Market Survey, 2017*)."

- 1110 - Improved knowledge and social and cultural perceptions on gender equality, inclusion and TVET among communities in the West Bank, including East Jerusalem.
  - 1120- Improved physical and logistical accessibility of targeted Palestinian TVET institutes for girls and women, including WWD.
  - 1130- Increased capacity of targeted TVET institutes in the West Bank, including East Jerusalem to become "Centres of Excellence for Gender Equality and Inclusion".
2. **Enhanced Quality (Outcome 1200): Enhanced labour force participation of women TVET trainees and graduates**
- Ensuring training is market-relevant and empowering through:
- 1210 - Enhanced market relevant, gender-responsive training options offered to women trainees, including WWD, at targeted TVET institutes in the West Bank, including East Jerusalem.
  - 1220 - Increased hands-on workplace soft and technical skills acquired by women trainees, including WWD.
  - 1230 - Improved capacity of women TVET trainees and graduates from targeted Palestinian institutes to pursue employment or self-employment and to advocate for their rights in the labour market.
3. **Effective Systems (Outcome 1300): Systems: Improved gender-responsiveness and inclusion within the Palestinian TVET system**
- Strengthening the system's responsiveness and inclusion:
- 1310 - Enhanced sharing of lessons learned and best practices on integrating women, including WWD, in TVET within the Palestinian context
  - 1320 - Expanded information, knowledge, and data that supports evidence-based programming and policymaking relating to gender equality, inclusion and TVET in the Palestinian context.
  - 1330 - Improved capacity of Palestinian TVET stakeholders to assess and address the distinct needs of women, including WWD

## Core Assumptions

- **TVET programs are effective** when aligned with market needs.
- **Women and people with disabilities require targeted support** to overcome specific challenges.
- **Systemic change is possible** when individual success stories inspire wider shifts.
- **The market is ready** to employ skilled women, especially in understaffed sectors.

## Life-Cycle Approach

GRIT's innovation lies in its life-cycle support model:

1. **Awareness:** Career counseling and outreach
2. **Training:** Scholarships, transportation, accessibility aids
3. **Workplace Learning:** Support for trainees and employers
4. **Employment/Enterprise:** Incubators, start-up funding, mentorship

This comprehensive path contrasts with fragmented approaches focused on a single stage.

## Gender at Work Framework Alignment

The project's theory aligns with the **Gender at Work framework**, targeting change across:

- Individual capacity (skills, agency<sup>7</sup>)
- Access to resources (education, economic freedom)
- Community norms (gender roles, social expectations)
- Formal systems (laws, policies)

## 1.3 EVALUATION PURPOSE, SCOPE, AND AUDIENCE

### 1.3.1 Evaluation Purpose

This final impact evaluation was commissioned by the Lutheran World Federation Jerusalem Program and Canadian Lutheran World Relief as the GRIT Project approaches its completion in June 2025. The evaluation serves three primary purposes:

**Impact Assessment:** To assess the **impact and sustainability** of the project's achievements against its intended ultimate outcome of improved learning and employment outcomes for women and girls, including women with disabilities, in East Jerusalem and the West Bank.

**Evidence Generation:** To complement and extend beyond the project's robust monitoring and evaluation framework by providing a **deeper analysis of project impact focused at the ultimate outcome level**, examining transformational changes in beneficiaries' lives, institutional capacity, and systemic conditions.

**Future Programming Guidance:** To gather **recommendations for future programming** from diverse project stakeholders, identifying opportunities to complement, enhance, or build upon the achievements of the GRIT project.

### 1.3.2 Evaluation Focus and Scope

The evaluation specifically examines three core areas as defined in the Terms of Reference:

#### Core Evaluation Questions:

**1. Ultimate Outcome Achievement** The degree to which the project has met its goal of **improving both learning and employment outcomes for graduates**, examining both quantitative achievements against Performance Measurement Framework indicators and qualitative transformations in beneficiaries' lives.

**2. Institutional Transformation** The extent to which **partner institutes have implemented changes to make their centers more gender responsive and inclusive** that will promote the sustainability of project outcomes beyond the life of the project, including assessment of institutional capacity as "Centers of Excellence for Gender Equality and Inclusion."

**3. Stakeholder-Informed Future Directions** What type of **future programming is recommended by project stakeholders** to complement, enhance, or build on the achievements of the GRIT project, including analysis of convergent and divergent perspectives across stakeholder groups.

#### Geographic and Temporal Scope:

**Geographic Coverage:** Data collection was conducted between May and June 2025 across the West Bank and East Jerusalem, covering key locations such as Ramallah, Bethlehem, Hebron, Nablus, Jerusalem, and Jericho. This reflects the project's broad geographic coverage across nine partner institutes. **Temporal Focus:** The evaluation covers the full six-year project implementation period (2019-2025), with particular emphasis on ultimate outcome-level impacts and sustainability of achievements.

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<sup>7</sup> Agency is the capacity of individuals to act independently and to make their own free choices

**Contextual Considerations:** The evaluation acknowledges and analyzes the impact of significant contextual disruptions, including the COVID-19 pandemic (2020-2022) and the October 7, 2023 crisis, on project implementation and outcomes.

### 1.3.3 Primary Audience and Intended Use

#### Primary Audience

**Global Affairs Canada (GAC):** As the primary donor, GAC requires evidence of project impact, value for investment, and lessons learned to inform future programming decisions in the region and globally.

**Canadian Lutheran World Relief (CLWR):** As the signatory organization, CLWR needs comprehensive impact evidence for accountability reporting, organizational learning, and strategic planning for future initiatives.

**Lutheran World Federation Jerusalem Program (LWF):** As the implementing partner, LWF requires evaluation findings to support sustainability planning, institutional capacity development, and continued advocacy for gender-responsive TVET programming.

#### Secondary Audiences

**Nine Partner Institutes:** Institute leadership and focal points need evaluation findings to support continued implementation of gender-responsive and inclusive practices, institutional planning, and advocacy for sustained funding.

**TVET Sector Stakeholders:** The broader Palestinian TVET community, including the TVET League members, can apply lessons learned and promising practices to enhance sector-wide gender responsiveness and inclusion.

**Development Community:** International development organizations working on gender equality, TVET, and women's economic empowerment can utilize findings for programming design and advocacy efforts.

### 1.3.4 Collaborative Evaluation Approach

The evaluation was designed as a **highly collaborative process** between the external consultant and the GRIT project team, recognizing the team's strong stakeholder relationships built over six years of implementation.

**Division of Responsibilities:** The GRIT evaluation employed a collaborative approach designed to leverage the complementary strengths of both the internal project team and an external consultant while ensuring methodological rigor and analytical objectivity.

The GRIT team took primary responsibility for survey development and quantitative data collection, drawing on their deep understanding of project objectives, stakeholder relationships, and contextual nuances built over six years of implementation. This internal leadership in tool development ensured that data collection instruments were precisely aligned with the project's theory of change and tailored to capture the specific insights needed to answer key evaluation questions. The team's established relationships with partner institutes, graduates, and community stakeholders facilitated access and enhanced response rates across all data collection activities.

An external consultant was strategically engaged to lead qualitative data collection (including key informant interviews and focus group discussions), conduct comprehensive data analysis across both quantitative and qualitative datasets, and prepare the final evaluation report. This external perspective provided a critical layer of analytical objectivity, helping ensure that findings interpretation remained unbiased and grounded solely in evaluation evidence rather than project assumptions or institutional perspectives.

This division of responsibilities created a robust methodological framework where internal knowledge and stakeholder trust enhanced data quality, while external expertise and independence strengthened analytical credibility. The collaborative model enabled the evaluation to benefit from both intimate project knowledge and objective analytical distance, ultimately producing findings that are both contextually relevant and methodologically sound.

**Quality Assurance:** All data collection tools required approval by Both LWF-Jerusalem and CLWR before implementation, and the evaluation report was developed through an iterative process including outline review, draft submission, and collaborative revision.

**Stakeholder Engagement:** The collaborative approach ensured authentic stakeholder participation while maintaining evaluation independence and objectivity, balancing accountability requirements with learning objectives.

This comprehensive evaluation scope and collaborative methodology ensure that findings provide robust evidence for both accountability and learning purposes, supporting continued advancement of gender-responsive and inclusive TVET programming in Palestine.

## 2. EVALUATION METHODOLOGY

### 2.1 Mixed-Methods Design

This final impact evaluation employed a **comprehensive mixed-methods design** that integrated quantitative and qualitative approaches to provide robust evidence of project impact at the ultimate outcome level. The methodology was specifically designed to **complement and extend beyond** the project's existing Performance Measurement Framework by focusing on deeper analysis of transformational changes in beneficiaries' lives and institutional capacity.

#### Methodological Framework:

The evaluation utilized a **concurrent triangulation design**, where quantitative and qualitative data were collected simultaneously and analyzed independently before being integrated during the interpretation phase. This approach enabled:

- **Convergent validation** of findings across different data sources and methods
- **Comprehensive understanding** of both the magnitude and nature of project impacts
- **Contextual depth** to explain quantitative trends through qualitative insights
- **Stakeholder voice** integration throughout the analysis and reporting process

#### Collaborative Implementation Model

The evaluation followed a **highly collaborative approach** between the external consultant and the GRIT project team, leveraging the team's extensive stakeholder relationships built over six years of implementation. This collaboration ensured:

- **Authentic stakeholder engagement** through trusted relationships
- **Quality assurance** through iterative tool development and approval processes
- **Evaluation independence** while maintaining stakeholder accessibility

## 2.2 Sampling and Data Sources

### 2.2.1 Quantitative Data Sources

#### Graduate Impact Survey

- **Sample size:** 216 respondents (target: 170-200)
- **Population:** Female graduates from all 9 partner institutes and from all project years as explained below.
- **Sampling method:** Stratified random sampling across nine partner institutes and graduation years (2020-2024), with approximately 20% representation from each year's total graduate population. The sampling framework ensured geographic coverage across the West Bank and East Jerusalem, with proportional representation from all participating TVET institutions including Palestine Polytechnic University, Episcopal Center for Vocational Training, LWF Ramallah VTC, Salesian Technical Institute, YMCA Jericho, Inash Al-Usra Society, Hisham Hijawi College, Talitha Kumi College, and LWF Jerusalem VTC. The stratification also maintained representation across program types (diploma programs vs. short courses) and included graduates with disabilities to ensure inclusive data collection aligned with the project's disability-inclusive objectives.
- **Data collection:** February-March 2025 using digital platform
- **Administration:** Phone-based interviews conducted by trained GRIT team members

#### Startup Support Recipients Survey

- **Sample size:** 37 respondents (target: 20-30)
- **Population:** Women who received business incubator support and start-up equipment (with delivery timelines varying from February 2024 onwards<sup>8</sup>. **Sampling method:** Purposive sampling to include diverse business sectors and stages
- **Data collection:** March-April 2025 using structured questionnaires
- **Administration:** Combination of phone and in-person interviews

#### Baseline Comparison Data

- **Source:** 2020 baseline study
- **Purpose:** Before-after comparison for key outcome indicators
- **Methodology:** Similar stratified sampling and data collection protocols
- **Limitations:** Limited to graduates from 7 institutes (pre-expansion)

#### Project Monitoring Data

- **Source:** Performance Measurement Framework continuous tracking (2019-2025) (Year 5 results report)
- **Coverage:** All project outputs and outcome indicators
- **Disaggregation:** Gender, age, disability status, institute, and geographic location
- **Quality assurance:** Regular data validation through re-interviews and cross-verification

### 2.2.2 Qualitative Data Sources

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<sup>8</sup> selected women who received support between summer 2023 and summer 2024, to ensure genuine feedback on how their startups are functioning and how useful the provided tools have been for them. Women who received support in 2025 did not have enough time to provide concrete feedback

## Graduate Focus Group Discussions

- **Number** Three face-to-face focus group discussions were conducted with GRIT graduates, involving 8-10 participants each across different geographic locations in the West Bank. All FGD participants were female, with no male participants included, reflecting the project's primary focus on women's empowerment in TVET. The participant composition included one woman with disability (WWD) in the northern focus group and one WWD in the Ramallah focus group, ensuring representation of disability perspectives in the qualitative data collection. The decision to conduct FGDs in-person was deliberate, ensuring enhanced data quality through direct interaction and creating a safe, culturally appropriate space for women participants to openly share their experiences, opinions, and feedback about the GRIT program. **Geographic coverage:** Ramallah, Bethlehem, and Nablus
- **Selection criteria:** Diverse representation across institutes, graduation years, employment status, and disability inclusion
- **Duration:** 90-120 minutes per session with structured discussion guides

## Startup Recipients Focus Group

- **Format:** 1 online focus group with 8 participants
- **Selection criteria:** Women at different stages of business development
- **Purpose:** Deep dive into entrepreneurship experiences and support effectiveness
- **Methodology:** Virtual platform accommodating geographic dispersion and security constraints

## Partner Institute Key Informant Interviews

- **Coverage:** All 9 partner institutes participated in key informant interviews, with varying representation per institute - some institutes (such as Hisham Hijawi College, LWF Ramallah, Inash Al-Usra, and YMCA) provided single representatives while others had multiple participants per meeting. The overall participant breakdown was 10 women and 9 men across all institutional sessions. **Participants:** Focal points, instructors, and administrative leadership
- **Methodology:** Semi-structured interviews with institutional assessment protocols
- **Duration:** 60-120 minutes per institute meeting
- **Focus areas:** Institutional capacity changes, sustainability planning, gender-responsive policies

## Private Sector Key Informant Interviews

- **Sample:** Key informant interviews were conducted with 13 private sector company representatives from different governorates, comprising 4 women and 9 men. **Selection criteria:** Employers who hired graduates or hosted apprentices/interns
- **Sectors:** Diverse representation across traditional and non-traditional employment areas
- **Methodology:** Individual interviews focusing on graduate employability and skills assessment

## Community-Based Organization Interviews

- **Sample:** 5 CBO representatives working on women's empowerment and disability inclusion comprising 2 women and 4 men
- **Geographic coverage:** Multiple governorates reflecting project reach
- **Purpose:** External perspective on project impact and community-level changes
- **Methodology:** Semi-structured interviews

## Storytelling Meeting

- **Format:** Online meeting with 9 partner institute representatives

- **Methodology:** Structured narrative collection session
- **Purpose:** Capture institutional transformation stories and sustainability planning insights
- **Duration:** 2-hour facilitated session with thematic discussion modules

## 2.2.3 Sampling Strategy and Representativeness

**Stratification Approach** The evaluation employed **multi-stage stratified sampling** to ensure representativeness across:

- **Geographic coverage:** West Bank and East Jerusalem representation
- **Institutional diversity:** All 9 partner institutes included proportionally
- **Demographic characteristics:** Age groups, graduation years, and employment status
- **Disability inclusion:** Purposive oversampling of women with disabilities
- **Socio-economic diversity:** Rural/urban, refugee camp, and Area C representation and East Jerusalem

## 2.3 Analytic Approaches

### 2.3.1 Quantitative Analysis Methods

**Descriptive Statistical Analysis:**

- **Frequency distributions** for all categorical variables with demographic disaggregation
- **Central tendency measures** for continuous variables (employment duration, income levels)
- **Cross-tabulation analysis** examining relationships between key variables
- **Confidence interval calculations** for primary outcome indicators

**Comparative Analysis:**

- **Before-after comparison** using 2020 baseline data where methodologically appropriate
- **Cross-institutional analysis** identifying variation in outcomes across partner institutes
- **Demographic disaggregation** examining differential impacts by age, disability status, and location
- **Employment pathway analysis** tracking progression from training to sustainable employment

**Indicator Performance Assessment:**

- **Achievement rates** against Performance Measurement Framework targets
- **Trend analysis** across project implementation years

### 2.3.2 Qualitative Analysis Framework

**Multi-Level Analysis Structure:**

- **Individual level:** Personal transformation, skills development, empowerment changes
- **Institutional level:** Organizational capacity, policy development, sustainability planning
- **Systemic level:** Sector-wide changes, policy influence, and broader impact
- **Contextual level:** External factors, crisis impacts, and adaptive responses

**Narrative Analysis Components**

- **Success story documentation** illustrating transformational impact pathways
- **Challenge identification** with stakeholder-recommended solutions
- **Change process analysis** examining how and why transformations occurred
- **Sustainability assessment** through forward-looking institutional capacity evaluation

### 2.3.3 Triangulation and Integration Methods

#### Data Source Triangulation:

- **Convergent validation** across quantitative surveys, qualitative interviews, and project monitoring data
- **Stakeholder perspective integration** comparing graduate, institutional, employer, and community viewpoints
- **Method triangulation** validating findings through multiple data collection approaches

#### Analytical Integration Process:

- **Joint displays** presenting quantitative and qualitative findings side-by-side for comparison
- **Meta-inference development** drawing overarching conclusions from integrated evidence
- **Discrepancy analysis** investigating areas where quantitative and qualitative findings diverged
- **Explanatory synthesis** using qualitative insights to explain quantitative patterns

## 2.4 Limitations and Mitigations

### 2.4.1 Methodological Limitations

#### Timeline and Longitudinal Constraints:

- **Limitation:** Compressed evaluation timeline limited long-term impact tracking
- **Mitigation:** Integration of project monitoring data spanning full implementation period
- **Residual risk:** May underestimate delayed or long-term empowerment effects

#### Sampling and Selection Limitations:

- **Limitation:** Non-random selection of qualitative participants in the Graduates FGDs where a purposive selection approach to ensure adequate representation was followed in cooperation with the Partner institutes
- **Mitigation:** Clear selection guidelines provided to ensure diverse representation
- **Additional measure:** Institute staff excluded during evaluation discussions to reduce bias
- **Residual risk:** Potential positive selection bias in qualitative findings

### 2.4.2 Contextual and Environmental Limitations

#### Crisis Impact on Outcomes:

- **Limitation:** Difficult to separate project impacts from crisis-related economic disruption
- **Mitigation:** Specific questioning about pre-crisis vs. post-crisis employment experiences
- **Additional measure:** Contextual analysis acknowledging external factor influences
- **Approach:** Focus on project attribution where clearly distinguishable from external factors

#### Sample Representativeness:

- **Limitation:** The higher representation of recent graduates in the survey may have skewed data related to employment timing. Although approximately 20% of female graduates were sampled from each year, the absolute number of graduates was higher in the more recent years—resulting in a larger number of recent graduates in the sample. To address this limitation in the start-up component, data from the most recent year were excluded from the analysis.. **Mitigation:** Graduation year stratification in analysis and interpretation
- **Transparency:** Clear documentation of sample characteristics and potential biases
- **Analytical adjustment:** Weighted analysis where appropriate to account for temporal distribution

### 3. Findings and Analysis:

This findings section presents the comprehensive analysis of the GRIT project's impact and outcomes, drawn from a robust mixed-methods evaluation that triangulated quantitative data from 216 graduate respondents with extensive qualitative evidence from focus group discussions, key informant interviews, and institutional assessments. The evaluation captured the experiences of graduates from all nine partner institutes across diverse geographic areas, training specializations, and demographic profiles, including women with disabilities and varying socioeconomic backgrounds.

The findings are structured to address the three core evaluation questions: the project's impact on individual beneficiaries across learning, employment, and empowerment domains; the institutional strengthening and gender responsiveness transformations within partner institutes; the convergent and divergent stakeholder recommendations for future programming.

**Significantly, this evaluation captures both the remarkable achievements of the GRIT project through its six-year implementation period and the complex interplay between programmatic success and external crisis conditions, particularly the devastating impact of the October 7, 2023 conflict on employment opportunities and economic conditions.** The findings reveal a project that not only exceeded most of its quantitative targets but also catalyzed profound qualitative transformations in women's lives, institutional capacities, and sectoral approaches to gender-responsive TVET programming.

The evidence demonstrates that despite unprecedented external challenges, GRIT graduates maintained remarkable resilience and continued to demonstrate the enduring value of their technical and empowerment training, while partner institutes sustained their commitment to gender equality and inclusion principles even under extreme operational pressures. These findings provide both validation of the project's strategic approach and critical insights for future programming in similar contexts of fragility and uncertainty.

#### 3.1 Demographic Overview

The GRIT Graduate Impact Survey analysis reveals a comprehensive demographic profile of 216 respondents representing graduates from nine partner institutes across the West Bank and East Jerusalem. The survey captured data on age distribution, project year participation, institutional representation, disability status, place of residence, marital status, training program distribution, program duration, and current employment status and more. Additionally, detailed income analysis was conducted for both self-employed graduates (37 respondents) and employed graduates (118 respondents) working in formal sector positions. This demographic analysis provides crucial insights into GRIT's reach, inclusivity, and impact across diverse population segments, demonstrating the project's success in engaging marginalized communities and creating pathways to economic empowerment for Palestinian women.

**Age Distribution:**

Item	Frequency	Percent
Lowest through 18	54	25.0
19 - 28 years	108	50.0
29 - 38 years	39	18.1
39 - 48 years	14	6.5
49 years through highest	1	.5
<b>Total</b>	<b>216</b>	<b>100.0</b>

Table 1 Impact Survey respondent age distribution

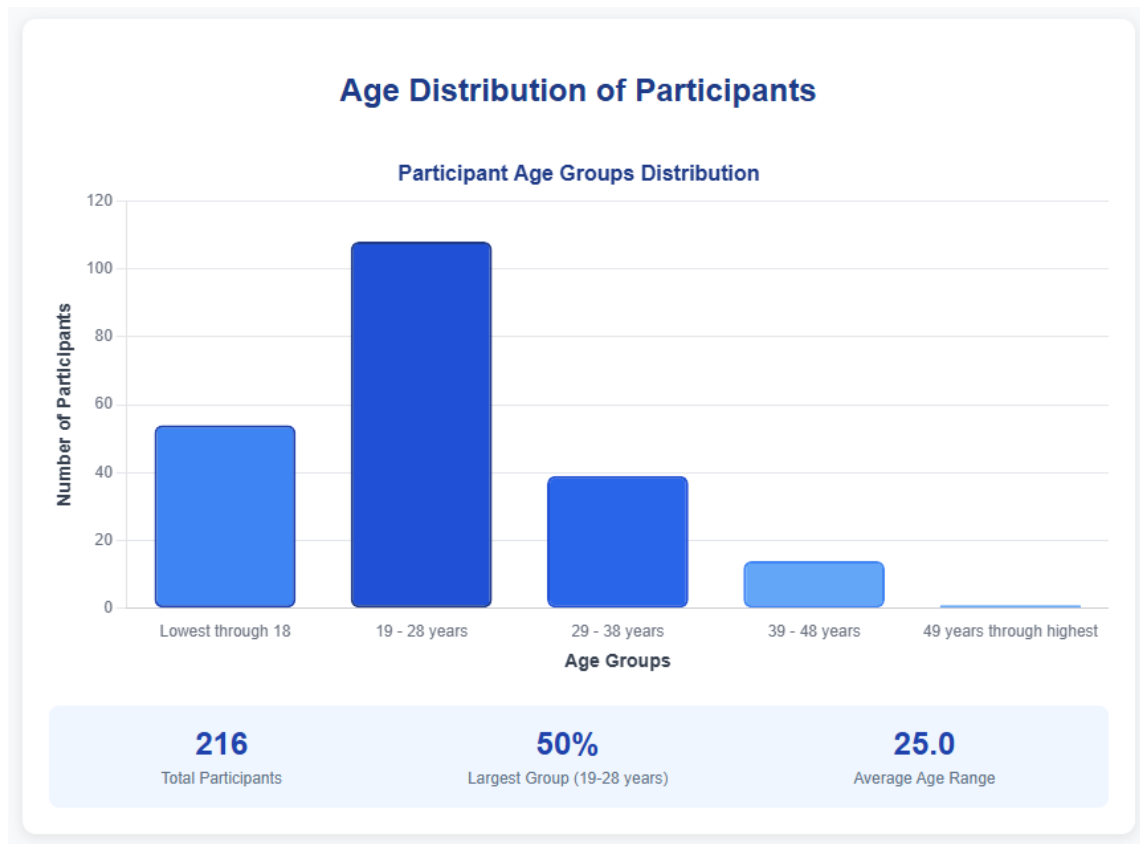


Figure 1 Impact Survey respondent Age Distribution

- Core Target Group Represented:** The 19–28 age group, which constitutes 50% of the total sample, reflects strong alignment with the project’s primary focus on young women. This age range typically includes college students, recent graduates, and early-career professionals—key segments within the intended beneficiary group.
- Younger Youth Also Well-Represented:** The "under 18" category accounts for 25% of the sample, highlighting the project’s reach among adolescent girls. This is particularly relevant for early engagement and pipeline development within the 15–29 target range.
- Drop-Off Beyond Target Age:** There is a notable decline in representation among participants aged 29 and above: only 18.1% fall within the 29–38 range, 6.5% within 39–48, and just 0.5% are over 49. This indicates limited participation from outside the core target demographic.
- Expected Skew Toward Youth:** The overall distribution is heavily skewed toward younger age groups. Those under 29 represent 75% of the sample, which is consistent with the project’s youth-centered design.

