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ACRONYMS AND ABBREVIATIONS

BCCI	Bethlehem Chamber of Commerce & Industry
DAI	DAI, Global LLC
ETF	European Training Foundation
ETVTC	The Episcopal Technological and Vocational Training Center
EJ	East Jerusalem
HHCT	Hisham Hijjawi College of Technology
iRGPA	Intersectional Rapid Gender and Protection Analysis
KII	Key Informant Interviews
LWF-VTP	The Lutheran World Federation Vocational Training Program
MOE	Ministry of Education
MOL	Ministry of Labor
NECC	Near East Council of Churches
PCBS	Palestinian Central Bureau of Statistics
PPU	Palestine Polytechnic University
PSE	Private Sector Enterprises
PSE	Private Sector Engagement
PwD	Persons with Disabilities
SVTC	Salesian Vocational Training Center
TVET	Technical and Vocational Education Training
UNESCO	United Nations Educational, Scientific, and Cultural Organization
USAID	United States Agency for International Development
WB	West Bank

ABSTRACT

The Forsah Technical and Vocational Education and Training (TVET) program works towards enabling technical and vocational education and training institutions in the West Bank and East Jerusalem to meet labor market demands and provide Palestinians with meaningful, well-paying employment and income-generating opportunities. This is achieved through improving TVET performance, building sustainable partnerships between private sector enterprises, TVET institutions, and youth, and increasing the access of marginalized groups, especially females and people with disabilities, to technical and vocational institutions and the labor market. To achieve the latter, perception surveys were conducted to understand the current TVET situation in the West Bank and East Jerusalem, highlighting and responding to the Forsah TVET program's main areas of intervention.

The 'Perception Survey on the Technical and Vocational Education and Training (TVET) as an Educational Path' report aims to provide a thorough understanding and reflection of the current perceptions of parents, youth, the private sector, and technical and vocational education and training institutions in the West Bank and East Jerusalem. It focuses on three major topics: factors influencing youth in selecting technical and vocational education as their career path, insights from private sector enterprises on the skills of TVET graduates and the responsiveness of TVET institutions to the needs of the private sector, and the challenges related to access for marginalized groups, especially females and people with disabilities. To capture these insights, perception surveys targeting youth, parents, and the private sector were completed by more than 460 respondents, in addition to a focus group featuring the five partner TVET institutions to validate the survey responses. The focus group and surveys, which included open- and close-ended questions, were analyzed through qualitative and quantitative analysis, enhancing the validity and credibility of the findings.

The main findings of the report indicated that TVET students and parents believe that Palestinian society perceives the technical and vocational sector negatively. Therefore, it highlighted the cruciality of enhancing TVET institutions' outreach and marketing campaigns to shift public perceptions of TVET and increase the number of female enrollments in the technical and vocational sector. This can be achieved through promoting success stories, marketing, and awareness campaigns. Additionally, the report found that to increase the accessibility of people with disabilities to the technical and vocational sector, it is necessary to enhance the capacity of TVET instructors when training students with disabilities and to integrate these students rather than working individually with them. It is also necessary to work with private sector enterprises to increase their readiness to employ TVET graduates with disabilities.

Finally, the report's findings showed that family and friends play a significant role in influencing youth's decisions to enroll and pursue technical and vocational education. These findings will be used as a reference for the Forsah TVET program's youth-led public awareness campaign competition to shift public perceptions of TVET. They will also feed into TVET institutions' marketing and enrollment plans to attract more females and people with disabilities and enhance the partner TVET institutions' capacities in building similar surveys, allowing them to independently monitor and evaluate their campaigns by measuring shifts in public consensus.

CHAPTER I: BACKGROUND

I.1 INTRODUCTION

The new UNESCO Global TVET Strategy that seeks to transform labor markets, economies and societies (UNESCO, 2021)1. The strategy highlights three main priorities, first skills for individuals to learn, work and live, second, skills for economies to transition towards sustainable development and finally, skills for inclusive and resilient societies. Thus, UNESCO's Global TVET Strategy 2022 – 2029 highlights the importance of investing in a more inclusive and green approach as well as equipping youth, TVET institutions and labor market with the tools to allow the technical and vocational sector to thrive. In alignment with UNESCO's 2022-2029 Global TVET Strategy, the Forsah Technical and Vocational Education and Training (Forsah TVET) program relies on three main pillars, gender equality and social inclusion, greening and sustainability and finally empowering youth. In which the program intends to enable TVET institutions to meet labor market demands and provide Palestinians with meaningful, well-paying employment and income generating opportunities. The program supports developing new technical training and improves the quality and relevancy of existing technical programs, with a focus on improving youth access. These programs will help Palestinians become more employable and find employment opportunities, or start their own business, in increasingly in-demand technical sectors.