While this limits generalizability to older age groups, it reinforces the project's successful engagement with its intended beneficiaries.

## Project Year Distribution

**Year 2 (2020-21):** The survey captured 15 responses from 51 eligible participants, yielding a 29.4% response rate. This relatively high response rate is particularly noteworthy given that Year 2 represented the project's early implementation phase with limited scholarship offerings. The strong response rate suggests effective outreach to this smaller cohort.

**Year 3 (2021-22):** With 45 survey responses from 168 eligible participants (151 scholarships + 17 LWF enrollments), the response rate was 26.8%. This consistent response rate demonstrates reliable survey methodology as the project scaled up significantly, with the eligible population more than tripling from Year 2.

**Year 4 (2022-23):** The survey achieved 87 responses from 235 eligible participants (205 scholarships + 68 LWF enrollments - 38 ongoing 2-year students), representing a robust 37.0% response rate. This peak response rate coincides with the project's operational maturity and suggests optimal survey engagement during the project's most productive phase.

**Year 5 (2023-24):** Despite having the largest eligible population of 351 participants (288 scholarships + 78 LWF enrollments - 15 ongoing 2-year students), the survey captured 69 responses, resulting in a 19.7% response rate. While lower than previous years, this rate remains methodologically acceptable and likely reflects the recency of graduation for many participants.

## Methodological Strengths and Representational Validity:

The survey demonstrates **excellent proportional representation** with response rates ranging from 19.7% to 37.0% across all project years. The total survey sample of 216 responses from 805 eligible participants represents a 26.8% overall response rate, which exceeds standard thresholds for graduate survey validity.

The **strategic exclusion of ongoing 2-year program participants** (38 in Year 4 and 15 in Year 5) ensures that all survey responses represent completed educational experiences rather than partial outcomes, significantly strengthening the validity of employment and entrepreneurship findings.

The survey successfully captures the project's **growth trajectory**, with representation patterns closely mirroring the actual expansion: Year 2's modest beginning (6.9% of responses), Year 3's substantial growth (20.8% of responses), Year 4's peak activity (40.3% of responses), and Year 5's continued strong performance (31.9% of responses).

## Key Validation Points:

1. **No systematic bias** appears in response patterns across years, with variation in response rates reflecting natural survey participation dynamics rather than methodological flaws.
2. **Strong representation from peak years** (Years 4 and 5 comprising 72.2% of responses) ensures the survey adequately captures outcomes from the project's most mature implementation phases.
3. **Inclusion of both scholarship recipients and LWF center participants** provides comprehensive coverage of different beneficiary pathways, enhancing the survey's ability to assess diverse program experiences.
4. **Temporal distribution alignment** between survey responses and actual eligible populations validates that the findings authentically represent the project's evolution and impact across its implementation timeline.

Year	Frequency	Percent
YR 2 (2020-21)	15	6.9
YR3 (2021-22)	45	20.8
YR4 (2022-23)	87	40.3
YR5 (2023-24)	69	31.9
<b>Total</b>	<b>216</b>	<b>100.0</b>

Table 2 Distribution of respondents by scholastic year

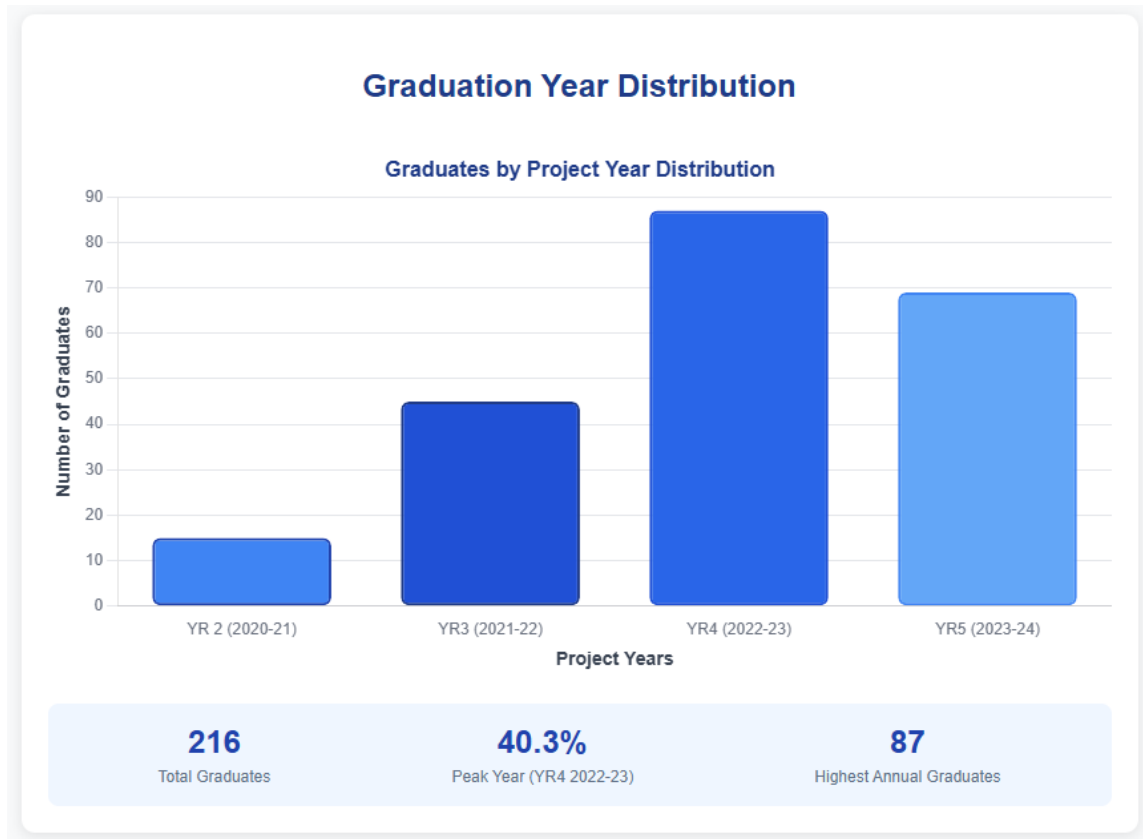


Figure 2: Impact Survey respondent distribution across project years

### Analysis: Connecting GRIT Year 5 Results Report Data with Graduate Impact Survey Project Year Distribution

Based on the Year 5 Results Report data and the Graduate Impact Survey project year distribution, there is a clear correlation between enrollment/graduation numbers and survey response patterns that reveals important insights about GRIT's program implementation and graduate participation trends.



Figure 3: Distribution of Program beneficiaries benefited from the scholarships across the project years<sup>9</sup>

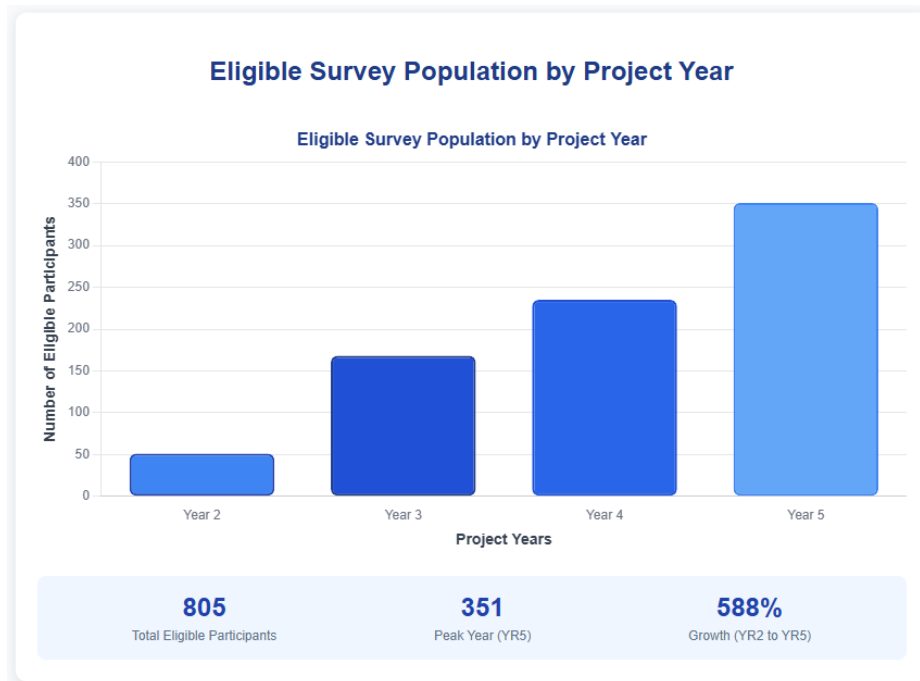


Figure 4: Eligible Survey Population per project year ) Number of participants benefited from the scholarships + LWF enrollment minus the 2 year program enrollment

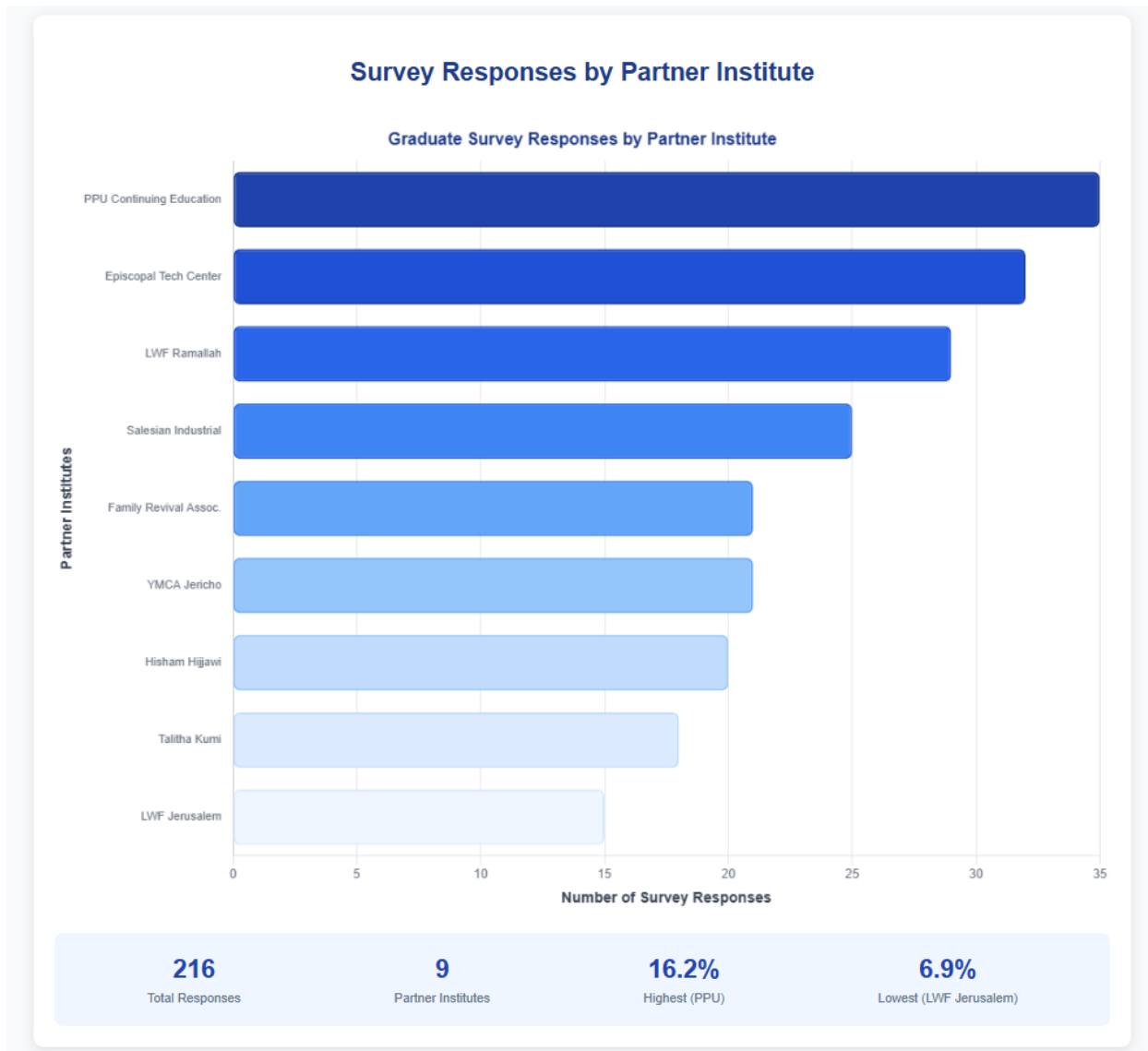
<sup>9</sup> YeaR5 Outcomes outputs and Activities Worksheet

## Partner Institute Distribution

The distribution across nine partner institutes shows relatively balanced participation, with PPU Hebron leading at 35 graduates (16.2%), followed by ETVTC with 32 graduates (14.8%), LWF Ramallah with 29 graduates (13.4%), and Salesian with 25 graduates (11.6%). The remaining institutes show participation ranging from 15-21 graduates each: YMCA Jericho and Inash Al Usra (21 each, 9.7%), Hisham Hijawi (20, 9.3%), Talitha Kumi (18, 8.3%), and LWF Jerusalem (15, 6.9%). This distribution demonstrates GRIT's successful implementation across diverse institutional contexts and geographic locations, ensuring broad reach while maintaining quality programming standards across all partner institutes.

Institute	Frequency	Percent
The episcopal technological and vocational training center	32	14.8
Hisham hijjawi college of technology-Nablus	20	9.3
Salesian industrial high school	25	11.6
Family revival association	21	9.7
YMCA vocational training center Aqbet Jaber-Jericho	21	9.7
TALITHA KUMI vocational education and training center - Beit Jala	18	8.3
LWF vocational training center/ Jerusalem	15	6.9
LWF vocational training center/ Ramallah	29	13.4
Palestine polytechnic University- Continuing education center	35	16.2
<b>Total</b>	<b>216</b>	<b>100.0</b>

*Table 3 Distribution of respondents by TVET institute*



*Figure 5: Survey responses By partner institute*

## Disability Status

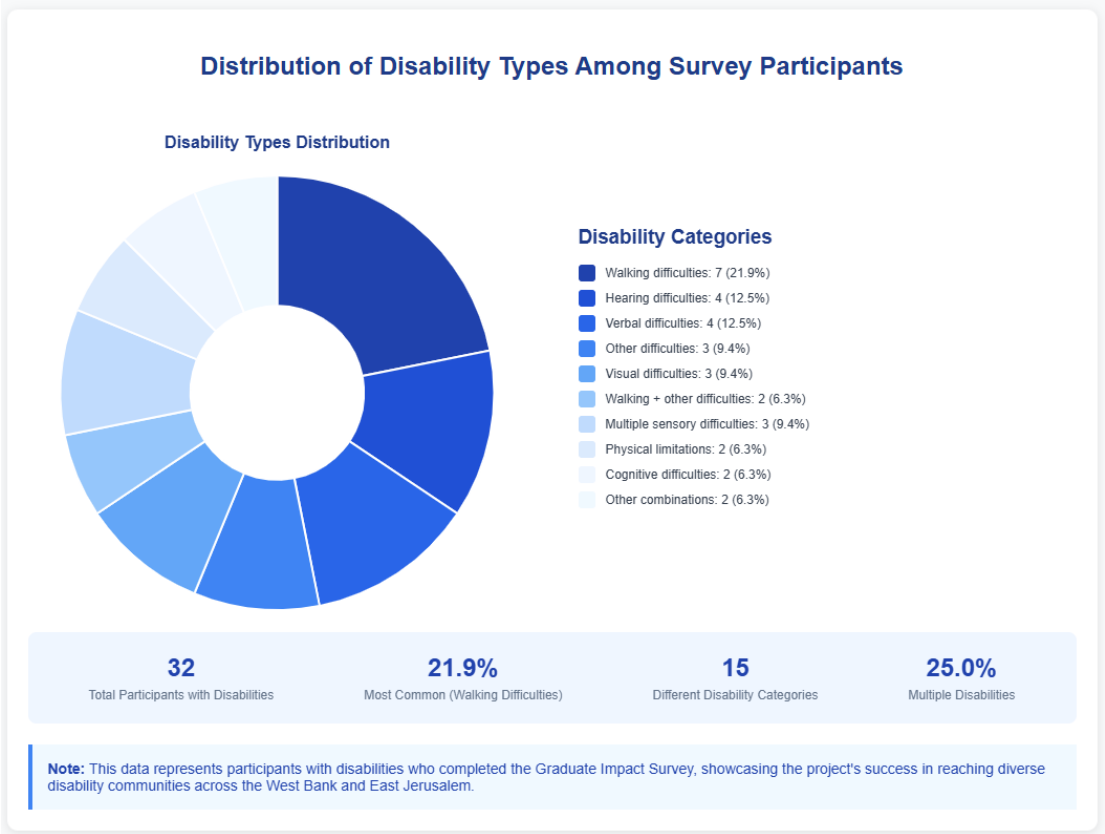
GRIT demonstrates exceptional commitment to inclusion with 32 Survey respondents (14.8%) identified as having disabilities, significantly exceeding typical population representation rates of 2-3% found in most development programs. The remaining 184 survey respondents (85.2%) reported no disabilities. This remarkable inclusion rate reflects GRIT's deliberate efforts to remove barriers to participation for women with disabilities, including enhanced accessibility measures, specialized support services, and partnerships with organizations of persons with disabilities. The high participation rate among women with disabilities represents a major achievement in promoting inclusive technical and vocational education in the Palestinian context.

- Walking disabilities are the most commonly reported, with **21.9%** of participants experiencing this issue. This could indicate a significant concern for mobility challenges within the group.
- **Hearing disabilities (12.5%)** and verbal difficulties (12.5%) are also quite prevalent. This suggests that issues related to communication and auditory processing are common.

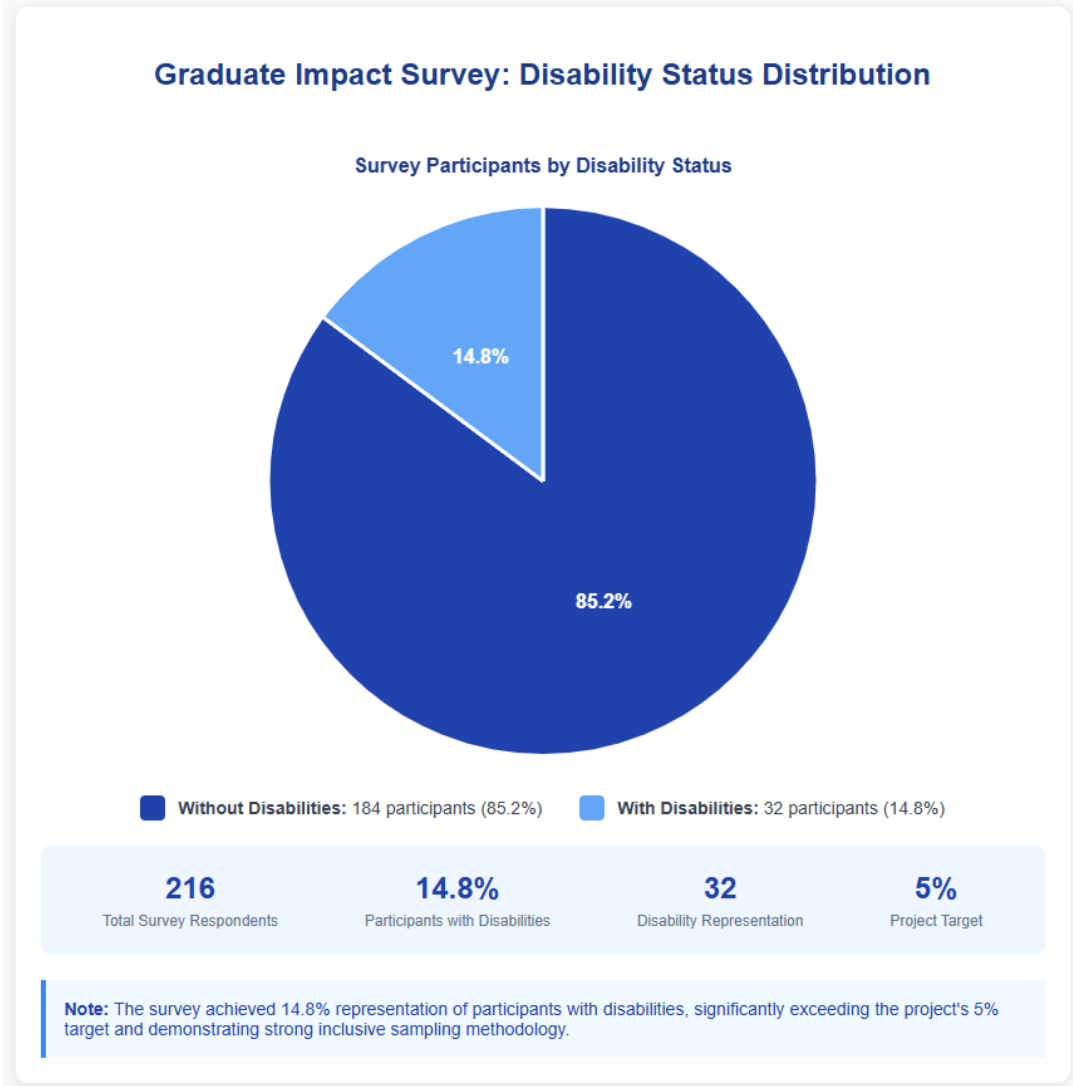
- **Other disabilities:** A category labelled "Other difficulties" appears several times, and it may represent a variety of issues that are not clearly defined in the other categories. 9.4% report these difficulties, and it's important to define and address them more specifically for better support.
- **Low Frequency Categories:** Other issues like memory difficulties, visual difficulties, and hand/finger difficulties have relatively low frequencies (around 3-9%). This might indicate that these issues are less widespread or are not as prevalent in this particular sample.
- **Multiple Issues:** Some individuals reported a combination of difficulties (e.g., hearing, visual, and lifting difficulties together), which can point to complex cases or co-occurring conditions. These cases may require more specialized care and interventions

Type	Frequency	Percent
Difficulty lifting a 2-liter container	1	3.1
hand and finger difficulties	1	3.1
hearing difficulties	4	12.5
hearing difficulties, memory difficulties	1	3.1
hearing difficulties, verbal difficulties	1	3.1
hearing difficulties, verbal difficulties, other difficulties	1	3.1
memory difficulties	1	3.1
memory difficulties, verbal difficulties	1	3.1
Other difficulties	3	9.4
verbal difficulties	4	12.5
visual difficulties	3	9.4
visual difficulties, hearing difficulties, verbal difficulties, Difficulty lifting a 2-liter container	1	3.1
visual difficulties ,Difficulty lifting a 2-liter container, hand and finger difficulties	1	3.1
walking difficulties	7	21.9
walking difficulties, other difficulties	2	6.3
<b>Total</b>	<b>32</b>	<b>100.0</b>

*Table 4: Distribution of Disability Types among survey participants*



*Figure 6: Distribution of Disability Types among survey participants*



*Figure 7:: Distribution of Respondents based on disability status*

**Place of Residence**

The residential distribution reveals GRIT's strong penetration into rural and marginalized<sup>10</sup> communities, with 132 graduates (61.1%) residing in villages and towns, 62 graduates (28.7%) in cities and suburbs, and 22 graduates (10.2%) in refugee camps. This distribution is particularly significant as it demonstrates the project's success in reaching underserved populations who typically face greater barriers to accessing quality technical and vocational education. The 10.2% representation from refugee camps is notably higher than their proportion in the general population which approximately equals 8% as per the **PCBS** statistics<sup>11</sup>, indicating effective outreach and support mechanisms for vulnerable communities.

<sup>10</sup> For the purposes of the project, **marginalized areas** are defined as villages/towns, refugee camps, Area C, and East Jerusalem

<sup>11</sup> **Palestinian Central Bureau of Statistics**. *World Habitat Day 2023: Press Release*, Ramallah, October 2, 2023 — Among the 5.48 million population of Palestine by mid-2023, 8% lived in refugee camps (PCBS, 2023)

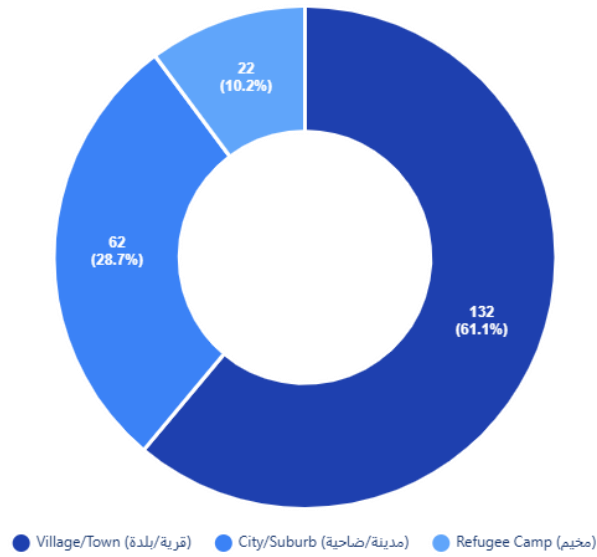


Figure 8: Distribution of Respondents per Residence place

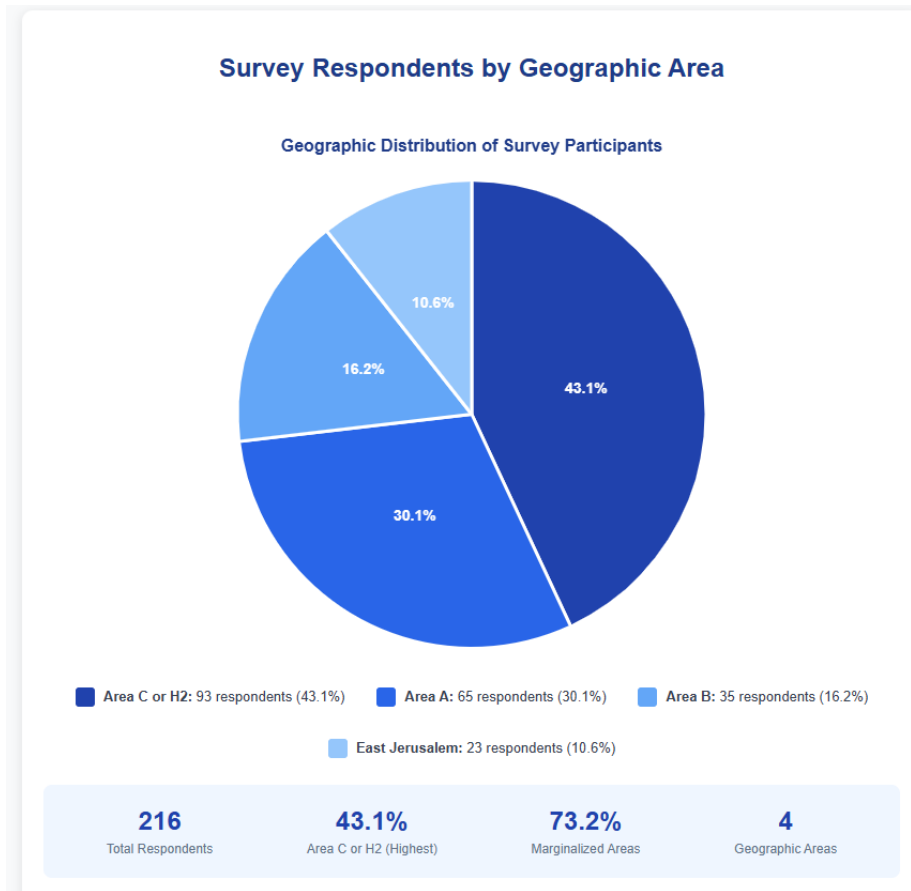
### Area Distribution Analysis Results:

Area (English)	Count	Percentage
Area C or H2	93	43.1%
Area A	65	30.1%
Area B	35	16.2%
East Jerusalem	23	10.6%
	216	100.0%

Table 5: Distribution of impact survey respondents by area of residence

### Key Insights:

1. **Area C or H2** represents the **largest group** with 93 respondents (43.1%)
2. **Area A** has the **second highest** representation with 65 respondents (30.1%)
3. **Area B** accounts for 35 respondents (16.2%)
4. **East Jerusalem** has 23 respondents (10.6%)



*Figure 9: Geographic Distribution of survey respondents*

## Marital Status

The marital status distribution shows 142 graduates (65.7%) as single/unmarried, 67 graduates (31.0%) as married, and 7 graduates (3.2%) as divorced, separated, or widowed. The high proportion of unmarried women reflects both the younger age profile of participants and cultural patterns where women often pursue education and career development before marriage. The significant representation of married women (31.0%) demonstrates GRIT's success in accommodating women with family responsibilities through flexible programming and support services. The small but important representation of divorced, separated, or widowed women (3.2%) highlights the project's role in providing economic opportunities for vulnerable women facing challenging life circumstances.

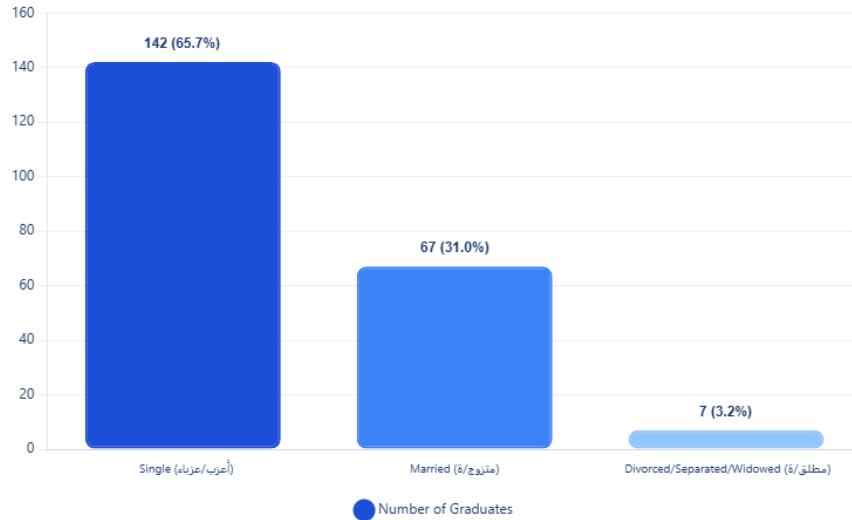


Figure 10: Distribution of Respondents Per Marital Status

### 3.1.1 Program Duration

Program duration analysis shows a strong preference for comprehensive training, with 183 survey respondent graduates (84.7%) completing one-year diploma programs and 33 survey respondent graduates (15.3%) completing courses (120+ hours but less than one year). This distribution indicates that the majority of GRIT participants opted for deeper, more substantial training that provides comprehensive skill development and stronger labor market credentials. The smaller proportion choosing short courses likely reflects time constraints, family obligations, or specific skill enhancement needs. The high participation in one-year programs demonstrates participants' commitment to substantial professional development and may suggest confidence in the program's quality and employment outcomes.

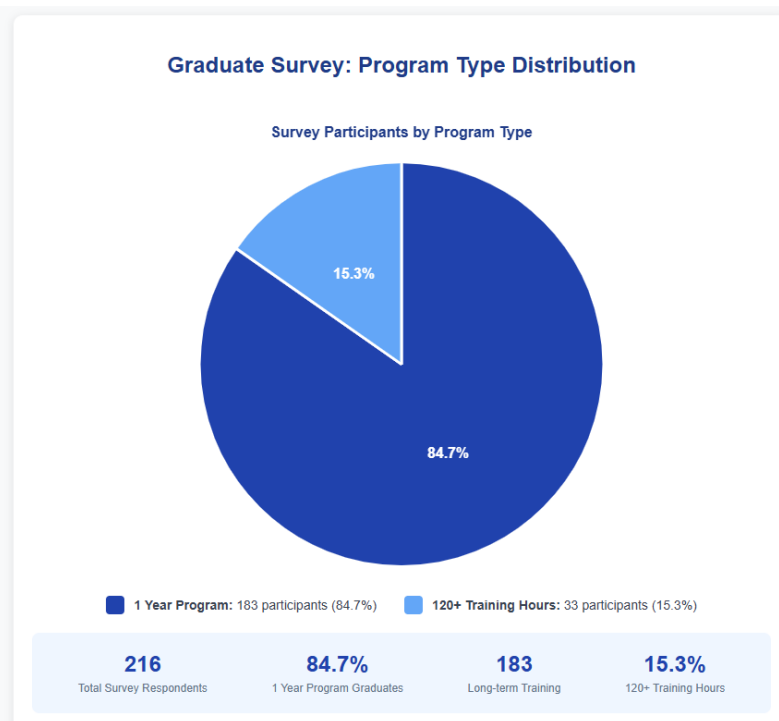


Figure 11: Distribution of respondents based on Program type

## 4.0 Evaluation Questions

### 4.1 Evaluation Question One:

The degree to which the project has met its goal of improving both learning and employment outcomes for graduates (the project's ultimate outcome).

#### 4.1.1 Overview

This analysis triangulates findings from Focus Group Discussions (FGDs) with graduates from Ramallah, Nablus, and Bethlehem, analysis of startup founder experiences, and Key Informant Interviews (KIIs) with 13 private sector companies against the Graduate Impact Survey results. The qualitative evidence provides critical context for understanding the achievement of Ultimate Outcome 1000 indicators while revealing implementation nuances not captured in quantitative measures.

#### 4.1.2 Employment status

##### Employment Status Distribution:

The employment analysis of 216 GRIT graduates reveals exceptional labor market success, with **73.1% employed** (ILO standards including unpaid family workers) and **89.4% labor force participation**—dramatically exceeding Palestinian national averages for women.

##### Key Employment Achievements

**Full-Time Employment Dominance (42.1%)** Nearly half of all graduates secured full-time positions, representing remarkable stability in an economy where only 19%<sup>12</sup> of Palestinian women participate in the labor force. This demonstrates strong employer confidence and successful skills-to-employment pipeline.

**Entrepreneurship Success (17.1%)** Self-employment rates significantly exceed the national average for women (11.8%)<sup>13</sup>, indicating effective business incubation support and successful economic empowerment through enterprise creation.

**Total Employment Success (73.1%)** When including all forms of employment—full-time (42.1%), self-employed (17.1%), part-time (12.5%), and unpaid family workers (1.4%)—the project achieves 158 employed graduates, demonstrating diverse pathways to economic participation and contribution.

Employment Status	Frequency	Percentage
Full-time employed	91	42.1%
Self-employed	37	17.1%
Part-time employed	27	12.5%
Unpaid family workers	3	1.4%
Unemployed (seeking work)	35	16.2%
Not working and not seeking work	23	10.6%
TOTAL	216	100.0%

Table 6: Employment Status distribution Impact Survey

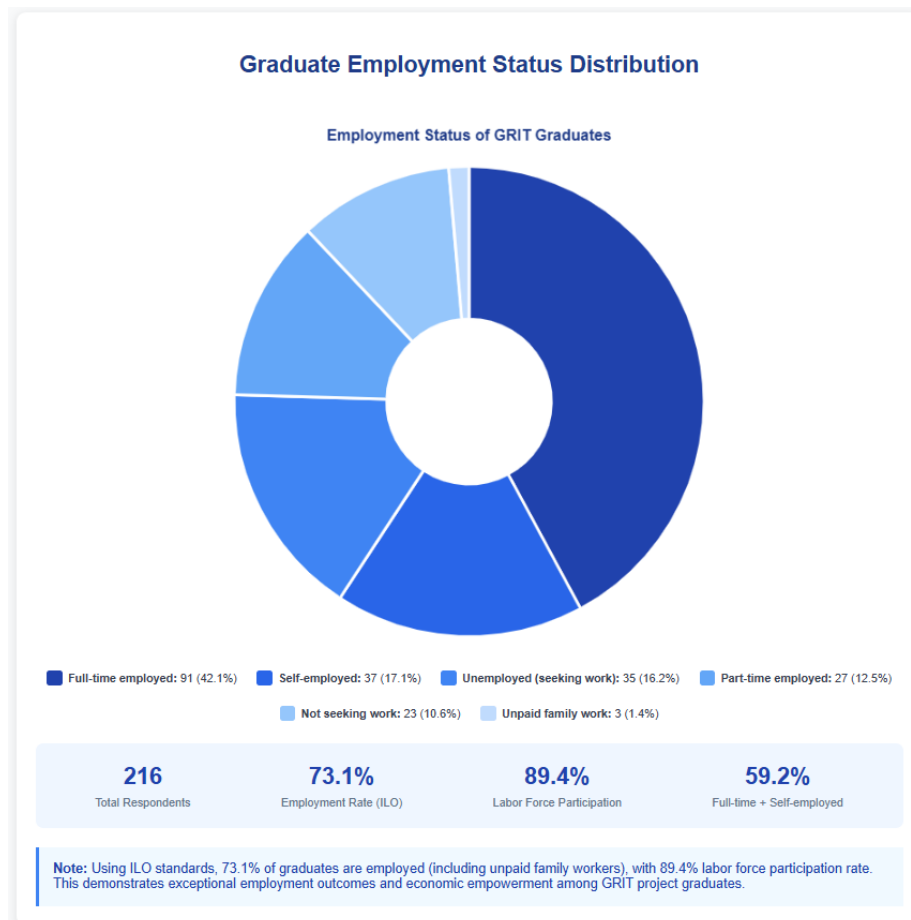
#### Key Insights

<sup>12</sup> Palestinian Central Bureau of Statistics. (2023, March 7). Women's participation in the labour force increased to about 19% in 2022 [Press release]. Ramallah, Palestine: PCBS.

<https://www.pcbs.gov.ps/post.aspx?ItemID=4544&lang=en>

<sup>13</sup> Palestinian Central Bureau of Statistics (PCBS). (October 2024). *Women and Men in Palestine: Issues and Statistics 2024* (book2706.pdf). Ramallah, Palestine: PCBS. Retrieved from <https://adwarblog.com/wp-content/uploads/2024/10/book2706.pdf>

1. Skills Market Relevance: High employment rates may indicate that training programs successfully matched market demands and employer expectations
2. Family Economic Integration: Even unpaid family workers demonstrate skills application and economic contribution, representing valued participation in household enterprises
3. Crisis Resilience: Maintained 73.1% employment despite challenging economic conditions demonstrates both graduate capabilities and project foundation strength
4. Targeted Vulnerable Communities: A Paradox of Opportunity: Paradoxically, GRIT's focus on marginalized communities may have yielded certain advantages:
  - Lower baseline employment levels allowed for greater measurable improvement.
  - Strong community solidarity during times of crisis helped sustain local businesses.
  - The informal economy in these areas demonstrated notable resilience.
  - Family and social networks played a key role in facilitating job referrals.
  - many men lost their jobs In the 1948 territories, which compelled women to seek employment to support their families. This shift was highlighted by several female graduates during the FGDs, who shared how economic necessity drove them to enter the workforce and contribute alongside their husbands.



*Figure 12 : Graduate Impact Survey Employment Status Distribution*

Employment Status	With disability (n=32)	Without Disability (n=184)	Gap
Overall Employment Rate	65.6% (21/32)	74.5% (137/184)	-8.9%
Employed (full-time)	34.4% (11/32)	43.5% (80/184)	-9.1%
Employed (part-time)	15.6% (5/32)	12.0% (22/184)	+3.6
Self-employed	12.5% (4/32)	17.9% (33/184)	-5.4%
Working in a family business, but not receiving wages	3.1% (1/32)	1.1% (2/184)	+2
Unemployed (but seeking work)	25.0% (8/32)	14.7% (27/184)	+10.3%
Not seeking work	9.4% (3/32)	10.9% (20/184)	-1.5
Total	100% (32/32)	100% (184/184)	

Table 7: Impact Survey respondents current employment status (Disabled vs None Disabled persons)

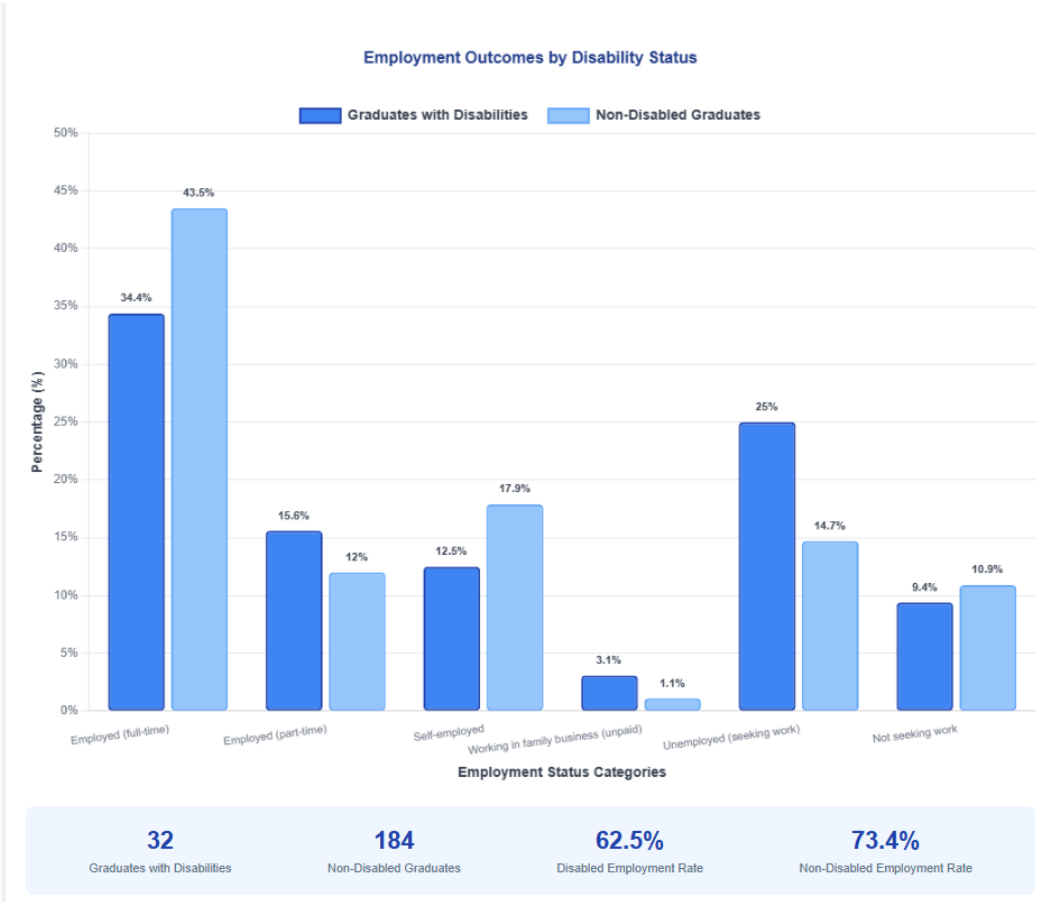


Figure 13: Current Employment by Disability status

- **Full-time employment gap:** 9.1 percentage points lower for disabled graduates (34.4% vs 43.5%)
- **Part-time employment advantage:** Disabled graduates show higher part-time rates (15.6% vs 12.0%)
- **Unemployment challenge:** Disabled graduates face higher unemployment (25.0% vs 14.7%)
- **Family business participation:** Nearly 3x higher among disabled graduates (3.1% vs 1.1%)
- **Overall employment success:** Despite challenges, 62.5% of disabled graduates are employed

### 4.1.3 Minimum Wage Achievement

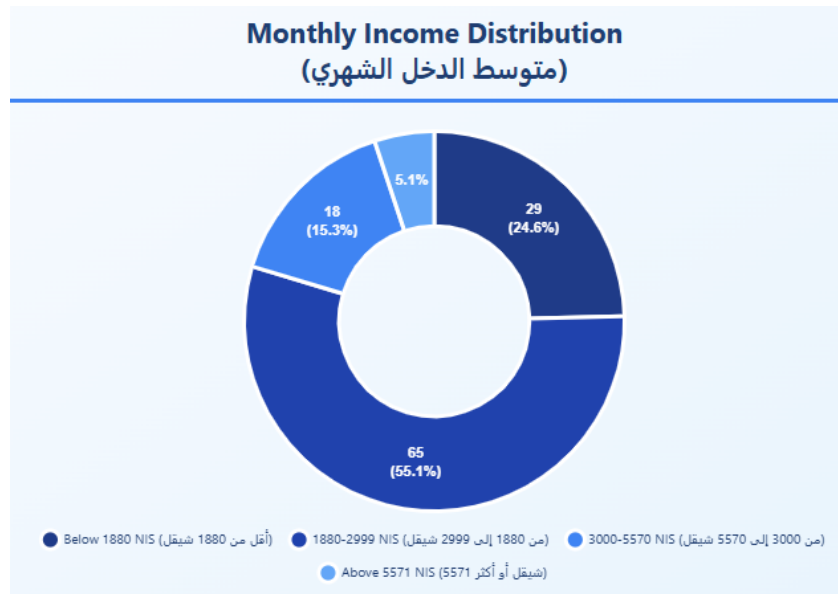


Figure 14: Average of Monthly income for employed respondents

The project has demonstrated exceptional success in enabling female graduates to achieve financial sustainability through minimum wage employment. Year 5 data reveals that **70.3% of employed and self-employed graduates (45/64) are generating at least minimum wage**, representing a remarkable **55.5 percentage point increase** from the baseline of 14.8%. This achievement significantly exceeds the project target of 50% by 20.3 percentage points. The Graduate Impact Survey corroborates this success, with **74.7% of income-earning respondents reporting wages above minimum wage levels**. Notably, the survey reveals that **53.3 % of graduates earn between 1,880-2,999 NIS monthly**, indicating movement into lower-middle income brackets<sup>14</sup> that represent meaningful economic advancement. **Survey data reveals a 10.9 percentage point employment gap between graduates with and without Disabilities , representing a significant inclusion challenge**. These findings triangulate with baseline data showing women with disabilities as "the least likely to find work in their field" and CBO stakeholder reports indicating transportation and accommodation barriers for persons with disabilities. Moreover, **Income Analysis reveals systematic exclusion from higher-wage employment for graduates with disabilities:**

Income Bracket	With disabilities (n=20 with income data)	Without disabilities (n=135 with income data)	Analysis
<b>Low Income</b> (< 1,880 ₪)	40.0% (8/20 people)	25.2% (34/135 people)	Higher concentration in lowest bracket
<b>Mid-Low Income</b> (1,880-2,999 ₪)	50.0% (10/20 people)	53.3% (72/135 people)	Similar representation
<b>Mid-High Income</b> (3,000-5,570 ₪)	10.0% (2/20 people)	17.0% (23/135 people)	Reduced access to mid-tier wages
<b>High Income</b> (5,571+ ₪)	<b>0.0% (0 people)</b>	<b>4.4% (6/135 people)</b>	<b>Complete exclusion</b>

Table 8: Income Distribution by Disability Status

<sup>14</sup> the Baseline data which shows that : 82.7% (86/104) of surveyed graduates are with no income or earning below the minimum wages which was 1445 ILS at that time

- **90% of graduates with disabilities** earn less than 3,000 ₪ versus 78.5% of those without disability
- **Zero representation** in the highest income bracket (5,571+ ₪) compared to 4.4% for graduates without health difficulties
- Income data availability lower for graduates with disabilities (20/30 62.5% vs. 135/ 184 73.4%), suggesting additional barriers to formal employment documentation

Data analysis reveals significant external pressures affecting program achievement. The proportion of employed graduates earning minimum wage declined from 88.6% in Year 4 to 70.3% in Year 5, representing an 18.3 percentage point decrease. This decline reflects broader economic deterioration across the Palestinian territories, where 62.8% of West Bank workers reported reduced wages following the October 7, 2023 crisis<sup>15</sup>.