Enhancing the accessibility of the TVET system is considered a key result of the Forsah TVET program, where it aims to increase the enrollment of youth especially females and people with disability in developed programs in the partner TVET institutions across the West Bank and East Jerusalem. Part of the Forsah TVET program interventions is to improve the enabling environment by enhancing social norms to increase the technical and vocational education and training institutions' perceived value by all and removing challenges to access, subjected to minorities especially females and people with disabilities. The Forsah TVET program carried out an initial perceptions survey to understand the best approaches to shift societal norms toward the technical and vocational sector in the West Bank and East Jerusalem, targeting key stakeholders including parents, students, private sector firms and TVET institutions.

These findings report consists primarily of a critical analysis of the pre-existing literature on the technical and vocation sector in the West Bank and East-Jerusalem. Including a specific focus on the current situation of the TVET sector, its impact on the economy, inclusion of marginalized people and the role of media in shifting consensus. Second, it will employ both quantitative and qualitative methods to analyze perceptions survey and a focus group discussion to allow for a deep analysis of the reoccurring themes, narratives and depictions of the technical and vocational sector. Thus, providing a wide span of analysis to address the three study objectives. The study objectives touch upon topics such as accessibility, inclusion, quality and relevance. The survey will help TVET institutions understand which specific aspects of the TVET experience are most or least appealing, role models in the community that might alter their opinions of TVET institutions and recommendations on ways to improve the sector. The findings of this report will inform youth-led awareness campaigns to mobilize the findings into tools that will raise awareness on TVET and counter the stigma to increase enrollment and overcome private sector hesitance to leverage TVET students to fill labor shortages. In addition, the results will also be used in systematic outreach campaigns led by the partner TVET institutions to contribute to achieving one of the program objectives which is to increase overall enrollment as well as female and PWD enrollment into the newly developed or upgraded programs.

I.2 STUDY OBJECTIVE

The objective of the perception survey is to measure knowledge, attitude, and perceptions of parents, youth, private sector and TVET institutions, encompassing aspects such as female enrollment, accessibility for Persons with Disabilities (PwD), the quality and relevance of education, the level of skills among TVET graduates, and the role of the media which will inform strategies for improving the TVET sector's image, with a view to attracting more and better students to the TVET programs and overcoming the social stigma around females and PwD enrolment in TVET programs . Additionally, the survey aims to set a baseline against which progress can be measured to assess the effectiveness of the enrollment and awareness campaigns in the coming years, through:

- I. Investigating how parents assess the societal value of their children's careers and examine factors influencing young individuals in selecting or not selecting this path
- II. Gaining a better understanding of the challenges faced by Private_Sector Enterprises (PSEs) regarding access to TVETs, the quality of training programs, and cooperation with TVETs.
- III. Assessing the challenges related to access for females, PWDs, and other marginalized groups among others.

CHAPTER 2: LITERATURE REVIEW

2.1 TVET SITUATION IN THE WEST BANK AND EAST JERUSALEM

The technical and vocational education and training is a type of education that “aims to equip trainees/students with skills, knowledge, attitude and competencies required for the career path a specific profession/vocation or a category of relevant vocations in one of the economic fields.” (European Training Foundation (ETF) 2020)¹. There are three different types of technical and vocational education and training programs in the West Bank and East Jerusalem, formal, informal and non-formal. The formal education and training are usually structured and monitored programs that take place within an institution/college/organization which leads to acquiring an official certificate within the educational system. Whereas the informal education and training programs are considered an implementation of unregulated training/education and occurs through the practice of training individually in a workplace. In efforts to improve the technical and vocational sector, the Ministry of Labor has expanded into the vocational education pathways in 2018/2019, to accommodate the interests of Palestinian students in addition to, the needs of the labor market. The non-formal education refers to “education and training that takes place through the implementation of planned activities that are developed as clear educational forms in terms of objectives, time and technical support such as vocational training centers within the Ministry of Labour, training centers affiliated to the Ministry of Social development, and private centers” (ETF, 2020) The expansion included a focus on apprenticeship, an increase in the number of institutions and offering evening courses (ETF 2020). This change resulted in an increase in the number of enrolled students by 15%, which indicates a correlation between improved quality of education and training and increased number of enrolled students (ETF 2020).