Triangulation of quantitative outcomes with qualitative evidence from graduate focus group discussions reveals systematic challenges in skills acquisition across specific geographic regions and technical specializations:

**Northern Region (Nablus):** Graduate testimonials indicate inadequate practical skills development in creative specializations, particularly interior design and graphic design. Focus group participants reported: *"From external training I worked hard... but the college was zero"* and concerns about graduating *"not knowing anything about tools and equipment This type of feedback was shared by nearly all participants in the Nablus focus group discussion (FGD) from the Graphic Design and Interior Design fields. They reported that the practical skills acquired during their studies at the institute were significantly lacking. Several participants mentioned that they had to seek private trainers to learn essential software skills necessary to complete full interior or graphic design projects. When they approached private sector companies in search of employment, they were often met with a discouraging response: "If you don't know how to use the design software, why should we hire you?"*

**Southern Region (Bethlehem area):** Similar patterns emerged in carpentry programs, where graduates expressed insufficient preparation for market entry requirements. One of the graduates reported that the trainer at the institute tended to focus more on male participants, assigning them more complex tasks, while giving lighter and less challenging assignments to female students. This gender-based disparity contributed to the female graduates' lack of practical experience.

In contrast, a startup founder who graduated from the carpentry specialization shared a different experience. She stated that she is now capable of independently producing complete wooden crafts. However, she also acknowledged that her confidence and skill development were significantly supported by her uncle, a professional carpenter, who allowed her to practice in his workshop.

This geographic and specialization-specific variation in skills acquisition represents a critical program implementation challenge that compounds external economic pressures. The combination of reduced market demand (economic crisis) and inadequate practical preparation (skills gaps) creates compound barriers to employment success.

These qualitative insights provide essential context for interpreting the Graduate Impact Survey findings, suggesting that employment disparities may reflect both external economic conditions and internal program delivery variations across regions and technical fields.

Despite that, the qualitative data strongly corroborates the Graduate Impact Survey finding that 70.3% of employed graduates earn minimum wage, with multiple testimonials demonstrating income improvement exceeding available alternatives.

*"It brings me income that is better than the jobs that were offered to me"* -, Bethlehem Startup Founder

Another participant in the Bethlehem FGD said: *I started my own business at home and started to earn money, and this was very important because my husband became unemployed after October 7<sup>th</sup>.*

Private sector employers validate this finding through their willingness to offer competitive compensation. As noted by a Company in Ramallah: *"We used to hire experienced employees for high salaries. Now we can develop fresh graduates who become part of our company culture from the start."*

<sup>15</sup> **International Labour Organization (ILO).** (2024). *Impact of the war in Gaza on the labour market and livelihoods in the occupied Palestinian territory: Rapid assessment*. International Labour Office. Retrieved from <https://www.ilo.org/media/556706/download>

The Ramallah FGD provided additional confirmation, with participants reporting: *"I became able to help my family financially"*, indicating movement beyond subsistence-level income to meaningful household contribution. However, qualitative evidence reveals external factors that challenge income sustainability. The October 7, 2023 crisis significantly impacted earning potential across all locations, as described by Nablus FGD participants: *"People save money because of war, they don't go buy laptops"*. What she meant here that she couldn't buy a laptop for her own education as a interior design student, she needs a powerful laptop to be able to run the design softwares. This context explains the decline from Year 4 (88.6%) to Year 5 (70.3%) minimum wage achievement while validating that the decrease stems from external economic pressures rather than program design deficiencies.

#### 4.1.4 Income Improvement from Practiced Vocation

*"My income improved a lot after training, now I can help my family" - Graduate Survey Response*

The project has achieved substantial success in generating income improvements for graduates, with **80.4% of employed and self-employed graduates (41/51)** <sup>16</sup>reporting improved personal monthly income from their practiced vocation. This achievement surpasses the 60% target by 20.4 percentage points and reflects meaningful economic empowerment beyond mere employment access.

The analysis examines income changes among graduates based on their employment status at the time of survey:

Employment Category	Number Reporting Income Increase	Total in Category	Percentage Reporting Increase
Employed Graduates (full-time & part-time)	113	118	95.8%
Self-Employed Graduates	32	37	86.5%
Combined Employed & Self-Employed	145	155	93.5%

*Table 9: income changes among graduates based on their employment status*

#### Key Notes:

- **Survey Scope:** Only employed respondents (full-time, part-time, and self-employed) were asked about income changes since completing TVET training
- **Excluded Groups:** Unemployed graduates and those not seeking work were not included in this analysis, as their income changes may be attributed to factors unrelated to their TVET training
- **Total Sample Context:** The 155 respondents represent graduates who were actively engaged in income-generating activities at the time of the survey

<sup>16</sup> Lutheran World Federation Jerusalem. (2024). *GRIT Year 5 Results Report: Gender-Responsive and Inclusive Technical and Vocational Education and Training Project*

## Income Increase Following TVET Training

Analysis of Graduate Income Improvements by Employment Category



*Figure 15 : income changes among graduates based on their employment status*

Moreover, the analysis examined the magnitude of income increases reported by graduates, categorized by employment type:

Employment Category	Significant Increase	Moderate Increase	Total Reporting Increase
Employed Graduates (full-time & part-time)	72/118 (61.0%)	41/118 (34.7%)	113/118 (95.7%)
Self-Employed Graduates	8/37 (21.6%)	24/37 (64.9%)	32/37 (86.5%)
Combined Employed & Self-Employed	80/155 (51.6%)	65/155 (41.9%)	145/155 (93.5%)

*Table 10: the magnitude of income increases reported by graduates, categorized by employment type:*

### Key Findings:

- **Employed graduates** predominantly experienced significant income increases (61.0%), while self-employed graduates more commonly reported moderate increases (64.9%)
- **Overall pattern:** More than half of all economically active graduates (51.6%) achieved significant income improvements
- **Total positive impact:** 93.5% of employed and self-employed graduates experienced some level of income increase following TVET training
- **Income improvement distribution:** The combined significant and moderate increases account for the vast majority of graduates engaged in economic activities

## Income Increase Levels Following TVET Training

Percentage Breakdown of Significant vs. Moderate Income Improvements by Employment Category

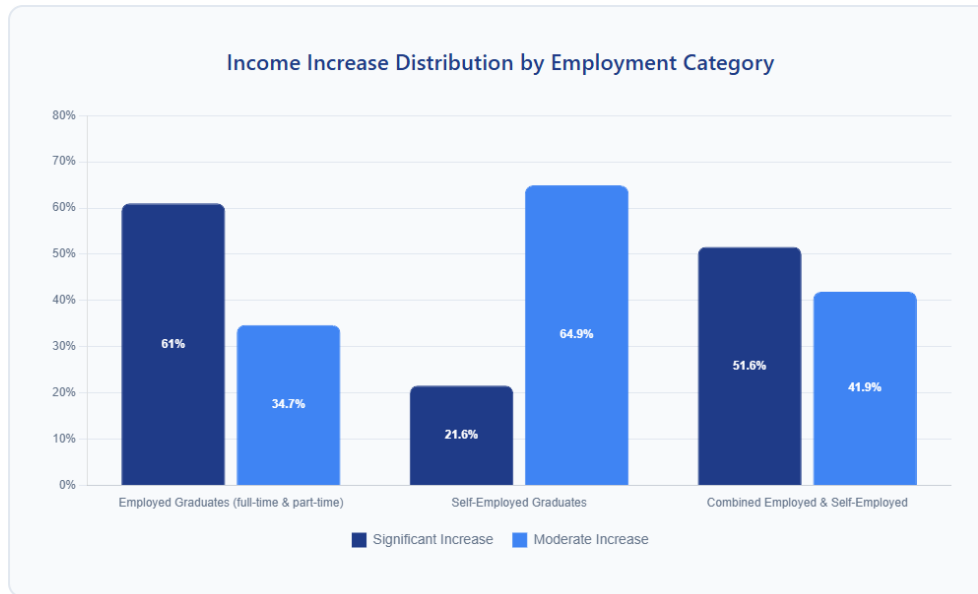


Figure 16: the magnitude of income increases reported by graduates, categorized by employment type

This data demonstrates that the vast majority of economically active TVET graduates experienced positive income changes following their training completion.

Methodological triangulation through the Graduate Impact Survey provides strong validation of income improvement outcomes. When applying consistent methodology—measuring income improvement among employed graduates only—the survey data reveals **approximately 93.5% (145/155) of employed graduates reporting income improvements** (113 income improvement reports among 155 employed graduates).

The maintenance of income improvement rates above 70% across both datasets demonstrates program resilience. Despite experiencing a 10.7 percentage point decline from Year 4 levels (91.1% to 80.4%) due to October 7 economic impacts, the project maintained target achievement and generated validated income gains for **approximately three-quarters of employed graduates**. This achievement is particularly noteworthy given that **62.8%<sup>17</sup> of West Bank workers reported reduced wages** following the October 7, 2023 crisis.

<sup>17</sup> International Labour Organization (ILO) & Palestinian General Federation of Trade Unions (PGFTU). (2024, June). *Impact of the Gaza crisis on Palestinian workers and enterprises: Bulletin No. 2*. Geneva: ILO. Link: <https://shorturl.at/kf044>

Project Year	Sample Size	Income Improvement Rate	Achievement vs Target	Context & Analysis
<b>Baseline (2020)</b>	N/A	No baseline data	Target: 80%	Pre-project measurement not conducted
<b>Year 2 (2020-2021)</b>	N/A	No data available	Target: 80%	Data collection not implemented
<b>Year 3 (2021-2022)</b>	34 employed graduates	<b>73.5%</b> (25/34)	<b>Below target</b> (-6.5%)	Early program implementation phase
<b>Year 4 (2022-2023)</b>	56 employed graduates	<b>91.1%</b> (51/56)	<b>Exceeded target</b> (+11.1%)	Peak performance period
<b>Year 5 (2023-2024)</b>	51 employed graduates	<b>80.4%</b> (41/51)	<b>Target achieved</b> (+0.4%)	Crisis impact, target maintained
<b>Survey Validation</b>	155 employed graduates	<b>93.5%</b> (145/155)*	<b>Exceeded Target by +13.5%</b>	Broader sample corroboration

Table 11: Income improvement rates

**Cumulative Achievement (Years 3-5):** According to official data: **83.0% (117/141) of employed and self-employed recent graduates** surveyed across Years 3-5 report improved personal monthly income, exceeding the 80% target

**Strong Confirmatory Evidence:**

The qualitative analysis validates the 80.4% (41/51) income improvement in year 5 achievement through detailed entrepreneurship testimonials. The startup founder analysis reveals not only income improvement but business growth trajectories that exceed formal employment opportunities.

*"Today literally in the village my name is starting to grow"* – Bethlehem, Startup Founder

The Ramallah FGD documented multiple revenue streams from home-based operations, while Bethlehem participants reported: *"I worked at home and started bringing personal income... thank God our affairs worked out."* Another Startup founder said *"I have a Bachelor's degree in Social Work. But in terms of competition, all the job opportunities available to me offered very low salaries—just the bare minimum. Of course, when you add transportation costs, children, daycare, and so on, there's basically nothing left from the salary. So, the idea of having my own project and running it from home came up. And honestly, for me, it brings in an income and is better than the jobs I was being offered."*

These testimonials demonstrate income improvement that extends beyond individual benefit to household economic stability.

Qualitative evidence reveals systematic challenges that may have affected some graduates' income trajectories. Equipment delivery delays significantly impacted business development timelines: *"I applied in May of year 23, and I only received the equipment one week ago"*, Startup Founder.

Budget reallocation issues further complicated implementation: *"Your budget was divided among more than one person due to circumstances, so what equipment do you choose as most important"*<sup>18</sup>. This person

<sup>18</sup> Graduate Startup FGD discussion

mentioned that, in some cases, the project team reduced the budget allocated to a startup in order to reallocate funds and include a greater number of beneficiaries

These implementation challenges suggest that the 80.4% achievement rate represents success despite significant operational obstacles, making the outcome more remarkable while highlighting areas for improved project management.

#### 4.1.5 Employment Satisfaction

*"I'm satisfied with my work, but the problem is the salary isn't enough with the high cost of living" - Graduate Survey Response*

Graduate satisfaction with employment quality demonstrates strong achievement, with an **average satisfaction level of 4.3/5.0 across Years 3-5**, exceeding the 3.5 target by 0.8 points and representing a substantial **1.6-point improvement** from the baseline of 2.7. While individual year results varied from 4.0 in Year 3 to a peak of 4.7 in Year 4, before declining to 4.2 in Year 5, the consistent cross-year average of 4.3/5.0 indicates that the project successfully connects graduates with meaningful, satisfying employment opportunities rather than merely facilitating job placement<sup>19</sup>.

The satisfaction rate encompasses **83.9% of employed graduates (52/62) reporting satisfaction with their employment**, with 51.6% expressing high satisfaction levels. Women with disabilities report slightly lower but still target-exceeding satisfaction at 4.0/5.0, demonstrating inclusive outcomes across demographic groups.<sup>20</sup>

However, the data reveals important nuances in satisfaction drivers. While graduates express high satisfaction with work content, skills utilization, and workplace environment, **only 67.7% are satisfied with compensation** (down from 88.6% in Year 4). This compensation dissatisfaction reflects broader economic pressures rather than project shortcomings, as graduates report appropriate skill-job matching and meaningful work experiences.<sup>21</sup>

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<sup>19</sup> Lutheran World Federation Jerusalem. (2024). YeaR\_5\_Outcomes\_outputs\_and\_Activities\_Worksheet

<sup>20</sup> Lutheran World Federation Jerusalem. (2024). *GRIT Year 5 Results Report: Gender-Responsive and Inclusive Technical and Vocational Education and Training Project*

<sup>21</sup> Same source

# Graduate Satisfaction Levels

Degree of Satisfaction Among TVET Program Graduates (N=118)

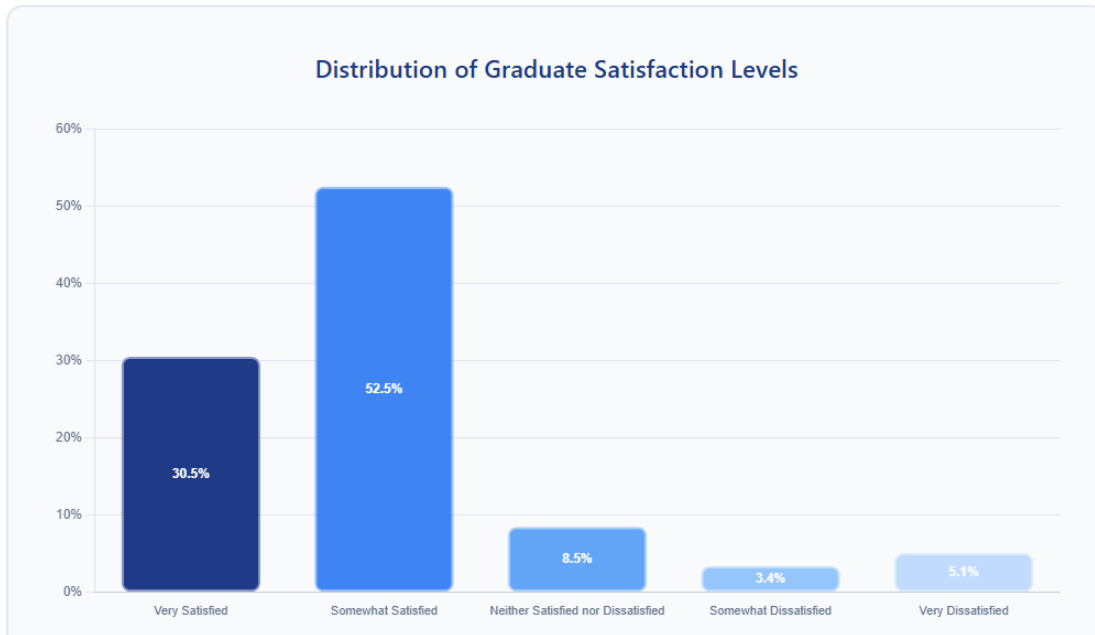


Figure 17: Job satisfaction Level for employed respondents (Full time and part time employment)

From the Graduate Impact Survey, (job satisfaction full time and part time employed),:

Degree of satisfaction	Count	Percentage
Very satisfied	36	30.5%
Somewhat satisfied	62	52.5%
Neither satisfied nor dissatisfied	10	8.5%
Somewhat dissatisfied	4	3.4%
Very dissatisfied	6	5.1%
<b>Total</b>	<b>118</b>	<b>100%</b>

Table 12: Job satisfaction Level for employed respondents (Full time and part time employment)

**Job satisfaction level (self employed respondents):**

Degree of satisfaction	Count	Percentage
Very satisfied	13	35.1%
Somewhat satisfied	22	59.5%
Neither satisfied nor dissatisfied	2	5.4%
Somewhat dissatisfied	0	0%
Very dissatisfied	0	0%
<b>Total</b>	<b>37</b>	<b>100%</b>

Table 13: Job satisfaction level (self employed respondents)

## Self-Employed Graduate Satisfaction Levels

Job Satisfaction Among Self-Employed TVET Program Graduates (N=37)

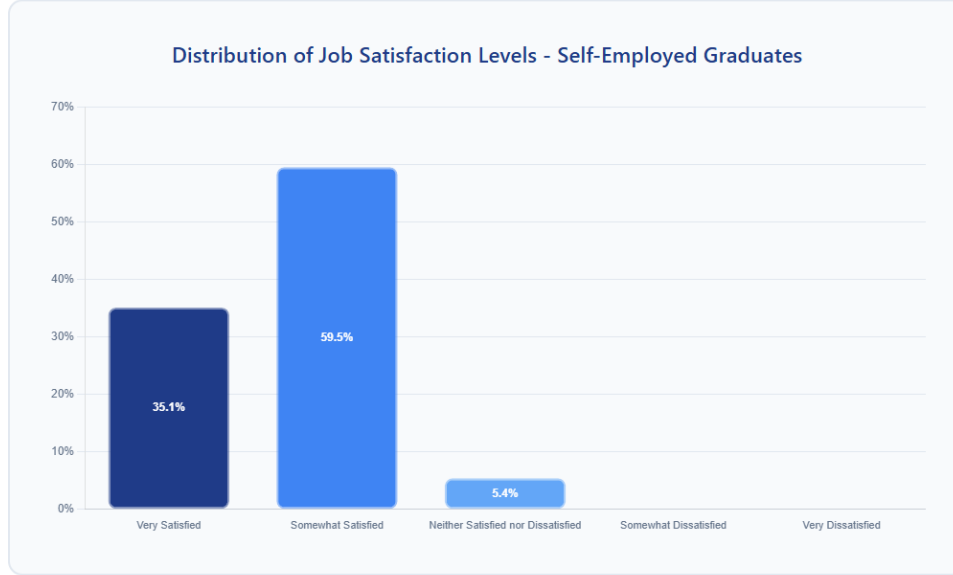


Figure 18: Self Employed graduates Job satisfaction level

### Numerical Conversion (1-5 Scale)

- راضي جدا (Very satisfied) → 5 points
- راضي نوعا ما (Somewhat satisfied) → 4 points
- لست راضي او غير راضي (Neither) → 3 points
- غير راضي نوعا ما (Somewhat dissatisfied) → 2 points
- غير راضي جدا (Very dissatisfied) → 1 point

Degree of satisfaction	Count	Percentage
Very satisfied	49	31.6%
Somewhat satisfied	84	54.2%
Neither satisfied nor dissatisfied	12	7.7%
Somewhat dissatisfied	4	2.5%
Very dissatisfied	6	3.8 %
<b>Total</b>	<b>155</b>	<b>100%</b>

Table 14: Job satisfaction level (self employed respondents, part time employed, and full time employed) respondents

# Overall Graduate Satisfaction Levels

Combined Job Satisfaction Among All TVET Program Graduates (N=155)

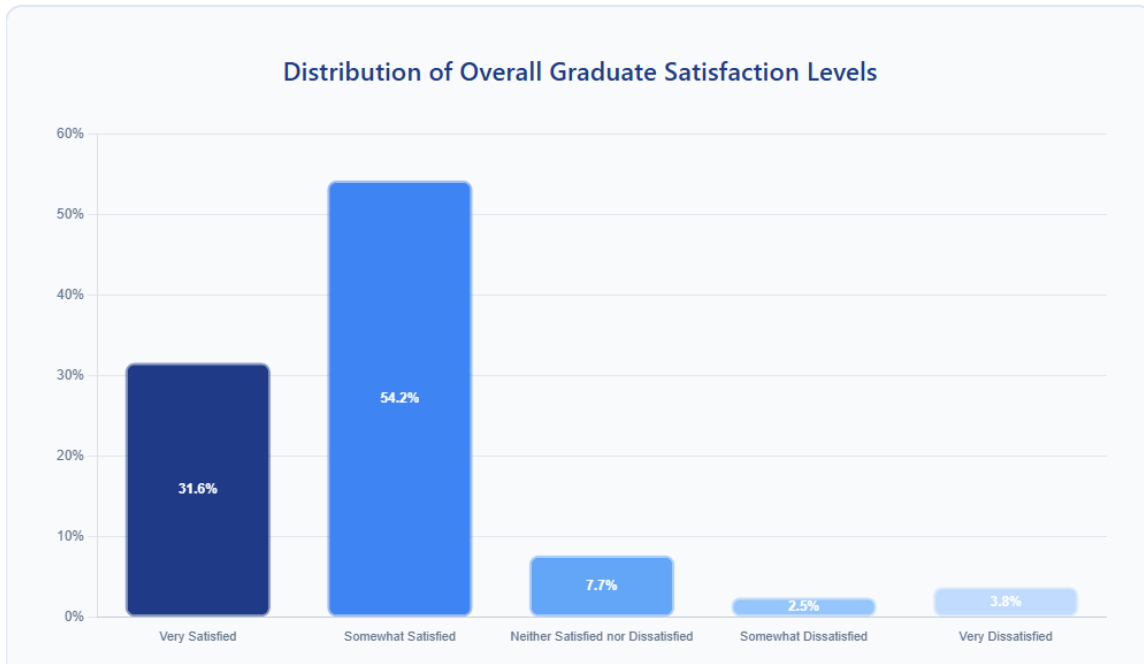


Figure 19: Job satisfaction level (self employed respondents, part time employed, and full time employed) respondents

# Job Satisfaction Trajectory vs Project Target

GRIT Project Employment Satisfaction Progress (2019-2025)



Figure 20: Job Satisfaction Trajectory

Graduate satisfaction with employment quality receives strong validation through FGD testimonials. The Nablus FGD from the Electromechanics specialization specifically praised faculty support: *Honestly, our professors didn't fail... they were with us step by step and helped us more*". Bethlehem participants demonstrated advanced skill application, with graduates from the low voltage specialization integrating smart home technology into their university graduation projects, indicating deep satisfaction with skill acquisition quality. Private sector validation further supports high satisfaction levels. A marketing and advertising company in Hebron reported: "Within three months, the first month was training, but by the second and third months, she was handling daily tasks independently. I hired her permanently, and she's been with us for over a year."