¹ https://openspace.etf.europa.eu/sites/default/files/2020-11/TRPreport_2020_Palestine_EN.pdf

In addition, the technical and vocational sector has had a positive impact on the Palestinian economy, in various areas across the West Bank and specifically in East-Jerusalem, in which TVET graduates enhanced private sector firms and starting their own businesses in isolated and marginalized areas (Randa Hilal, 2019). Despite the continuous improvement of the TVET sector in the West Bank and East-Jerusalem, there are still challenges in bridging the gap between the private sector and TVET institutions, sustainability and integrating marginalized people especially females and PwD in the labor market and TVET institutions.

2.2 GENDER AND SOCIAL INCLUSION IN THE TVET SECTOR

The technical and vocational education and training sector became a pathway for economic and social inclusion to many Palestinians living in the West Bank and East Jerusalem. As it is argued that establishing the TVET system was a tool for integrating vulnerable and marginalized groups, to increase the employment rate amongst youth and promoting the economic development (Randa Hilal, 2019)². In evidence, there is a high percentage of female enrollment in the TVET sector as in 2018/2019, the female presence in private vocational training centers increased in 2019 from 37% to 55% in the West Bank (Randa Hilal, 2019). However, one cannot overlook the fact that the majority of courses with the high female participation are traditional courses, including culinary, graphic design, sewing, beautification, secretary, etc. (Randa Hilal, 2022). Judith Lorber argues in her book 'The Variety of Feminisms and their Contribution to Gender Equality,' that gender inequality consists of the relationship between men and women and between dominance and subordination; and that gender inequality is "built into the organization of marriage and families, work and the economy, politics, religions and the very language we speak." (1997, p.8). The latter reflects the male oriented decision-making process in the Palestinian society which directly affects and limits females' ability to make independent decisions in regards to their education and career path. In addition, females who overcome the stereotypical barrier of choosing a non-traditional path are faced with challenges of being employed after graduating and a clear gender bias, including pay gap, poor working conditions and preference to employing males due to "high turnover in female workers" (Randa Hilal, 2022).

Even though marginalized groups, especially people with a disability, are attracted to TVET institutions and proving success in this sector, however, they are still subjected to challenges such as access and well-trained instructors. The need to upgrade and expand TVET infrastructure and facilities was highlighted in the National Policy Agenda, that identifies the key changes that need to be made to improve the quality of education and to ensure a safe, inclusive and equitable access to education (ETF, 2020).

2.3 ROLE OF MEDIA IN PROMOTING TVET

The different cultures and traditions require different media content; thus, the Middle Eastern media provides its audience with content that is specific to their culture and values to make it relatable. The media is seen as a powerful cultural practice; Richardson and Wearing argue that the media is used as a tool to learn the acceptable behaviors and expected gender roles from. Through its advertisements and platforms, the audiences are saturated from media representations which enhance and shape the specific beliefs (2014). Furthermore, Richardson and Wearing highlight that media depictions are not "simply a reflection or a mirror of the world but are construct – images which have been built or produced" (2014). Thus, emphasizing the power that the media holds in either re-enforcing or changing the stereotypical depictions of any specific topic. In this case, the role of media is crucial in terms of changing the consensus

² <https://doi.org/10.1080/14480220.2019.1641293>

of stereotypical gender roles in the technical and vocation sector and the stigma related to employees or students of this sector. There are many misconceptions regarding the technical and vocational education and training sector, which dilutes down to linking TVET students, graduates, employers with non-educated and low-class students (Fusheini, 2020)³. A study done on the 'Role of Vocational Education and Training in Addressing Inequality and Promoting Human Development' showed that 24% of TVET graduates felt that the local community perceived TVET negatively and for low achievers, a similar percentage also believed that employers discriminate against TVET graduates, with one-in-six speaking out on their personal negative experiences (Randa Hilal and Simon McGrath, 2016)⁴. This shows a weight that the public perception of the TVET sector has on prospect students, in which that media could play a crucial role in contributing to shifting the consensus. In addition, A TVET Gender Assessment study showed that despite having social attitudes toward TVET are less valued than academic career, women in TVET are even less valued, however, results have found that these attitudes were beginning to shift due to successful role models who thrived in the TVET sector (Randa Hilal, 2022). The statistics regarding the employment rates of TVET graduates naturally indicate a proof of the success of the technical and vocational sector, as 77% of TVET graduates were employed in comparison to only 59% of Palestinian youth who did not participate in TVET (Randa Hilal, 2019). In addition, other data shows that twice as many TVET graduates become employers, self-employed or work in the private sector than others (Palestinian Central Bureau of Statistics [PCBS], 2006)⁵.

CHAPTER 3: METHODOLOGY

3.1 INTRODUCTION

The methodology for this survey involved a comprehensive, collaborative survey design process. After the design phase, the survey underwent pre-testing and piloting. Feedback and observations from the pilot, along with inputs from USAID and partners, informed further revisions to arrive at the final instrument.

The Forsah TVET program utilized the Alchemer platform to develop three perception surveys targeting youth, parents, and the private sector. These surveys included qualitative categorical variables and open-ended questions tailored to each audience, focusing on perceptions, attitudes, and knowledge regarding Technical and Vocational Education and Training (TVET) programs in the West Bank and East Jerusalem.

In collaboration with five partner TVET institutions and consortium partners BCCI and DAI, the perception surveys were distributed to the intended audience in March 2024 and remained open for one month. Youth and private sector firms completed the survey online via the Alchemer platform, while parents were contacted via phone, with the program team entering their responses into Alchemer.

³ Fusheini, M. Z. (2020). The choice of visual arts option: Perceptions of newly admitted JHSI students at Bagabaga College of Education Model School, Tamale-Ghana. *ADRRJ Journal of Arts and Social Sciences*, 17, 65-85. [https://doi.org/10.55058/adrrrijass.v17i7\(5\).595](https://doi.org/10.55058/adrrrijass.v17i7(5).595)

⁴ <https://files.eric.ed.gov/fulltext/EJ1209999.pdf>

⁵ Palestinian Central Bureau of Statistics (PCBS). (2006). Graduates' survey of higher education and TVET: Main findings. Ramallah, Palestine. (Arabic): PCBS.

Quantitative data analysis involved descriptive and inferential methods to summarize and interpret survey results. Excel, Python, and Power BI tools were utilized for data management and analysis, including cross-tabulation to explore relationships between variables.

Qualitative analysis methods included thematic and content analysis. Thematic analysis identified recurring themes from open-ended survey questions and focus group discussion transcripts, focusing on repetitions, indigenous categories, metaphors, transitions, and similarities/differences. Content analysis examined language frequency and message content in responses, applying systematic coding to organize and interpret data objectively.

3.2 SAMPLING METHOD AND DISSEMINATION

The sampling technique used is purposive, informed by the required data type and the feasibility of reaching the target group and associated objectives. The focus group discussions with TVET representatives are meant to cross-reference and validate the findings from the other surveys. Therefore, three distinct methods have been devised for each of the following target populations:

- (1) **Youth & Parents** were reached through **Simple Random Sampling**, targeting the enrolled students at the 5 TVETs⁶. Similarly, the parents were identified from the student's registry. The sample size was calculated by applying the single population proportion formula. Given a 50% proportion (since there have been no similar previous studies conducted on this topic), a 95% confidence interval, a margin of error of 5%, and a 10% non-response rate, it was found that a minimum sample size of 422 participants (with balanced mix of males and females) would be needed, using the following formula^{7,8,9}:

$$n = \frac{Z_{1-\alpha/2}^2 p(1-p)}{d^2}$$

Where:

n is required minimum sample size

Z_{1-α/2} is the standard normal variate (z-score) corresponding to the level of confidence required (z = 1.96, which is the z-statistic for the 95% confidence level).

α is level of significance

P is the expected proportion of the target population based on TVETs expert opinion and equal to 0.5.

d is the margin of error (0.05).

- (2) The survey was directly distributed to youth through the partner TVET institutions, and a list of contact information was shared for parents who were then directly contacted by the program team and the survey was completed over the phone. **Private Sector:** The entire population of

⁶ Hisham Hijjawi College of Technology (HHTC), The Lutheran World Federation Vocational Training Program (LWF), Palestine Polytechnic University (PPU), Salesian Institute and Convent (SIC), The Episcopal Technological and Vocational Training Center (ETVTC).

⁷ Sample size calculator: <https://riskcalc.org/samplesize/>

⁸ Wang, Guiping, et al. "Assessment of knowledge, attitudes, practices, and risk perceptions regarding COVID-19: a cross-sectional study from China." *Journal of Public Health* (2023). <https://doi.org/10.1007/s10389-023-01877-6>

⁹ Charan, Jaykaran, and Tamoghna Biswas. "How to calculate sample size for different study designs in medical research?" *Indian journal of psychological medicine* 35.2 (2013).

key informants was included in the pool for completing the survey through cooperation with the consortium partners DAI and BCCI. The minimum sample size was set at 40.