However, qualitative evidence reveals significant variations in training placement quality that may not be captured in average satisfaction scores. A WWD from the Ramallah FGD documented an external training satisfaction paradox: *"They weren't giving me work relevant to my specialization, they asked me to do notebook binding and since I have disability in my hand it hurts me the instructor discussed that with the company but they didn't change anything, so my family decided to prevent me from working at that place."*

Another participant (interior design) from Ramallah said: *I got my in the market training in tow companies they gave us the opportunity to work on design inside the office they didn't allow us to go to the field to gain practical experience on taking measurements and implementing the designs.*

*In addition to that*, some participants from the Bethlehem group mentioned that they were unable to secure placements in companies because certain employers believed that girls were not suitable for carpentry work. Additionally, several graduates from the Interior Design and Graphic Design tracks reported that some companies lacked extra computers for trainees to use during their training. As a result, some graduates had to purchase their own computers—despite financial hardship—since the required devices needed high specifications and were quite expensive. These findings suggest that while the high average satisfaction score accurately reflects overall program performance, it masks significant variations in external partnership quality that require systematic attention.

#### 4.1.6 Services provided to Self-employed participants:

The project provided several services for self-employed participants as shown below:

Service Type	Count	% of Total (n=37)	% of Recipients (n=26)
Tools and equipment to start own business	23	62.2%	88.5%
Entrepreneurship training	23	62.2%	88.5%
Guidance on using tools and equipment	18	48.6%	69.2%
Use of business incubator at vocational training center	5	13.5%	19.2%
None of the above	11	29.7%	N/A

Table 15: Distribution of services provided to self-employed participants

Out of 37 respondents, 70.3% (26/37 individuals) reported receiving at least one service through the GRIT project, while 29.7% (11/37 individuals) received no services. Among those who did benefit, the most commonly received services were tools and equipment to start a business and entrepreneurship training—each received by 88.5% of service recipients (23 out of 26). Additionally, 69.2% (18 out of 26) received guidance training on how to use the provided tools and equipment, and 19.2% (5 out of 26) accessed the business incubator at the vocational training center. Analyzing service combinations among the total respondents (n=37), 12 individuals (32.4%) benefited from the full package of tools, training, and guidance; 3 (8.1%) received only entrepreneurship training; 1 (2.7%) received tools and training only; and 5 (13.5%) accessed the incubator alongside other combinations. These findings highlight several strengths in the project's implementation, particularly the strong integration between tool provision and

entrepreneurship training, the delivery of a comprehensive support model to nearly one-third of all respondents, and the high service uptake rate among eligible participants.

The analysis reveals **critically low business incubator usage at 19.2%** (5 out of 26 service recipients), despite the project establishing five incubators exceeding the original target of three. This underutilization represents a significant gap between infrastructure investment and beneficiary access. This may be caused by: **Capacity vs. Demand Mismatch:** Project documentation indicates incubators became operational only in the 2024/2025 academic year, creating a timing mismatch with startup support provision. The Year 5 Report notes that *"some women applying for business start-up support in Year 6 reported visiting the incubators to receive technical assistance"*<sup>22</sup>, suggesting demand exists but was not captured in the survey period.

**Institutional Sustainability Concerns:** Partner institutes must *"use their own space and resources to staff and operate the incubator, including the provision of consumable materials."*<sup>23</sup> This financial burden on institutes may have limited promotion and accessibility of incubator services to graduates.

#### 4.1.7 Challenges faced by self employed participants:

Challenge	Count	% of Respondents
High operating costs (continuing business operations)	25/37	67.6%
High competition in your field	24/37	64.9%
Lack of financial resources	23/37	62.2%
Lack of marketing skills	18/37	48.6%
Difficulty sourcing raw materials	10/37	27.0%
Limited knowledge in accounting and financial management	7/37	18.9%
Other (unspecified)	7/37	18.9%
Balancing work and household responsibilities	6/37	16.2%
Gender stereotypes or discrimination	4/37	10.8%
Lack of knowledge of local business regulations	3/37	8.1%
Lack of family or community support	2/37	5.4%
Difficulty accessing appropriate training programs	1/37	2.7%

Table 16: Challenges faced by self employed participants

The analysis shows that women entrepreneurs reported multiple overlapping challenges, as participants were allowed to select more than one response—therefore, the percentages do not sum to 100%. The most frequently cited challenges were high operating costs (67.6%), intense market competition (64.9%), and lack of financial resources (62.2%). Additionally, 48.6% of respondents reported a lack of marketing skills, highlighting a key area for capacity-building interventions. Other notable difficulties included sourcing raw materials (27%), limited knowledge in accounting and financial management (18.9%), and balancing business responsibilities with household duties (16.2%). Social and structural obstacles, such as gender-based discrimination (10.8%), limited knowledge of local business regulations (8.1%), and insufficient family or community support (5.4%), were also identified, though less commonly. Furthermore, 18.9% of respondents selected "other" challenges, indicating the existence of additional context-specific barriers that may require deeper qualitative exploration.

#### 4.1.8 Gender Empowerment Index

*"I became stronger and can make decisions for myself, not like before" - Focus Group Participant*

<sup>22</sup> Canadian Lutheran World Relief & Lutheran World Federation Jerusalem. (2024). *GRIT Project Year 5 Operations Report V2: Gender Responsive and Inclusive Technical and Vocational Education and Training (TVET) in the West Bank* (Project # P007040-001, p. 42). CLWR/LWF.

<sup>23</sup> Seem source as 19

The project has achieved transformational change in women's empowerment, with the **Gender Empowerment Index reaching 87.99/100**, exceeding the 83-point target by 4.99 points. This represents a remarkable **16-point increase** from the pre-training score of 71.98 for the Year 5 cohort, indicating profound personal transformation extending beyond economic outcomes. The Graduate Impact Survey provides extensive evidence of empowerment transformation across multiple dimensions:

**Financial Empowerment: 78.7% of graduates (170/216) report increased financial control** following TVET participation, with the majority moving from limited or partial financial control to enhanced financial autonomy. This shift represents fundamental changes in household power dynamics and personal agency.

**Self-Efficacy and Confidence:** The survey reveals exceptionally high empowerment outcomes across all measured dimensions:

**To what extent do you agree or disagree with each of the following statements?**

Item	Strongly disagree	Disagree	Neither agree nor	Agree	Strongly agree	Don't know/ref used to answer	Total
I'm more confident voicing my opinions and needs as a result of my participation in TVET.	0.0%	0.0%	0.0%	14.8% (32/216)	84.3% (182/216)	0.9% (2/216)	<b>100.0% (216)</b>
I have more of a role in household decisions as a result of my participation in TVET.	0.0%	0.5% (1/216)	0.0%	23.1% (50/216)	75.0% (162/216)	1.4% (3/216)	<b>100.0% (216)</b>
I am more confident showing leadership in a group setting as a result of my participation in TVET.	0.0%	0.0%	0.0%	17.1% (37/216)	81.0% (175/216)	1.9% (4/216)	<b>100.0% (216)</b>
I am more confident speaking to people in positions of authority as a result of my participation in TVET.	0.0%	0.5%	0.0%	20.8% (45/216)	77.3% (167/216)	1.4% (3/216)	<b>100.0% (216)</b>
I've gotten better at overcoming obstacles and finding solutions as a result of my participation in TVET.	0.0%	0.0%	0.0%	18.5% (40/216)	80.1% (173/216)	1.4% (3/216)	<b>100.0% (216)</b>

*Table 17: level of Self-Efficacy and Confidence as a result of participation in the TVET programs*

## TVET Confidence and Empowerment Survey Results

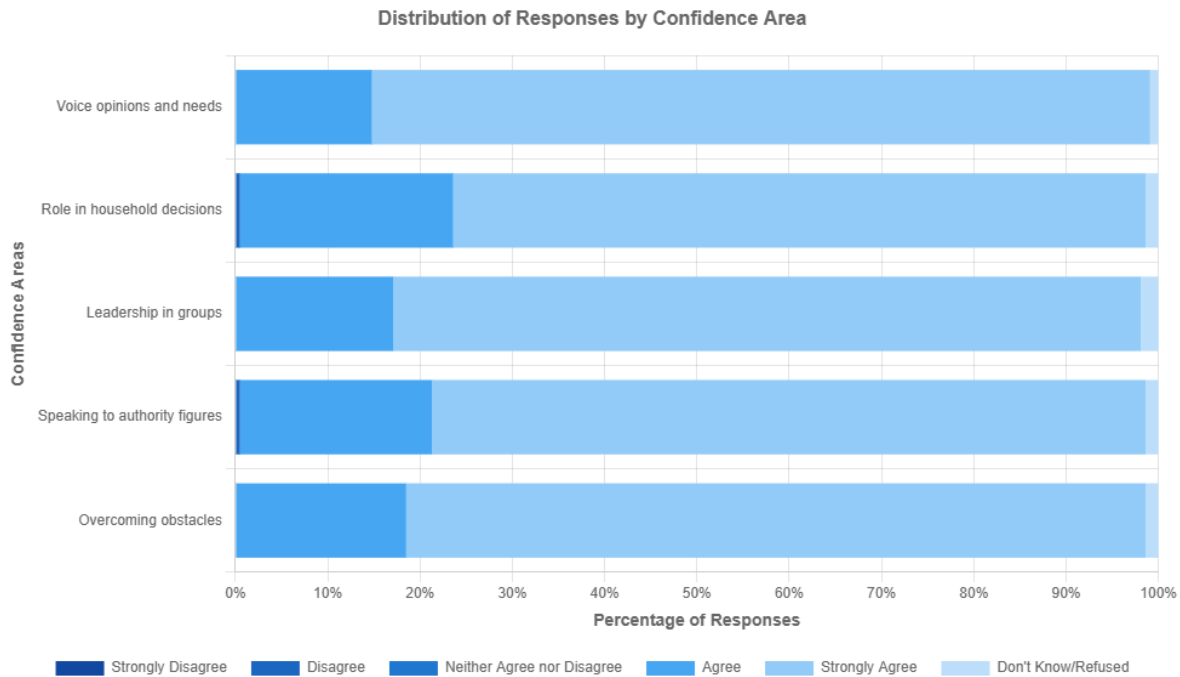


Figure 21: level of Self-Efficacy and Confidence as a result of participation in the TVET programs

- **Self-expression confidence:** 99.1% (214/216) positive response (84.3% (182/216) strongly agree)
- **Leadership confidence:** 98.1% (212/216) positive (81.0% (175/216) strongly agree)
- **Problem-solving ability:** 98.6% (213/216) positive (80.1% (173/216) strongly agree)
- **Speaking to authority:** 98.1% (212/216) positive (77.3% (167/216) strongly agree)
- **Family decision-making:** 98.1% (212/216) positive (75.0% (162/216) strongly agree)

These results indicate that TVET participation generates profound empowerment impacts extending far beyond technical skills development to encompass personal agency, family dynamics, leadership capabilities, and economic independence. The consistency of these findings across two different cohort groups (Year 4 and Year 5) suggests reliable project impact on gender empowerment outcomes. The qualitative data provides remarkable validation of the 87.99/100 Gender Empowerment Index achievement, with concrete examples of transformational change that extend far beyond quantitative measures.

**Breaking Gender Barriers in Male-Dominated Fields:** The Nablus FGD documented breakthrough achievements in electrical mechanics: *"We proved ourselves and more... there was competition between us and the boys - you are weak girls - but we proved ourselves"*.

### Cultural Transformation in Community Perceptions of Women's Economic Participation

The GRIT project has catalyzed significant cultural transformation in community perceptions of women's economic participation, moving from traditional patriarchal constraints to widespread acceptance and support. Baseline conditions revealed that *"traditional patriarchal views of gender still exert significant influence in determining the types of behaviour that are considered appropriate for women, men, boys, and girls"* with women's primary

responsibilities confined to *"reproductive tasks within the home"* (**GRIT\_Project\_Proposal**). However, by Year 5, an overwhelming 97.8% (445/455) of women trainees reported family support, far exceeding the 80% target, suggesting that *"social perceptions are shifting and that the project's outreach strategies have been effective"* (GRIT\_YeaR\_5\_Results\_Report). This transformation is exemplified through powerful testimonials showing the evolution from initial resistance to partnership, with one startup founder explaining: *"My husband was the one who supported me most, we almost became a team"* (**Analysis\_of\_Focus\_Group\_Discussion\_with\_Startup\_Founders**). The cultural shift extends beyond individual families to community-wide acceptance, as evidenced by a Salesian Center representative noting: *"Even girls became brave enough to say 'I want to study mechanics'... they started coming and asking, which is beautiful"* (**KII\_PI\_Salesian\_Vocational\_Center\_Bethlehem**). This transformation is further validated by measurable social change indicators, with 86.5% (1,964/2,271) of participants in outreach events reporting improved knowledge and perceptions regarding women in TVET (GRIT\_YeaR\_5\_Results\_Report).

**Personal Agency Development:** The transformation of personal confidence was documented in Nablus: *"We became social... we learned to speak... we speak like they speak"*.

Startup founder from Ramallah said *"a significant change happened in my life, my university specialization was chosen by my father; when I saw the specializations in the GRIT project I learned about the design specialization, I applied, and I got a printer and a computer started working from home, then I searched for an incubator to work from and found it in the Chamber of commerce in Ramallah the incubated my project, my family now consult me when it comes to interior design"*

**Economic Independence:** Another startup from Bethlehem (Carpentry field)said:

*"Before Thabri, I was working from home, and my project was home-based. All my work was at home—I didn't go out, I didn't know institutions, I didn't know centers. After Thabri, and because I interacted and engaged with different people, I started to know centers and joined more than one. They got to know me and the services I offer; and they contracted me to deliver training courses. It really opened up many horizons for me—praise be to God, Lord of the worlds."*

*That's one point. Another point is the equipment I received from Thabri—it helped me work faster. My work became faster; praise be to God. I no longer have to wait for carpenters to finish work for me or to be available to do something. Now I do it all with my own hands. So you could say my project has become almost fully integrated—I don't need anyone to do things for me."*

*Also, my self-confidence has grown, of course. It's stronger. As a woman, I feel stronger—especially because I am financially independent, I have my own work. God forbid if I ever face a difficult personal situation, I can take care of myself alone. I don't need anyone. So Thabri definitely changed a lot in me. Praise be to God, Lord of the worlds"*

**Another startup founder said:**

*"I was also worried about the installment payments (A CNC machine they bought to use in their project) —whether I'd be able to keep up with them or not—because the machine cost 35,000 shekels. We only paid 10,000 upfront, and the rest was in installments. That was a big challenge for me. But at the same time, my husband supported me—he told me not to worry, to just get started, and that anything missing he would cover and complete with me."*

*Thank God, I managed to pay off the whole amount and didn't miss a single installment. That was a big achievement."*

## Social Resistance Context

The qualitative evidence also documents the significant social barriers that graduates overcame, making their empowerment achievements more substantial. Initial resistance was exemplified by: *"The first sentence I heard was 'what are you carrying, a sack that you're sewing on'"* - Startup Founder. Family resistance to non-traditional gender roles was documented: *"At the beginning no one encouraged me because it's a masculine field"*. Carpentry Graduate from Bethlehem. The fact that graduates achieved 87.99/100 empowerment levels despite encountering such resistance demonstrates the project's success in supporting transformational change rather than merely incremental improvement.

### 4.1.9 Employment Rate Among Labor Force Participants

*"It's hard to find work these days, but I have skills and I'm searching"* - Graduate  
Survey Response

The employment rate indicator presents mixed evidence, with **42.4% of labor force participants (64/151) employed or self-employed six months after graduation**. While this represents a **substantial 17.2 percentage point improvement** from the baseline of 25.2%, it falls **7.6 percentage points short** of the 50% target.<sup>24</sup> The Graduate Impact Survey provides a notably different employment picture, reporting **73.1% overall employment (158/216)** across diverse employment types: 42.1% full-time, 12.5% part-time, and 17.1% self-employed. This discrepancy likely reflects differences in survey timing, methodology, and population sampling between the two data sources.

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<sup>24</sup> Lutheran World Federation Jerusalem. (2024). YeaR\_5\_Outcomes\_outputs\_and\_Activities\_Worksheet

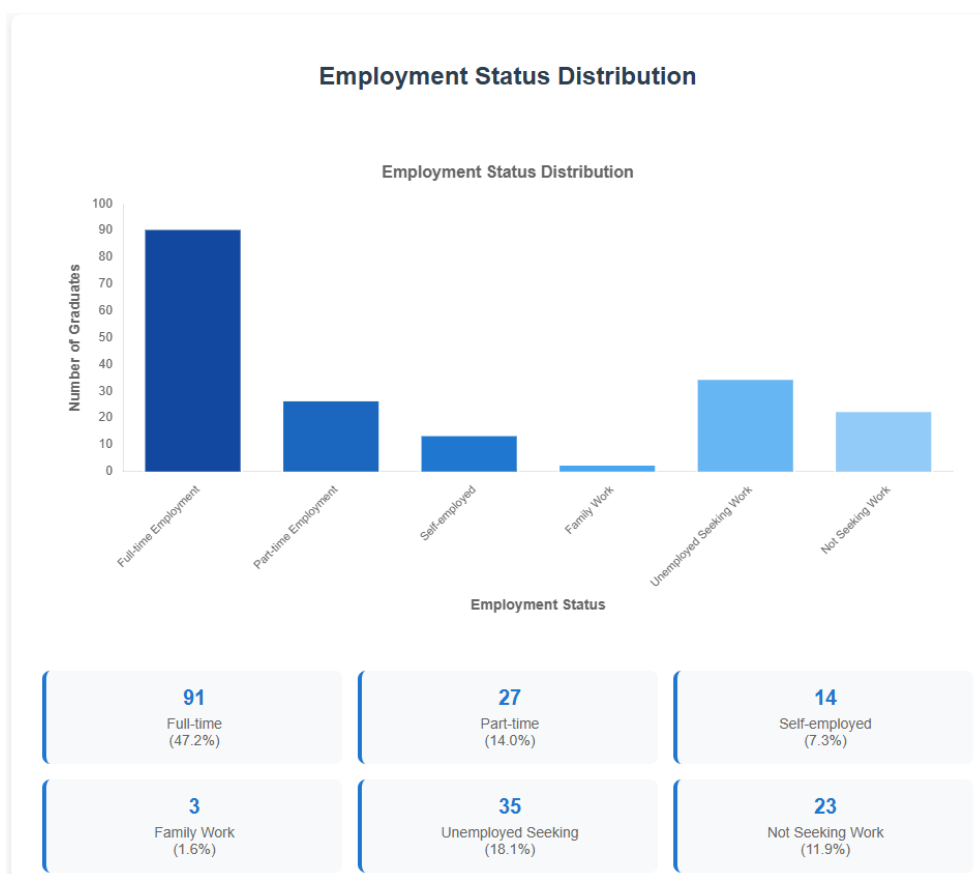


Figure 22: Distribution of Respondents Based on employment status<sup>25</sup>

Several factors support the significance of achieved employment outcomes despite target shortfalls:

**Labor Force Participation Excellence: 88.1 % of graduates (170/193) participate in the labor force**, representing a rate **5.0 times higher than the west bank average** for women (17.6%)<sup>26</sup>. This extraordinary participation rate indicates strong preparation for economic engagement.<sup>27</sup>

**Same for the Entrepreneurship** (when we consider only the 14 participants randomly selected **7.3% of employed graduates are self-employed**, compared to 9.6<sup>28</sup>% of women in the west Bank. This rate is close to the west Bank

<sup>25</sup> The total sample size for the Impact Survey was 216 respondents, including 37 self-employed individuals. However, 23 of the self-employed respondents were not randomly selected. To maintain the integrity of the analysis and avoid potential bias introduced by non-random selection, these 23 cases were excluded from the calculations. The remaining 14 self-employed respondents, who were selected randomly, were retained. As a result, the final sample size used in the analysis was 193 instead of 216.

<sup>26</sup> Palestinian Central Bureau of Statistics, 2025. Labour Force Indicators in the West Bank: (October- December 2024) Round, (Q4/2024). "Press Report Labour Force Survey. Ramallah - Palestine.

<sup>27</sup> Lutheran World Federation Jerusalem. (2024). *GRIT Year 5 Results Report: Gender-Responsive and Inclusive Technical and Vocational Education and Training Project*

<sup>28</sup> Same source in 4 page 20

numbers demonstrates the project's success in fostering economic independence and creating alternative pathways to traditional employment.

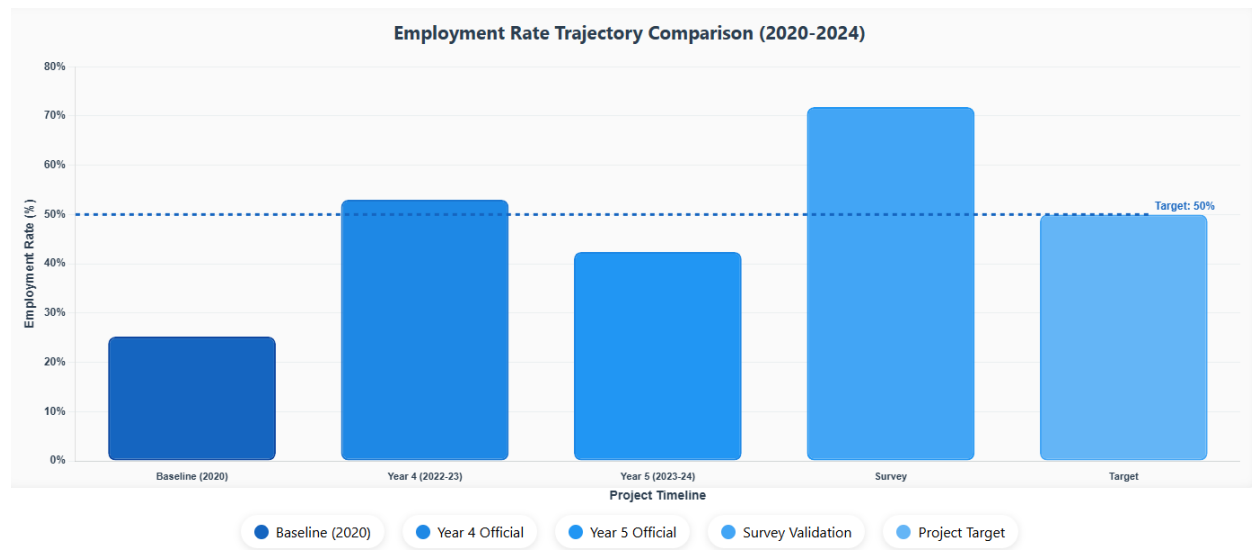


Figure 23: Employment Rate Trajectory Comparison

**Crisis Resilience:** Despite **72.2% (156/216) of graduates experiencing employment impacts** from the October 7 crisis, the maintenance of substantial employment rates suggests program-built adaptive capacity and transferable skills.

**Women with Disabilities Inclusion: 36.4% of WWD in the labor force (4/11) are employed<sup>29</sup>,**

representing meaningful progress despite falling below the overall average. The small sample size limits statistical significance but indicates continued need for targeted support. ***The Survey data shows that out of 32 persons with disabilities participated in the impact survey 21 people are employed 65.6% which shows significant improvement from the year 5 results.*** The employment rate shortfall must be understood within the context of extraordinary economic disruption. Unemployment among women aged 15-29 in the West Bank rose by 15.5% <sup>30</sup>between March 2023 and March 2024, while GRIT graduates experienced only a 10.6% increase, suggesting relative resilience compared to the broader population. The qualitative analysis supports the employment achievement while providing context for the 42.4% rate relative to the 50% target. The startup founder analysis validates entrepreneurship as a viable employment pathway: "100% of startup recipients maintained operational businesses" with diverse business models across food production, creative services, and marketing.

Private sector employment success was documented through KII evidence: "3/13 companies hired trainees as permanent employees" with additional freelance relationships maintained.

**Crisis Resilience Demonstration:** Startup founder from Salfit provided evidence of business continuity during the October 7 crisis: *During the war, it really kept us always present*, This refers to the fact that, after successfully

<sup>29</sup> Same reference as 22

<sup>30</sup> Palestinian Central Bureau of Statistics (PCBS). (2024). *Labour Force Survey, Q1 2024*. PCBS. [as referenced in Lutheran World Federation Jerusalem. (2024). *GRIT Year 5 Results Report: Gender-Responsive and Inclusive Technical and Vocational Education and Training Project*. Final Report P00704000. LWF Jerusalem Program.]

**And:**

Palestinian Central Bureau of Statistics (PCBS). (2023). *Labour Force Survey, Q1 2023*. PCBS.

operating their project in their village—particularly following the marketing and branding training they received—they expanded by opening a new branch in a neighboring village. Unfortunately, after the outbreak of the war, sales at their original branch declined significantly. However, the new branch continued to perform well, allowing them to sustain their business operations despite the challenges this validates the survey finding that 73.1% (158/216) employment was maintained despite crisis impacts. To provide further clarity, among the 16.2% of respondents who identified as unemployed and actively seeking work (35 out of 216), 25.7% (9 out of 35) reported that they lost their jobs due to reasons related to the war after October 7. Of these 9 individuals, 2 stated they voluntarily resigned, while 7 indicated that their contracts were terminated by their employers.

### **Employment Preparation Gaps:**

The qualitative evidence reveals a gap between skills confidence and market readiness that may explain the employment rate shortfall. Private sector KIIs documented that *“graduate required extensive additional training in professional communication, with one company noting: “I had to handle client meetings myself because the trainee wasn't ready to present her own work despite being capable of creating excellent designs.”*

Market awareness deficiencies were consistently reported by at least 6 out of 13 private sector representatives in the KIIs for instance the following quote : *“trainees were unfamiliar with current market trends and pricing structures,”* requiring *“extensive additional training”* (company, Ramallah). The employers did not specify whether these comments referred to trainees/apprentices or graduate interns. However, they emphasized that they expect students to meet at least the minimum requirements in this regard. One company specializing in graphic design services suggested that instructors in TVET centers should maintain direct engagement with the labor market. This, they explained, would enable instructors to better educate students on current industry trends, pricing structures, market requirements, and emerging technologies. **Crisis Impact on Opportunities:** The Nablus FGD documented direct crisis effects: *“The period from October 7th to December, or to mid-December, until January... had an impact”*.

## **4.1.10 Learning Outcomes Evidence**

### **4.1.10.1 Enhanced Skills Development and Training Quality**

**Comprehensive Training Satisfaction Achievement:** The Year 5 Results Report demonstrates exceptional learning quality with an average trainee satisfaction score of **4.78/5**, representing a significant improvement from the baseline of 3.95 and exceeding the project target of 4.5. This achievement reflects comprehensive learning success across multiple dimensions: 96.9% of trainees (441/455) reported satisfaction with training quality, with 82.2% expressing high satisfaction levels. Specific learning components showed consistently strong results - 95.1% satisfied with instructor knowledge and skills, 93.6% with learning environment, and 95.8% with training materials.

**Disability-Inclusive Learning Success:** Women with disabilities achieved notable learning outcomes with a satisfaction score of 4.3/5, while demonstrating exceptional workplace learning satisfaction of 4.7/5 - a remarkable increase from 3.75 in Year 4. This improvement validates the project's inclusive pedagogical approaches and accommodation strategies.

### **4.1.10.2 Entrepreneurial Learning and Business Application**

**Skills Transfer to Business Success:** The Graduate Startup Survey reveals remarkable learning outcome application, with (14/37) **37.8% of self-employed graduates successfully launching businesses without formal startup support**, demonstrating that TVET training alone built sufficient entrepreneurial competencies. The **100% business sustainability rate** at the date of the survey among all 37 self-employed graduates, including zero business failures during crisis conditions, validates the practical application of learned skills across diverse sectors from food production to creative services and digital marketing.

### Distribution of respondents by operational and legal status of the project

Question	Answer option	Frequency	Percent
Is your business currently operational?	Yes	37	100
Is your business registered?	Yes	1	2.7
	No	36	97.3
	<b>Total</b>	<b>37</b>	<b>100.0</b>

Table 18: Distribution of respondents by operational and legal status of the project

**Technology and Innovation Learning:** The project exceeded technology integration targets with 1,282 trainees (771 women/511 men) accessing new technologies and practices, surpassing the goal of 876 due to strong demand for enhanced curricula. This technological learning component directly contributed to business diversification among graduates.

#### 4.1.10.3 Empowerment and Leadership Learning Outcomes

**Transformational Personal Development:** Learning outcomes extended far beyond technical skills to encompass profound empowerment impacts. The graduate Impact Survey data shows 98.3% average positive response across empowerment indicators, including:

	Leadership confidence	Problem-solving ability:	Self-expression confidence:	Family Decision-Making Participation	Speaking to Authority
Total respondents	98.1% (212/2016) positive (81.0% (175/216) strongly agree)	98.6% (213/216) positive (80.1% 173/216) strongly agree)	99.1% (214/216) positive (84.3% 182/216) strongly agree)	98.1% (212/216) positive responses (75.0% strongly agree)	98.1% (212/216) positive responses (77.3% strongly agree)
Respondents without disabilities	97.8 Positive (84.8% strongly agree)	98.4% positive (82.6 % strongly agree)	98.9% positive (87.5% Strongly agree)	98.4% Positive (77.2% strongly agree)	98.4% Positive (79.3% strongly Agree)
Respondents with disabilities	100% (32/32) (59.4% strongly agree)	100% positive (32/32) (65.6% Strongly agree)	100% (32/32) (Strongly agree 65%)	96.9% (31/32) (62.5% Strongly agree)	96.9% (31/32) Positive (65.6% Strongly Agree)

Table 19: Transformational Personal Development

**Financial Literacy and Economic Learning:** The project achieved transformational learning in financial management, with 78.7% of graduates reporting increased financial control compared to only 6.9% having significant control pre-training. This represents successful learning transfer from curriculum to real-world financial decision-making capability.

#### 4.1.10.4 Learning Quality and Market Relevance

**Evidence of Skill Acquisition:** The convergence of high training satisfaction (4.78/5), employer satisfaction (86.4%),<sup>31</sup> and successful business outcomes (100% sustainability) demonstrates effective knowledge transfer from classroom to workplace. The fact that 88.3% of hiring employers remained satisfied with graduate performance validates the practical application of learning outcomes.

#### 4.1.10.5 Qualitative Triangulation of Learning Outcome Evidence

This analysis triangulates qualitative evidence from Focus Group Discussions with graduates from Ramallah, Nablus, and Bethlehem, startup founder analysis, and Key Informant Interviews with 11 private sector companies against the Graduate Impact Survey findings on learning outcomes. The evidence reveals both strong validation and critical nuances in skills development, training quality, and learning effectiveness.

### 4.11 Training Quality and Satisfaction Evidence

#### 4.11.1 Strong Confirmatory Evidence (Supporting 4.78/5.0 satisfaction)

Graduate feedback reinforces quantitative findings: *"They gave me negotiation courses so I can calculate everything I need to pay before I go, so when I negotiate, I don't feel like I'm being unfair to the person or that I'm losing"* (digital marketing entrepreneur), demonstrating practical application of business skills learning provided to her by the institute.

**Institutional Excellence Recognition:** The Nablus FGD participants from the Electromechanics specialization provided powerful validation of faculty quality: *Honestly, our professors didn't fail... they were with us step by step and helped us more*. This sentiment was echoed with: *"Our teachers honestly gave me the ability to raise my head in Hajjawi... in the labor market"*.

**Interdisciplinary Training Innovation:** The Ramallah FGD revealed a key differentiator supporting high satisfaction: *"The best thing here at the institute is that teaching doesn't focus only on our core specialization... for example, we are interior design, but they teach us interior design and carpentry, electricity, and, computers"*.

**Practical Application Excellence:** Bethlehem FGD demonstrated advanced skills integration: *"in the electronics course we learned about single-phase electricity, home installations, and smart home, even I dedicated my graduation project in the university to be on smart homes I benefited from this course a lot and made a smart home"*

**importance of psychological support:** *Psychological counseling was the most beneficial thing, as well as digital marketing and programming, the variety of topics, and also the women's rights course." (participant, Ramallah FGD) While this was a quote from one participant, several others emphasized the importance of psychological support. Given the ongoing impact of the escalation in Gaza, the West Bank, and the broader region, such support will be essential in any future programs. It is especially needed in marginalized communities—particularly in refugee camps, with a notable emphasis on those located in the northern areas.*

Private sector validation strongly supports skills development claims. A company in Hebron reported: *"Within three months, the first month was training, but by the second and third months, she was handling daily tasks independently. I hired her permanently, and she's been with us for over a year."*

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<sup>31</sup> Lutheran World Federation Jerusalem. (2024). *GRIT Year 5 Results Report: Gender-Responsive and Inclusive Technical and Vocational Education and Training Project*

## 4.11.2 Quality Variations

**External Training Quality Paradox:** While the Graduate Impact Survey shows positive work-based learning ratings, the Ramallah FGD revealed significant variation: *"They weren't giving me work relevant to design, they were giving me notebooks do binding"*. Conversely, high-quality external training was praised: *"A trainer from outside the institute they sked him to train them after they finished the institute period : The trainer from Qalqilya... honestly was walking with us step by step... for free honestly, honestly excellent"* (**Nablus FGD, interior design**). Moreover, The Nablus FGD (interior design and graphic design) revealed significant disparities: *"My family blames me that I came out not knowing how to design"* alongside reports of *"Zero benefit"*.

One graduate from Nabus FGD said *"In the interior design we didn't manage to learn about 3DMAX"* another participant in the same FGD said: *" the course plan for the interior esign was bad , in AutoCad we just get to know the tools , we didn't design, the course was only 6 months , not a year, and we didn't continue training on the needed software like SketchUp"*

A third participant from the same FGD from the graphic design said *"We didn't have enough time for the training, and the marketing course took too long. Because of the war, we did our project at home. If I hadn't studied design in high school, I wouldn't have learned design at all, because everything we took at the institute was just about photo editing, not graphic design."*

A participant from the Bethlehem FGD (Carpentry) said: *"The equipment was difficult to use, and I faced challenges in the carpentry workshop. There was almost no hands-on practice, and the market training was not acceptable. There was no real focus on us girls—most of the attention was given to the boys because the instructors were not convinced about us as girls."*

Based on the comprehensive triangulation of quantitative survey data with qualitative evidence from Focus Group Discussions and Key Informant Interviews, the GRIT project demonstrates substantial learning outcome achievement while revealing critical geographic and specialization-specific implementation patterns that explain both exceptional successes and targeted areas requiring attention.

## 4.11.3 Training Quality Achievement with Geographic and Specialization Variations

**Overall Excellence with Location-Specific Disparities:** The quantitative evidence of exceptional learning quality (4.78/5 satisfaction, exceeding the 4.5 target and improving from 3.95 baseline)<sup>32</sup> is strongly validated through qualitative feedback, yet reveals important geographic and specialization patterns. The 96.9% trainee satisfaction with 82.2% expressing high satisfaction reflects genuine quality improvements, as confirmed by graduate testimonials: *"They gave me negotiation courses so I can calculate everything I need to pay before I go, so when I negotiate, I don't feel like I'm being unfair to the person or that I'm losing"*.

**Geographic Excellence Patterns:** Ramallah consistently demonstrated high-quality learning outcomes across multiple specializations, with graduates praising the interdisciplinary approach: *"The best thing here at the institute is that teaching doesn't focus only on our core specialization... for example, we are in the interior design course, but they teach us interior design and carpentry, electricity, and computers"*<sup>33</sup>. This cross-disciplinary

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<sup>32</sup> Lutheran World Federation Jerusalem. (2024). *GRIT Year 5 Results Report: Gender-Responsive and Inclusive Technical and Vocational Education and Training Project*

<sup>33</sup> from the FGD in Ramallah, all participants praised the quality of training and support they got from the institutes the participants were mainly from the LWF and ETVTC

integration explained high satisfaction scores and enhanced workplace readiness. Bethlehem showed strong performance in technical specializations (electronics, low voltage) with advanced skills integration: *"in the electronics course we learned about single-phase electricity, home installations, and smart home, even I dedicated my graduation project in the university to be on smart homes"*, validating course evaluation charts showing predominantly "Excellent" ratings.

**Specialization-Specific Quality Variations:** Technical specializations consistently achieved excellence across locations. The Nablus electromechanical program received outstanding validation: *"Honestly, our professors didn't fail... they were with us step by step and helped us more"* and *"Our teachers honestly gave me the ability to raise my head in Hajjawi... in the labor market"*.

However, creative and traditional craft specializations showed location-dependent quality variations. Nablus interior design and graphic design programs revealed significant curriculum gaps: *"My family blames me that I came out not knowing how to design"*, *"In the interior design we didn't manage to learn about 3D MAX"*, and *"the course plan for the interior design was bad, in AutoCad we just get to know the tools, we didn't design"*. Similarly, southern region programs in carpentry and food specializations faced implementation challenges: *"There was almost no hands-on practice, and the market training was not acceptable"*.

#### 4.11.4 Skills Development: Geographic Centers of Excellence with Targeted Gaps

**Technical Skills Validation Across Strong Programs:** The 86.4% employer satisfaction rate and 54.1% graduate hiring rate strongly validate skills development effectiveness, particularly in technical specializations and Ramallah/Bethlehem locations<sup>34</sup>. Private sector evidence confirms technical competency achievement: *"Within three months, the first month was training, but by the second and third months, she was handling daily tasks independently. I hired her permanently, and she's been with us for over a year"*.

**Location-Specific Application Readiness:** Ramallah employers provided constructive feedback indicating high skill levels with specific enhancement needs. Private sector KIIs documented targeted gaps: *trainees "lacked confidence in client interaction despite technical capability"* and were *"unfamiliar with current market trends and pricing structures, requiring extensive additional training"*. Importantly, this feedback reflected skill refinement needs rather than fundamental competency deficits, indicating successful foundational learning with opportunities for professional development enhancement.

**Geographic Skill Development Disparities:** The evidence reveals that geographic location significantly influenced skill development outcomes. While Ramallah and Bethlehem technical programs achieved strong employer validation, specific specializations in Nablus (interior design/graphic design) and southern regions (carpentry/food) faced more substantial skill development challenges, as evidenced by graduate feedback: *"What's the use of grades when I need experience"* and employer in Nablus said that *"only 1 out of 4 trainees could handle basic theoretical calculations required for furniture production"*.

#### 4.11.5 Workplace Learning: High Performance with Location-Dependent Variations

**Geographic and Specialization-Specific Implementation Challenges:** Workplace learning quality varied significantly by location and specialization rather than being randomly distributed. While technical programs in Nablus (electromechanical) and Bethlehem (electronics) achieved excellent external partnerships, creative programs in Ramallah faced inadequate placements: *"They weren't giving me work relevant to design, they were giving*

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<sup>34</sup> Same source above

*me notebooks to do binding". Southern region carpentry program experienced gender-specific barriers: "I couldn't find a place for work-based learning"*

#### 4.11.6 Entrepreneurial Learning: Consistent Excellence Across Locations

**Outstanding Business Application Regardless of Geographic Origin:** The Graduate Startup Survey evidence demonstrates remarkable learning transfer effectiveness across all locations, with graduates launching successful businesses without formal startup support and achieving 100% business sustainability during crisis conditions. This validates that successful program, regardless of location, built sufficient entrepreneurial competencies for market success across diverse sectors. Despite the high success rate of sustainability in startup project, the qualitative discussions showed that there were critical service delivery gaps identified: Graduate feedback reveals significant effectiveness concerns regarding startup support services. **Equipment delivery delays** represent the most frequent criticism (61% of suggestions), indicating systematic procurement inefficiencies that undermine intended entrepreneurship outcomes. The concentration of delivery-related complaints suggests program implementation gaps rather than design flaws. Evidence indicates **poor operational efficiency** in startup support delivery mechanisms. Procurement bottlenecks and extended delivery timelines create resource wastage and delay intended benefits.

### 4.2 Evaluation Question Two:

**The extent to which partner institutes have implemented changes to make their centers more gender responsive and inclusive that will promote the sustainability of project outcomes beyond the life of the project, including assessment of institutional capacity as "Centers of Excellence for Gender Equality and Inclusion."**

#### 4.2.1 Gender Equality Policy Adoption

**Achievement: 100% (9/9 Partner Institutes)**

The project achieved complete institutionalization of gender equality policies across all partner institutes, representing a transformational shift from the 0% baseline. This policy adoption demonstrates deep institutional commitment extending beyond project compliance to strategic integration.

**In response to the KII question: "To what extent do you agree or disagree with the statement: 'The GRIT project has had a significant role in advancing our institute's work in gender and disability inclusion,'" seven out of nine Partner Institutes (PIs) expressed strong agreement, while Two PI agreed with the statement.**

#### POLICY INTEGRATION AS FOUNDATIONAL CHANGE

The storytelling meeting revealed that gender equality policy adoption was not viewed as a standalone administrative exercise, but rather as part of comprehensive institutional transformation. Under the "Long-Term Impact Indicators" section, partners identified:

"Policy integration: Permanent changes to admission policies, accessibility standards, and gender-responsive practices"

**Evidence of Deep Integration:** *"Some PIs have embarked on strategic planning processes that integrate the recommendations and findings from the GRIT gender and inclusion audits."* This integration into core institutional planning suggests sustainability beyond project completion. This evidence suggests that gender equality policies were embedded within broader institutional systems rather than implemented as isolated documents, indicating genuine institutionalization relevant to sustainability. Partners identified policy changes as integral to project success. Under **"Success Factors Identified"**, the storytelling meeting documented:

## "Comprehensive support: Integration of equipment, infrastructure, training, and policy changes"

This quotation reveals that partner institutes experienced policy adoption as part of a **"multi-level intervention: Working simultaneously at institutional, individual, and community levels"** rather than as separate compliance requirements, suggesting deeper embedding within institutional culture.

**Governance Structure Changes:** Episcopal Ramallah's institutional representative reflected on governance transformation: *"In the past 10 years we maybe didn't have women in the board of directors and now we have two out of seven."* This shift from male-only to inclusive governance structures represents systemic change in decision-making processes.

**Operational Policy Implementation:** PPU Hebron demonstrated concrete policy operationalization: *"Female employees now have the right to benefit their families from health insurance fund... and there are exceptions for female employees specifically, not males, to leave earlier."* These specific provisions indicate policies have moved beyond documentation to practical implementation affecting daily operations.

### 4.2.2 Inclusion Policy Development

#### **Achievement: 100% (9/9 Partner Institutes)**

Inclusion policy adoption showed strong progress, with all institute has adopted these policies. The analysis reveals varying levels of institutional readiness and external constraints affecting policy adoption timelines.

**Implementation Challenges:** Project documentation noted: *"GRIT continues to encourage PIs to put gender and inclusion policies in place, although for some partners, especially those that are affiliated with larger entities, this can be a very slow process."* This finding highlight how institutional autonomy affects policy adoption speed, with affiliated institutes requiring additional coordination layers.

**Action Plan Integration:** The development process emphasized participatory approaches: *"All audited institutions have also developed gender and inclusion action plans that operationalize recommendations identified through the audit process."* This methodology suggests policies were developed through institutional self-assessment rather than external imposition, enhancing ownership and sustainability prospects.

The storytelling meeting documented evidence of formalized inclusion processes:

*"Systematic inclusion: Development of inclusive admission forms and documentation"*

This finding suggests inclusion policy development resulted in operational systems integration, where policies became embedded in administrative procedures rather than remaining as separate documents. Inash Al-Usra's representative provided crucial evidence of deep institutional commitment to inclusion:

*"One of the additions I consider an important addition other than the material additions, which are the moral additions in our convictions towards people with disabilities and how much there is now a doctrine and firm belief in the necessity of integrating them and attracting them."*

This statement reveals that inclusion policy development achieved fundamental attitudinal transformation, moving from external compliance to internal conviction, which enhances sustainability prospects for policy implementation.

## 4.2.3 communication and outreach transformation

### Gender-Inclusive Communications

#### Achievement: 100% (9/9 Partner Institutes)

Communication transformation represents one of the most visible and sustainable changes, with all institutes consistently demonstrating gender-inclusive practices across multiple dimensions.

**Multi-Dimensional Communication Analysis:** The project conducted systematic analysis<sup>35</sup> of partner institutes' ten most recent social media posts, revealing comprehensive adoption:

- **8/9 institutes** consistently use gender-inclusive language
- **9/9 institutes** represent women in non-traditional roles
- **6/9 institutes** regularly share women's success stories
- **9/9 institutes** reference available supports for women

**Cultural Shift Evidence:** Beyond technical compliance, communication changes reflect deeper cultural transformation. The storytelling meeting revealed: *"Partner institutes have made notable attempts to grow their presence on social media and to increase the representation of women, including through images, stories, and short films profiling women trainees."* The storytelling meeting revealed the most direct and explicit evidence of gender-inclusive communications through Talitha Kumi's documented strategic approach to social media:

*"We became more careful about Facebook language to be suitable for girls and youth, we became more careful to put pictures of girls and youth with special needs together."*

This quotation demonstrates conscious, intentional adaptation of communication strategies specifically for gender and disability inclusion, indicating systematic implementation of gender-inclusive communications practices.

### Communication Guidelines Adoption

#### Achievement: 100% (9/9 Partner Institutes)

The development and adoption of inclusive communication guidelines demonstrates systematic approach to sustainability. The project created practical tools: *"The GRIT Inclusive Communications Checklist was developed during the reporting period to provide a user-friendly and practical resource that PIs can refer to moving forward"*<sup>36</sup>.

**Capacity Building Integration:** Training approach emphasized institutional ownership: *"The workshop was very hands-on and participatory—each PI analyzed its own social media content and promotional materials to*

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<sup>35</sup> Lutheran World Federation Jerusalem. (2024). *GRIT Year 5 Results Report: Gender-Responsive and Inclusive Technical and Vocational Education and Training Project*

<sup>36</sup> Lutheran World Federation Jerusalem & Canadian Lutheran World Relief. (2024). *GRIT Project Year 5 Operations Report V2: Gender-Responsive and Inclusive Technical and Vocational Education and Training (TVET) in the West Bank including East Jerusalem* (p. 28).

identify strengths as well as areas for improvement."<sup>37</sup> This self-assessment methodology builds internal capacity for continued improvement beyond project completion.

## 4.2.4 SYSTEMIC OPERATIONAL CHANGES

### Institutional Practice Transformation

**Admission and Enrollment Reforms:** Partner institutes implemented fundamental changes to admission processes. LWF Ramallah representative explained: *"Registration and admission policy that takes into consideration people with disabilities and girls in the registration policy, meaning giving them priority - this was very important, one of the most important policies."*

**Proactive Inclusion Approach:** A fundamental shift occurred from passive to active inclusion strategies. As one Partner Institute Director stated: *"Previously persons with disabilities would come to the Centre, but now we are actively seeking them out."* Another said: *"Before we used to wait for people with disabilities to join our center, but through the project we started working toward reaching people with disabilities."*

**Partnership Development:** Institutes established new collaborative frameworks: *"Hisham Hijawi developed a shared project proposal with the Salesian to be proposed to the EU for fund. Moreover, ETVTC is collaborating with Jabal al Nijmeh to include people with disabilities in ETVTC's course offerings."* These partnerships indicate institutional commitment extending beyond project resources.

## 4.2.5 INFRASTRUCTURE AND ACCESSIBILITY INSTITUTIONALIZATION

### Environmental and Accessibility Improvements

**Achievement: 100% (9/9 Partner Institutes)**

Physical infrastructure modifications demonstrate tangible, permanent changes supporting long-term accessibility.

**Comprehensive Accessibility Integration:** Talitha Kumi's representative described infrastructure transformation: *"Infrastructure - we equipped the building to accommodate people with special needs."* LWF Ramallah provided specific details: *"infrastructure adaptation for entrance with ramps so they can reach the area easily, and wheelchair-accessible bathrooms. And Elevator "*

**Innovative Service Models:** YMCA Jericho's childcare innovation represents institutional commitment to addressing practical barriers: *"This nursery is currently a model for all vocational training centers in the West Bank as a success story that could reflect on the lives of many women and mothers and caused them complete life change." The service increased female participation by 20-30%, demonstrating measurable impact".* Said the YMCA representative

## 4.3 CULTURAL AND ATTITUDINAL TRANSFORMATION

### Institutional Culture Evolution

**Academic Institution Integration:** PPU Hebron's representative described fundamental cultural change: *"Before the GRIT project, we suffered from the negative image of vocational training in society, unfortunately inside the institution it was no different from outside... The GRIT project had the greatest impact in correcting this*

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<sup>37</sup> Same source above

*stereotypical internal image within the university... We managed to change this culture through extensive meetings with the university president, senior management, and board of trustees."*

**Staff Acceptance and Adaptation:** Salesian Bethlehem documented staff transformation: *"Staff and even administration accepted girls entering vocational training... because we had some minds that were a bit difficult and still had the idea that 'I can't teach a girl'... but no, on the contrary, it changed."*

**Community Perception Shifts:** Salesian's representative noted broader social change: *"Even girls became brave enough to say 'I want to study mechanics'... they started coming and asking, which is beautiful."*

## 4.4 PROGRAM AND CURRICULUM SUSTAINABILITY

### Market-Responsive Programming:

**Gender-Responsive Specialization Development:** LWF Ramallah achieved measurable enrollment increases: *"Number one addition - important and required specializations in the labor market, especially those primarily targeting girls: interior design, graphic design, and printing. This is an important qualitative addition that increased the number of girls enrolled in the center, so instead of the rate being 25%, it reached 40, 42, and 43%."*

**Curriculum Modernization:** Talitha Kumi demonstrated curriculum sustainability: *"We revised the general chef and pastry curriculum and added chapters that meet market needs... we were able to create a gluten-free and healthy food unit and added them to the curriculum officially."*

## 4.5 SUSTAINABILITY EVIDENCE AND CHALLENGES

### Institutional Ownership Indicators:

**Self-Initiated Activities:** Partners demonstrated ownership through independent replication: *"Due to the success of the project's outreach events and the positive impact it has had on application rates, PIs have started to replicate many of the sensitization activities introduced through the project."* Specifically, institutes conducted 178 awareness sessions reaching 6,824 students using their own resources. In the KIIs, Several Partner Institutions (PIs) expressed their commitment to continuing outreach initiatives, such as the summer camps at Inaash Al-Osra, the TVET Days at LWF Ramallah, and similar activities at Hihhawi College. Other PIs also indicated their intention to sustain these types of community engagement efforts moving forward. **Future Collaboration Commitments:** Storytelling meeting participants committed to: *"Joint project proposals: Commitment to submit collaborative funding proposals to EU and other donors;"*

### Financial Sustainability Constraints:

**Resource-Dependent Activities:** PPU Hebron identified the primary sustainability constraint: *"All that is not related to financial impact has been implemented... what we can't do we wait for specific funding to do."* Episcopal Ramallah specified: *"scholarships will decrease, it's a financial issue."*

**Institutional Commitment Despite Constraints:** Episcopal Ramallah demonstrated institutional transformation: *"The project created tremendous sustainability for the institution... there are things - short courses that because of the project we're able to repeat always."*

## 4.6 INCLUSION GAPS AND PERSISTENT CHALLENGES

## Disability Inclusion Limitations:

**Quantitative Achievement Gaps:** Despite policy adoption, disability inclusion achieved maximum 3% recruitment rates. Transportation barriers persist as fundamental constraint: *"Transportation is a miracle in this country - someone disabled [needs special private transport]."*

**Systemic Barriers:** Episcopal Ramallah identified ongoing challenges: Partners recognized continued limitations while acknowledging improvement: *"Limited PWD recruitment: Despite improvements, still struggling to reach sufficient numbers of persons with disabilities (maximum 3%)"*

## 4.3 Evaluation Question three

**What type of future programming is recommended by project stakeholders to complement, enhance, or build on the achievements of the GRIT project, including analysis of convergent and divergent perspectives across stakeholder groups.**

comprehensive stakeholder consultations reveal unanimous support for a **second phase of GRIT programming** that builds upon proven achievements while addressing emerging challenges and market demands. Analysis of stakeholder feedback from partner institutions, private sector hosts, community-based organizations, graduates, and beneficiaries identifies seven core thematic areas for future programming enhancement and expansion. All stakeholder groups were asked to provide specific recommendations for future programming to complement, enhance, or build upon GRIT project achievements.

### 4.3.1 Thematic Analysis of Stakeholder Recommendations

#### 4.3.1.1 Technology Integration and Innovation

Stakeholders across all categories emphasized the critical need for advanced technology integration in future TVET programming, reflecting rapid market evolution and Fourth Industrial Revolution demands.

**Artificial Intelligence and Emerging Technologies:** Multiple stakeholders recommended comprehensive AI integration across specializations. *"Integration of artificial intelligence in most specializations"* emerged as a priority, with specific recommendations for:

- AI-controlled manufacturing systems
- Internet of Things (IoT) specializations
- Electric and hybrid vehicle technologies
- Smart home automation programming

**Digital Skills Mainstreaming:** Rather than treating digital skills as separate courses, stakeholders recommended *"integrating digital marketing across different specializations"* as core competencies for all graduates.

**Modern Equipment and Infrastructure:** Consistent emphasis on *"providing modern equipment that meets labor market needs"* to ensure graduates can compete effectively in evolving markets.

#### 4.3.1.2. Enhanced Inclusion and Accessibility

Stakeholders provided detailed recommendations for strengthening disability inclusion and addressing persistent accessibility barriers.

**Specialized Disability Programming:** Recommendations included developing *"specialized curricula for persons with disabilities that align with their disability type,"* with particular emphasis on:

- Autism and Down syndrome-specific training approaches
- Task segmentation for intellectual disabilities
- Professional assistant roles (mechanic assistant, carpenter assistant)
- Specialized instructor training for disability inclusion

**Transportation and Accessibility Infrastructure:** Multiple stakeholder groups identified transportation as the most critical barrier, particularly *"due to high transportation costs requiring private cars"* for persons with mobility disabilities. Recommendations include comprehensive transportation support and accessibility verification of all training venues.

**Assistive Technology and Materials:** Stakeholders recommended *"providing training and awareness materials directed to persons with disabilities such as Braille or audio materials"* to ensure full participation.

#### 4.3.1.3. Employment-Centered Programming

All stakeholder groups emphasized employment outcomes as the primary success measure for future programming.

**Pragmatic Approach to Sector Integration:** Stakeholders recommended balancing traditional and non-traditional sectors, noting *"Focus should not only be on integrating girls into non-traditional professions but can also include traditional ones; the important thing is that they succeed in finding job opportunities."*

**Industry-Academia Collaboration Enhancement:** Recommendations emphasized strengthening connections between training institutions and employers through regular industry visits, updated curriculum based on market needs, and enhanced workplace learning supervision with *"more follow-up by college supervisors on students during practical training through weekly reports and visits."*

**Post-Graduation Support Systems:** Stakeholders recommended comprehensive graduate tracking and support, including job placement assistance, alumni networks, and *"contacting all those who received training during the project to ensure their entry into the labor market"<sup>38</sup>.*

#### 4.3.1.4. Entrepreneurship and Cooperative Development

Strong consensus emerged around entrepreneurship and women's cooperatives as sustainable employment models.

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<sup>38</sup> This comment was raised primarily by representatives from Community-Based Organizations (CBOs) and some members of the private sector during the interviews. The key point was the importance of ensuring that graduates acquire real workplace skills during their internships. To achieve this, it was suggested that specific, measurable goals be set for each internship—goals that should be jointly planned by the institute, the student, and the private sector host. These goals should then be monitored through regular follow-up visits by the institute to ensure that students are progressing and gaining the intended skills.

In addition to this, interviewees emphasized the need to follow up with graduates at their workplaces to verify that their employment conditions are appropriate, that they are working in their field of specialization, and to collect data on the project's impact on their socio-economic well-being.

**Women's Cooperative Formation:** Multiple stakeholder groups recommended *"creating projects that include groups of graduates from similar specializations or women's cooperatives to ensure employment opportunities."*

**Comprehensive Business Skills Development:** Recommendations included integrating business planning, financial literacy, marketing, and *"introducing students to prices and pricing methods"* as core components rather than supplementary training. *Place greater focus on entrepreneurship in an integrated manner, such as providing services for financial feasibility studies, business model development, business planning, and financing."*

**Incubation and Workspace Support:** Stakeholders emphasized the need for *"coworking spaces or business incubators"* to support graduate entrepreneurs, particularly for equipment-intensive businesses.<sup>39</sup>

#### 4.3.1.5. Regional Market Responsiveness

Stakeholders emphasized the importance of customizing programming to regional market characteristics and expanding geographic coverage.

**Regional Market Analysis:** Strong recommendation for *"attention must be paid to labor market needs in each geographical area where the program is implemented, as each region has its specificity."*

**Geographic Expansion:** Recommendations included expanding to underserved areas, with specific mention of extending programming to additional governorates and establishing *"extending partnership regionally with Jordan."*

**Crisis Preparedness and Adaptability:** Given recent challenges, stakeholders emphasized the need for adaptive programming that can respond to crises, particularly *"providing transportation for female students as it remains a challenge, especially after October 7th and road closures."*

#### 4.3.1.6. Institutional Capacity and Systems Development

Stakeholders identified several systemic improvements needed for sustainable programming expansion.

**National Data Systems:** Recommendation for *"building an information data system about the sector so we can access it, as well as a data system about persons with disabilities at the national level."*

**Community of Practice Platform:** Strong support for establishing digital platforms for knowledge sharing among instructors and institutional staff, enabling real-time communication and collaborative problem-solving.

**Curriculum Integration:** Recommendations to mainstream life skills and labor law as *"a basic course in the diploma, not external training,"* ensuring comprehensive graduate preparation.

#### 4.3.1.7. Sustainability and Resource Mobilization

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<sup>39</sup> the incubators were more fully developed at a later stage of the project, as they were not widely mentioned during the interviews. The only reference came from one institute, which highlighted the need for a fully equipped incubator to provide startups with comprehensive support. And this also reflected in the impact survey results where only 5 persons out of 37 of self-employed mentioned that they benefited from the incubators

Stakeholders provided specific recommendations for ensuring long-term program sustainability.

**Diversified Funding Approaches:** Recognition that *"helping partners find alternative sources for scholarships if the project will not cover them"* is essential for sustainability.

**Enhanced Investment:** Recommendations for increased employer investment in training programs, including equipment provision and instructor development, with recognition that successful graduates become effective ambassadors for continued programming. This was mentioned by at least three Partner Institutions (PIs), who emphasized the importance of involving the private sector in designing and developing training program curricula. They also highlighted the role of the private sector in donating specialized equipment as part of their corporate social responsibility, and in offering opportunities for practical training for PI instructors to help them stay up to date with the latest technologies and machinery. The PIs expressed a particular interest in engaging their own graduates who have become business owners to provide this type of support.

**Institutional Ownership:** Strong emphasis on building institutional capacity for independent program continuation, with recommendations for *"supporting salaries of some employees who work directly on the project within partner institutes"* during transition periods.<sup>40</sup>

## 4.3.2 Priority Recommendations for Future Programming

Based on stakeholder consensus, the following priorities emerged for GRIT Phase 2:

### 4.3.2.1 Immediate Priorities (Years 1-2):

1. **Technology curriculum development** with AI and digital skills integration
2. **Enhanced transportation support** for persons with disabilities
3. **Women's cooperative formation** programs
4. **Regional market analysis** and program customization
5. **National TVET data system** development

### 4.3.2.2 Medium-term Development (Years 3-4):

1. **Regional partnership expansion** including Jordan collaboration
2. **Advanced technology specializations** (IoT, AI systems, green technologies)
3. **Comprehensive business incubation** support
4. **Specialized disability curricula** implementation
5. **Enhanced industry-academia** integration

### 4.3.2.3 Long-term Sustainability (Years 5-6):

1. **Complete institutional ownership** of programming
2. **Regional replication model** establishment
3. **Government policy integration**
4. **Private sector cost-sharing** mechanisms
5. **International recognition** as a model program

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<sup>40</sup> that was raised by at least one institute representative and they mention that this will help them give full attention and time to the project activities and will support them to sustain the project activities Boyd the project period

### 4.3.3 Evidence of Stakeholder Commitment

Stakeholder enthusiasm for continued programming was evident in statements such as: *"GRIT is one of the most successful projects due to high flexibility and great adaptability, so we recommend adopting this in future projects."* This type of comment was heard from almost all partner institutes. Multiple institutions committed to joint funding proposals, with several specifically mentioning plans for EU funding applications and regional partnership development. Graduate testimonials reflected strong appreciation for project support: *"I'm proud that I knew about them and I was able [to succeed] because they walked with me honestly step by step."*

Stakeholder recommendations reveal a clear consensus for GRIT Phase II that emphasizes technological innovation, enhanced inclusion, employment-centered outcomes, and regional expansion. The detailed and specific nature of these recommendations, combined with demonstrated institutional commitment to continued partnership, provides a strong foundation for evidence-based future programming that can build upon GRIT's proven achievements while addressing emerging challenges and opportunities in the Palestinian TVET sector.

## 5.0 Key Conclusions

### 5.1. Overall Project Achievement

The GRIT project has demonstrably achieved its ultimate outcome of improving learning and employment outcomes for women and girls, including women with disabilities, in the West Bank and East Jerusalem. Evidence from multiple data sources confirms that the project exceeded expectations across all three strategic pillars (Access, Quality, Systems) while operating in an increasingly challenging context marked by the COVID-19 pandemic, political instability, economic constraints, and the October 7th crisis.

#### Key Achievement Indicators:

- PIs mentioned in the KIIs that female participation in partner institutes increased from 20-25% to 40-43%
- 100% of surveyed supported startup recipients maintain active businesses
- 83% employment success rate for graduates with intellectual disabilities
- All 9 partner institutions adopted gender-responsive policies and infrastructure improvements

### 5.2 Transformational Rather Than Incremental Impact

The evaluation reveals that GRIT achieved **transformational change** at the institutional level rather than merely incremental improvements. As evidenced by stakeholder testimonials: *"The project created tremendous sustainability for the institution."*

#### Evidence of Transformation:

- Fundamental shifts in institutional attitudes toward vocational training and inclusion
- Permanent policy changes embedded in institutional governance structures
- Cultural transformation in community perceptions of women's economic participation
- Private sector attitude evolution from resistance to active support for female employment

### 5.3. Effective Crisis Resilience and Adaptability

Despite facing unprecedented challenges including COVID-19, economic instability, and conflict escalation, GRIT demonstrated remarkable adaptability and maintained programming effectiveness. Stakeholders consistently noted that *"pressure led to more creativity and excellence rather than decline in results."*

### **Adaptive Capacity Demonstrated:**

- Flexible programming modalities during crisis periods
- Technology adoption acceleration in response to pandemic requirements
- Innovative solutions for continued training during disruptions
- Maintained quality outcomes despite external challenges

## **5.4. Successful Disability Inclusion Model**

GRIT established a replicable model for disability inclusion in TVET programming that exceeded initial expectations. The project's audit approach has been recognized as a best practice by the Disability Reference Group and is being published as a digital case study.

### **Inclusion Achievements:**

- 5 out of 6 graduates with intellectual disabilities gained paid employment
- Comprehensive accessibility improvements across all partner institutions
- Specialized training approaches developed for different disability types

*"I never expected they could perform work without supervision"*

## **5.5. Strong Partnership Model and Ownership**

The evaluation confirms that GRIT's collaborative approach fostered genuine partnership and institutional ownership rather than dependency. The project successfully built a network of committed stakeholders who demonstrate ongoing commitment to continued programming beyond project completion.

### **Partnership Strength Evidence:**

- Joint funding proposals committed by multiple institutions
- Continued implementation of project innovations<sup>41</sup> without external support

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<sup>41</sup> The GRIT project demonstrated exceptional adaptive capacity during multiple crisis periods, transforming challenges into opportunities for innovation and program enhancement. During the COVID-19 pandemic, project staff strategically *"adapted to the COVID shut-downs and restrictions by taking advantage of that time to do much of the background research and development work, new course development and revisions to curriculum, begin some of the infrastructure work; and then were ready to 'hit the ground running' when restrictions loosened up"* (**GRIT\_Project\_MTR\_Final\_Report**).

The pandemic crisis catalyzed groundbreaking innovations, most notably the YMCA Jericho childcare pilot, where *"the closure of primary schools and daycare centers during the pandemic left many women unable to participate in vocational training due to a lack of childcare. In response, YMCA's Vocational Training Centre in Jericho initiated an on-campus childcare program"* that involved securing funding, renovating appropriate space, navigating government licensing, and hiring qualified staff (**GRIT\_Project\_Yea\_5\_Operations\_Report**). This innovation proved so successful that the YMCA director noted: *"This nursery is currently a model for all vocational training centers in the West Bank as a success story"* (**KII\_PI\_YMCA\_Jericho**). The project's technological adaptability was equally impressive, as *"many [Partner Institutes] were able to move some of the training onto online platforms, and as a result some continue blended learning today"* while providing laptops to facilitate continued learning during disruptions (**GRIT\_Project\_MTR\_Final\_Report**). During the October 7th crisis, the project again demonstrated remarkable flexibility by shifting operations: *"To support uninterrupted learning during the ongoing turmoil, PIs and students in heavily affected areas have received online learning equipment, as courses have transitioned to a virtual format"* and *"GRIT staff have shifted many tasks, such as interviews with scholarship recipients and meetings with start-up support applicants, to online forums"* (**GRIT\_YeaR\_5\_Results\_Report**). Perhaps most significantly, the project's capacity-building approach enabled institutional resilience, as *"Pis have taken a more 'hands-on' approach to overseeing and implementing certain activities, a necessity given the current circumstances, and a reflection of the project's capacity-building efforts with PIs over the past five years"* (**GRIT\_YeaR\_5\_Results\_Report**). This adaptive capacity was recognized by partners themselves, who observed that *"these challenges instead of failing the project became a reason for our creativity in a different way"* (**KII\_PI\_YMCA\_Jericho**),

- Informal resource sharing agreements between partner institutions<sup>42</sup>
- Strong satisfaction ratings from all stakeholder categories

## 5.6. Market-Responsive Programming with Innovation Focus

GRIT successfully aligned programming with labor market demands while introducing innovative approaches that positioned Palestinian TVET for future competitiveness. The integration of smart home technology, digital marketing, and entrepreneurship training proved particularly effective.

### Innovation Impact:

- Smart home technology training aligned with market evolution
- Digital entrepreneurship enabled income generation during crisis periods
- Private sector recognition of graduate quality and preparedness

*"In the future all houses will be smart homes, so they will need us"*

## 5.7. Sustainability Foundations Established

While some components require continued financial support, GRIT successfully established strong foundations for sustainability through institutional policy changes, cultural transformation, and stakeholder commitment to continued collaboration.

### Sustainability Elements:

- Gender and inclusion policies permanently adopted by all partner institutions
- Community of practice networks maintained independently by partners<sup>43</sup>
- Private sector partnerships continuing beyond project completion
- Enhanced institutional capacity for continued innovation and adaptation

## 5.8. Comprehensive Evidence Base Validation

The evaluation's mixed-methods approach, incorporating quantitative surveys, qualitative interviews, focus groups, and institutional assessments, provides robust triangulation that validates project achievements. Consistency across multiple data sources strengthens confidence in reported outcomes.

### Methodological Strengths:

- High stakeholder participation rates across all evaluation activities
- Consistent findings across different data collection methods
- Strong correlation between reported outcomes and observable institutional changes

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demonstrating how the GRIT project not only maintained operations during crisis periods but emerged stronger with enhanced capabilities and innovative solutions that became permanent features of the TVET landscape.

<sup>42</sup>

These are informal agreements that emerged organically through the meetings, trainings, and workshops attended by the partner institutions. As a result, direct relationships were established between technical staff and TVET instructors, leading to increased collaboration. They began reaching out to one another for support when facing technical challenges or issues operating machinery. This ongoing consultation and exchange of expertise was highlighted by several partner institution (PI) representatives, as well as by a number of instructors I spoke with during my visits to the PIs to conduct focus group discussions with graduates.

<sup>43</sup> Same comment as 42

- Comprehensive geographic and demographic representation in evaluation sample

## 5.9. Critical Implementation Lessons

The evaluation identifies key implementation factors that contributed to GRIT's success and should inform future programming design.

### Success Factors:

- **Holistic Approach:** Integration of equipment, infrastructure, training, and policy changes
- **Long-term Perspective:** Six-year implementation period allowed for deep institutional change
- **Stakeholder Engagement:** Collaborative design and implementation fostered ownership
- **Adaptive Management:** Flexible response to changing contexts and emerging needs
- **Quality Focus:** Emphasis on outcome quality over quantity of beneficiaries

## 5.10. Strong Foundation for Future Programming

Unanimous stakeholder support for GRIT Phase 2, combined with specific and detailed recommendations for enhancement and expansion, provides a solid foundation for continued programming that can build upon proven achievements while addressing emerging challenges.

### Future Programming Readiness:

- Clear stakeholder consensus on priorities and approaches
- Committed partnerships for continued collaboration
- Comprehensive recommendations addressing technology integration, enhanced inclusion, and regional expansion

## 5.11. Regional and International Significance

GRIT's achievements extend beyond the immediate Palestinian context, offering a replicable model for gender-responsive and disability-inclusive TVET programming in challenging political and economic environments.

### Broader Impact:

1. "The project's audit approach has been recognized as a best practice by the Disability Reference Group"
2. "A Routledge academic publication on GRIT's audit experiences is underway"
3. "Stakeholders have expressed interest in regional partnership expansion, particularly with Jordan"

## 5.12. Addressing Persistent Challenges

While celebrating achievements, the evaluation acknowledges ongoing challenges that require continued attention in future programming, particularly transportation barriers for persons with disabilities and the need for sustained financial support for inclusion activities.

### Areas Requiring Continued Focus:

- Transportation accessibility for persons with disabilities
- Equipment procurement and maintenance systems
- Graduate tracking and post-employment support
- Regional market analysis and program customization

- Integration of emerging technologies and green economy approaches

## 5.13 Overall Conclusion

The GRIT project represents a **highly successful development intervention** that achieved its stated objectives while demonstrating innovation, adaptability, and sustainability in a challenging operating environment. The project's holistic approach, strong partnership model, and focus on both immediate outcomes and long-term transformation created lasting change that extends beyond individual beneficiaries to institutional and community levels. The comprehensive stakeholder commitment to continued programming, combined with detailed recommendations for enhancement and expansion, provides a compelling case for GRIT Phase 2 that can build upon proven achievements while addressing emerging opportunities in technology integration, enhanced inclusion, and regional collaboration.

## 6.0 Recommendations

Based on the comprehensive evaluation findings and stakeholder consultations, the following recommendations are presented to guide future programming decisions. These recommendations flow directly from the evaluation conclusions and are informed by evidence of what worked well, persistent challenges, and stakeholder-identified priorities for enhancement and expansion. The recommendations are organized by target audience and categorized by implementation priority, with each recommendation linked to specific evaluation findings and supported by stakeholder input.

### 6.1. RECOMMENDATIONS FOR PROJECT IMPLEMENTERS (LWF/CLWR)

#### 6.1.1 Priority 1: Critical Actions for Immediate Implementation

##### Recommendation 1.1: Develop GRIT Phase 2 Proposal

**Action:** Initiate development of a comprehensive second phase proposal building upon proven achievements while addressing identified gaps and stakeholder priorities.

##### Specific Elements to Include:

- Technology integration focus with AI and digital skills mainstreaming
- Enhanced transportation support for persons with disabilities
- Women's cooperative formation programming
- Regional market analysis and customization approach
- Expanded private sector partnership models

##### Recommendation 1.2: Establish Transportation Support Fund

**Action:** Create dedicated funding mechanism to address transportation barriers for persons with disabilities participating in TVET programming.

##### Recommendation 1.3: Strengthen Graduate Tracking Systems

**Action:** Implement comprehensive longitudinal tracking system for all graduates to monitor employment outcomes, income progression, and continued skills development needs.

#### 6.1.2 Priority 2: Strategic Enhancements for Medium-term Development

##### Recommendation 2.1: Integrate Artificial Intelligence and Digital Technologies

**Action:** Develop comprehensive curriculum integration plan for AI, digital marketing, and emerging technologies across all specializations.

#### **Recommendation 2.2: Explore establishing Women's Cooperative Development Program**

**Action:** Create systematic support for women's cooperative formation as a sustainable employment model, including business planning, equipment sharing, and market linkage support.

#### **Recommendation 2.3: Explore the feasibility of developing Regional Partnership Framework**

**Action:** Establish formal partnerships for TVET programming expansion, beginning with Jordan collaboration as identified by stakeholders.

### **6.1.3 Priority 3: Long-term Sustainability Measures**

#### **Recommendation 3.1: Build National TVET Data System**

**Action:** Collaborate with Palestinian Authority and TVET institutions to establish comprehensive national data system for sector planning and graduate tracking.

## **6.2 RECOMMENDATIONS FOR PARTNER INSTITUTIONS**

### **6.2.1 Mainstream Life Skills and Legal Education**

**Action:** Integrate life skills, labor law, and workers' rights as core curriculum components rather than supplementary training.

### **6.2.2 Develop Specialized Disability Curricula**

**Action:** Create specialized training approaches for different disability types, with particular focus on autism, Down syndrome, and intellectual disabilities.

### **6.2.3 Enhance Industry-Academia Collaboration**

**Action:** Establish regular exchange programs between institutional instructors and private sector practitioners to ensure curriculum relevance and market alignment.

### **6.2.4 Establish clear criteria for selecting beneficiaries within the training program**

to ensure there is no disparity in skill levels and to maximize the benefit.

It is also important to verify each trainee's interests and motivation regarding the chosen specialization, and to provide career counseling before entering the specialization to identify the most suitable field for each youth and ensure that the choice is made with awareness.

## **"6.3 RECOMMENDATIONS FOR PRIVATE SECTOR PARTNERS**

### **6.3.1 Develop Mentorship Training Programs**

**Action:** Provide systematic training for business owners and supervisors on effective mentorship techniques for TVET graduates, particularly women and persons with disabilities.

### 6.3.2 Establish Graduated Support Models

**Action:** Develop cost-sharing mechanisms where private sector contribution increases over time as institutional capacity and graduate quality demonstrate value.<sup>44</sup>

### 6.3.3 Create Sector-Specific Training Standards

**Action:** Collaborate with TVET institutions to develop industry-specific training standards and quality assurance mechanisms.<sup>45</sup>

## 6.4 RECOMMENDATIONS FOR PALESTINIAN AUTHORITY/GOVERNMENT

### 6.4.1 Develop National Disability Inclusion Policy for TVET

**Action:** Establish comprehensive policy framework for disability inclusion in vocational education, including accessibility standards, accommodation requirements, and support mechanisms.

### 6.4.2 Create Transportation Subsidy System

**Action:** Establish public transportation subsidy system for persons with disabilities accessing

### 6.4.3 Integrate Gender-Responsive TVET in National Strategy

**Action:** Incorporate GRIT's proven approaches into national TVET strategy and policy frameworks to ensure systematic application across all public institutions.

## 6.5 RECOMMENDATIONS FOR DONORS AND DEVELOPMENT PARTNERS

### 6.5.1 Facilitate Regional Learning Exchange

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<sup>44</sup> There are many contexts in the world where the cost-sharing model implanted in which private sector contributions increase over time as institutional capacity and graduate quality improve has been successfully applied in various international contexts. For example, adaptations of Germany's dual training system in countries such as Egypt and Indonesia have shown that as TVET institutions demonstrate higher-quality outcomes, employers become more willing to invest in training. Similar approaches have been implemented in Kenya through the USAID-funded KYES program, where private sector engagement scaled up in response to improved graduate employability. In Pakistan's Punjab Skills Development Fund (PSDF), employers gradually assumed greater financial responsibility for training as institutional credibility grew. These models highlight that structured, performance-based cost-sharing mechanisms can build long-term private sector commitment when institutions consistently deliver value through skilled, job-ready graduates.

**Common Features Across Contexts:**

- **Early public or donor investment** to build institutional credibility.
- **Initial in-kind contributions** from employers (e.g., mentorship, equipment, internships).
- **Performance-based trust-building**, leading to increasing private financial contribution.
- **Stronger graduate-employer linkages** as quality outcomes are demonstrated.

<sup>45</sup> Not only that—they should also be involved in reviewing and providing feedback on the training materials and curricula, including the practical components. This was a recommendation put forward by several partner institutions as well.

**Action:** Support regional programming that enables Palestinian TVET innovations to be shared with and adapted by other contexts facing similar challenges.

### **6.5.2 : Invest in Technology Infrastructure**

**Action:** Provide dedicated funding for technology integration, including AI curriculum development, digital platforms, and modern equipment that meets Fourth Industrial Revolution demands.

## **6.6. CROSS-CUTTING RECOMMENDATIONS**

### **6.6.1 Establish Crisis-Responsive Programming Protocols**

**Action:** Develop systematic approaches for maintaining training continuity during crises, including flexible delivery modalities, emergency support networks, and adaptive management frameworks.

### **6.6.2 : Prioritize Employment Outcomes Over Sector Integration**

**Action:** Focus programming on employment success rather than exclusively promoting non-traditional sector participation, recognizing that sustainable economic empowerment can occur across various sectors.

### **6.6.3 Develop Comprehensive Impact Measurement Framework**

**Action:** Establish systematic impact measurement that captures individual empowerment, institutional transformation, and community attitude change alongside traditional employment indicators. These recommendations provide a comprehensive roadmap for building upon GRIT's proven achievements while addressing emerging challenges and opportunities. The strong stakeholder commitment, detailed implementation guidance, and evidence-based foundation create optimal conditions for successful future programming that can achieve even greater impact for women, persons with disabilities, and the Palestinian TVET sector overall. Implementation of these recommendations will require sustained commitment from all stakeholders, but the evaluation evidence demonstrates that such investment will yield significant returns in terms of individual empowerment, institutional transformation, and economic development outcomes.

## **7.0 Lessons Learned**

The GRIT project implementation over six years in a complex and challenging context has generated significant learning that extends beyond the immediate Palestinian TVET sector. These lessons learned are derived from systematic analysis of project successes, challenges, adaptive responses, and stakeholder experiences. They are presented to inform future TVET programming in similar contexts and contribute to the broader development practice knowledge base. The lessons are organized thematically and include both positive practices to replicate and challenges that require attention in future programming design and implementation.

### **7.1. DESIGN AND PLANNING LESSONS**

#### **Lesson 1.1: Holistic Programming Approach Generates Transformational Impact**

**What We Learned:** Comprehensive interventions addressing multiple levels simultaneously (individual, institutional, systemic) create synergistic effects that exceed the sum of individual components.

**Application:** Future TVET programming should resist the temptation to focus narrowly on single interventions and instead design comprehensive approaches that address systemic barriers while building individual capacity.

**Replication Guidance:** Ensure programming includes: technical training, infrastructure/equipment, institutional policy development, community engagement, private sector partnerships, and graduate support systems.

### **Lesson 1.2: Long-term Timeframes Enable Deep Institutional Change**

**What We Learned:** Six-year implementation periods allow for the iterative relationship-building, capacity development, and cultural change necessary for sustainable transformation.

**Application:** Short-term projects (1-3 years) may achieve immediate outputs but are insufficient for systemic change in institutional culture and community attitudes.

**Replication Guidance:** Design multi-year programming with explicit phases for relationship building, capacity development and consolidation/ownership.

### **Lesson 1.3: Adaptive Management Systems Are Essential for Crisis Contexts**

**What We Learned:** Flexible programming frameworks that can respond rapidly to changing contexts while maintaining core objectives are crucial for success in volatile environments.

**Application:** Programming in challenging contexts must build adaptability into design rather than treating flexibility as an afterthought.

**Replication Guidance:** Establish clear core objectives that remain constant while developing multiple delivery modalities, contingency plans, and rapid decision-making mechanisms for context changes.

## **7.2. PARTNERSHIP AND COLLABORATION LESSONS**

### **Lesson 2.1: Genuine Partnership Requires Shared Decision-Making and Ownership**

**What We Learned:** Moving beyond traditional donor-implementer relationships to collaborative partnership models generates stronger commitment, innovation, and sustainability.

**Application:** Partnership models should prioritize local ownership and decision-making authority rather than top-down implementation approaches.

**Replication Guidance:** Involve partners in all phases from design to evaluation, create formal partnership agreements with shared responsibilities, and maintain regular collaborative planning processes.

### **Lesson 2.2: Private Sector Engagement Requires Patience and Demonstration**

**What We Learned:** Private sector attitudes toward employing women and persons with disabilities can be transformed through gradual exposure and demonstration of capabilities rather than advocacy alone.

**Application:** Private sector transformation requires experiential learning opportunities rather than theoretical convincing.

**Replication Guidance:** Start with willing private sector partners, provide support during initial placements, document and share success stories, and use peer-to-peer learning among employers.

### **Lesson 2.3: Community-Based Organizations Require Early and Sustained Engagement**

**What We Learned:** CBOs can be powerful partners for reaching marginalized populations, but their engagement must begin in design phase and continue throughout implementation.

**Application:** Community outreach and inclusion objectives require systematic CBO engagement from project inception.

**Replication Guidance:** Map and engage relevant CBOs during design phase, establish formal partnership agreements, provide capacity building support, and maintain regular coordination

## 7.3. INCLUSION AND ACCESSIBILITY LESSONS

### Lesson 3.1: Disability Inclusion Requires Specialized Expertise and Systematic Approach

**What We Learned:** Successful disability inclusion in TVET programming requires more than good intentions; it demands specialized knowledge, systematic planning, and dedicated resources.

**Evidence:** GRIT's disability audit approach and specialized training methods achieved 83% employment success for graduates with intellectual disabilities, far exceeding typical outcomes. The approach has been recognized as best practice by the Disability Reference Group.

**Application:** Disability inclusion cannot be achieved as an add-on to existing programming; it requires systematic integration from design through evaluation.

**Replication Guidance:** Partner with disability organizations from project inception, conduct comprehensive accessibility audits, develop specialized curricula for different disability types, and provide ongoing technical assistance to implementing partners.

### Lesson 3.2: Financial Support for Transportation and Scholarships Is the Most Critical Inclusion Barrier

**What We Learned:** Financial barriers, particularly transportation costs and training fees, determine participation more than any other single factor, with disproportionate impact on persons with disabilities and women from rural areas.

**Application:** Financial support for transportation and training costs is not a luxury but an essential accessibility component that determines program reach, equity, and completion rates.

**Replication Guidance:** Budget specifically for comprehensive financial support including transportation subsidies and training scholarships, conduct accessibility assessments of public transport, provide flexible transportation options, establish graduated cost-sharing models that account for different financial capacities, and consider mobile training delivery for remote areas where transportation costs are prohibitive.

### Lesson 3.3: Gender-Responsive Programming Requires Cultural Sensitivity and Patience

**What We Learned:** Sustainable gender norm change occurs through demonstration and gradual cultural engagement rather than confrontational approaches.

**Application:** Gender-responsive programming must balance rights-based objectives with cultural context realities.

**Replication Guidance:** Engage families and communities in program design, provide safe spaces for women's participation, celebrate success stories publicly, and allow time for gradual attitude change.

## 7.4. TECHNICAL AND VOCATIONAL TRAINING LESSONS

### Lesson 4.1: Market Relevance Requires Continuous Industry Engagement

**What We Learned:** TVET curriculum relevance depends on ongoing industry partnerships rather than one-time market assessments.

**Application:** Market responsiveness is an ongoing process requiring systematic industry engagement rather than periodic assessments.

**Replication Guidance:** Establish formal industry advisory mechanisms, require regular instructor-industry exchanges, conduct quarterly market assessment updates, and maintain employer feedback systems.

### Lesson 4.2: Practical Skills Training Must Balance Theory and Application

**What We Learned:** Graduates value theoretical foundations but require substantial hands-on practice to develop market-ready competencies.

**Application:** TVET programming must prioritize experiential learning while maintaining necessary theoretical foundations.

**Replication Guidance:** Ensure minimum 60% practical training time, provide access to current industry equipment, establish workplace learning partnerships, and create project-based learning opportunities.

### Lesson 4.3: Technology Integration Must Prepare for Future Rather Than Current Needs

**What We Learned:** Rapid technological change requires TVET programming to anticipate future skill demands rather than only addressing current market needs.

**Application:** TVET curriculum must balance current market demands with emerging technology trends.

**Replication Guidance:** Regularly assess emerging technology trends, integrate digital skills across all specializations, partner with technology companies for curriculum development, and provide ongoing technology update training for instructors.

## 7.5. SUSTAINABILITY AND INSTITUTIONALIZATION LESSONS

### Lesson 5.1: Policy Integration Ensures Sustainability Beyond Project Funding

**What We Learned:** Embedding project innovations in institutional policies and procedures creates sustainability that survives funding transitions.

**Application:** Sustainability requires institutional integration rather than dependence on continued external support.

**Replication Guidance:** Work with institutions to develop and adopt formal policies, integrate innovations into standard operating procedures, build internal capacity for continued implementation, and establish institutional accountability mechanisms.

### Lesson 5.2: Financial Sustainability Requires Graduated Support Models

**What We Learned:** Immediate transition from full support to complete self-funding creates unsustainable gaps; graduated reduction in support allows for capacity building and alternative funding development.

**Application:** Sustainability planning must include graduated support reduction rather than cliff-edge transitions.

**Replication Guidance:** Develop multi-year transition plans with decreasing external support, build institutional fundraising capacity, establish cost-sharing agreements with beneficiaries and employers, and create income-generating activities.

### **Lesson 5.3: Knowledge Management Systems Enable Continuous Learning**

**What We Learned:** Systematic documentation and sharing of innovations, challenges, and solutions creates institutional memory and enables replication.

**Application:** Knowledge management is essential for both sustainability and replication.

**Replication Guidance:** Establish internal documentation systems, create communities of practice among implementing partners, develop case study databases, and provide training on knowledge capture and sharing methods.

## **7.6. MONITORING AND EVALUATION LESSONS**

### **Lesson 6.1: Mixed Methods Evaluation Provides Comprehensive Understanding**

**What We Learned:** Combining quantitative outcome measurement with qualitative stakeholder experiences provides deeper insight into program impact and improvement areas.

**Application:** Comprehensive evaluation requires both numbers and narratives to understand program effectiveness.

**Replication Guidance:** Design evaluation frameworks that include quantitative tracking and qualitative reflection, train staff in multiple data collection methods, and budget adequately for comprehensive evaluation approaches.

### **Lesson 6.2: Beneficiary Voice Must Be Central to Evaluation Design**

**What We Learned:** Direct beneficiary feedback provides insights unavailable through institutional reporting and is essential for understanding program effectiveness from user perspectives.

**Application:** Beneficiary perspectives must inform program design, implementation adjustments, and impact assessment.

**Replication Guidance:** Establish regular beneficiary feedback mechanisms, conduct focus groups in local languages, create safe spaces for honest feedback, and use beneficiary input for program improvement.

### **Lesson 6.3: Long-term Impact Assessment Requires Extended Follow-up**

**What We Learned:** TVET program impact becomes fully apparent only years after graduation, requiring extended tracking periods to capture employment progression, income changes, and community effects.

**Application:** Impact evaluation must track beneficiaries over multiple years to capture full program effects.

**Replication Guidance:** Design evaluation systems for 3-5 year post-completion tracking, establish graduate contact maintenance systems, and budget for extended follow-up activities.

## 7.7. CONTEXTUAL AND ENVIRONMENTAL LESSONS

### Lesson 7.1: Crisis Contexts Require Enhanced Flexibility and Support Systems

**What We Learned:** Programming in conflict-affected and politically volatile contexts requires additional flexibility, enhanced support systems, and crisis preparedness planning.

**Application:** Crisis preparedness must be built into program design rather than treated as exceptional circumstances.

**Replication Guidance:** Develop multiple delivery modalities, create emergency support protocols, maintain flexible implementation timelines, and establish crisis communication systems.

### Lesson 7.2: Economic Instability Increases Demand for Skills-Based Employment

**What We Learned:** Economic uncertainty drives demand for practical skills training that provides immediate income generation opportunities.

**Application:** Economic instability creates opportunities for TVET programming but requires emphasis on immediate employment readiness.

**Replication Guidance:** Focus on skills with immediate income generation potential, provide entrepreneurship training alongside technical skills, and establish emergency support systems for graduate job placement.

## 7.8. CROSS-CUTTING LESSONS FOR DEVELOPMENT PRACTICE

### Lesson 8.1: Stakeholder Ownership Drives Innovation and Sustainability

**What We Learned:** When stakeholders have genuine ownership of programming decisions and outcomes, they become innovators rather than implementers, generating solutions that exceed project expectations.

**Application:** Development programming should prioritize local ownership and decision-making authority as essential for both effectiveness and sustainability.

### Lesson 8.2: Evidence-Based Adaptation Improves Outcomes

**What We Learned:** Regular evidence collection and systematic program adaptation based on findings improves outcomes and stakeholder satisfaction.

**Application:** Monitoring systems should prioritize learning and adaptation rather than only accountability and reporting.

### Lesson 8.3: Cultural Context Integration Is Essential for Acceptance and Success

**What We Learned:** Programs that work within cultural contexts while promoting progressive change achieve greater acceptance and sustainability than those that challenge cultural norms directly.

**Application:** Social change programming must balance rights-based objectives with cultural context realities to achieve sustainable transformation.

**Annexes:  
Analysis Tables**