TVET Institutions Focus Group Discussion: was held by IREX staff with key informants to address the qualitative questions in the research.

3.3 QUANTITATIVE DATA ANALYSIS

Quantitative data analysis was carried out to examine the nominal data gathered through the survey conducted online via the Alchemer platform. Descriptive and inferential data analysis provided basic data summaries, frequencies, and percentages. For that purpose, the following was used excel, python and/or power Bi tools. Cross-tabulation analysis was also applied to examine and understand relationships between variables (e.g., gender and binary outcomes), as applicable.

3.3.1 Overview of Datasets

Three Excel files were exported from Alchemer, containing survey responses from three distinct groups: Youth, Parents, and Private Sector. The number of responses for each survey is as follows: 376, 30, and 59, respectively. The data primarily comprises nominal data with some open-ended questions. Key focus areas for the Youth Survey include demographic characteristics, educational choices, influencing factors, perceptions and inclusivity, and media representation (Full survey is available in the annex, section I.1). The Parents Survey data covers demographic characteristics, inclusivity, perception of professions, and public perception tools (Full survey is available in the annex, section I.2). The Private Sector Survey data evaluates demand, need, and quality of graduates, work environment, communication and collaboration, accessibility, the role of females, and public perception influencing tools. (Full survey is available in the annex, section I.3).

3.3.2 Data analysis and Management plan

Quantitative data analysis played a pivotal role in this study, as it examined the nominal data gathered through the survey conducted via the Alchemer platform. The following steps were undertaken to ensure an effective management plan:

1. Data cleaning: The first step in quantitative data analysis is to clean the raw survey data exported from Alchemer into Excel format. After exporting, the data was translated to English, cleaned, and prepared for analysis.
2. Descriptive and inferential data analysis: provided basic data summaries, frequencies, and percentages. For that purpose, Excel and Python were used. Findings were presented using visualization techniques, such as charts and graphs.

The analysis for both qualitative and quantitative data is available in Annexes 3 and 4.

3.3.3 List of Key Measurements

The following is a list of key measurements that assess the knowledge, attitude, and perceptions consistent with the study objectives, from different lenses according to the target groups:

Group: Youth	
Objective: To understand the influencing factors on youth decisions to join TVET institutions, the perception of the target group, and their perceptions on the inclusivity of TVET institutions for PwD and females.	
Variable	Quantitative Measures / Analysis
1. Demographic Characteristics	<ul style="list-style-type: none"> Descriptive analysis by demographic characteristics will provide the distribution of respondents based on individual characteristics such as gender, age, location, disability status and parenthood.
2. Educational Choices	<ul style="list-style-type: none"> Percentage of youth who are satisfied with TVET decision. Percentage of youth who are satisfied with the training course within TVET institution. Cross-tabulate (e.g., gender vs. satisfaction with TVET decision).
3. Influencing Factors	<ul style="list-style-type: none"> Percentage of each factor influenced youth decision to pursue or consider pursuing a TVET program (employment opportunities, salary potential, quality of education, social status, entrepreneurship opportunities, other) A percentage of youth are influenced positively by family/friend opinion. Percentage of youth expressing trust across various sources of information about TVET, including parents, friends, media, schoolteachers, etc.
4. Perception	<ul style="list-style-type: none"> Percentage of youth considering traditional professions (engineer, doctor, lawyer) more important to Palestinian society than a skilled laborer/TVET graduate.
5. Inclusivity	<ul style="list-style-type: none"> Percentage of youth agreeing on equality in opportunities for both males and females to join non-traditional TVET professions. Percentage of youth agreeing that TVET facilities and equipment meet the needs of PwD.
6. Media Representation	<ul style="list-style-type: none"> Percentage of youth agreeing that there is a positive and sufficient representation of TVETs in the media.

Group: Parents	
Objective: To understand parents' willingness to enroll their children in TVETs, perceptions on female enrollment, and overall views on TVET careers.	
Variable	Quantitative Measures / Analysis
1. Demographic characteristics	<ul style="list-style-type: none"> Descriptive analysis by demographic characteristics will provide distribution of respondents based on individual characteristics such as gender, age, location, disability status and academic achievement level.
2. Career Viability	<ul style="list-style-type: none"> Percentage of parents willing to consider technical and vocational education as leading to a viable career path for their son or daughter. Analyze the reasons for reluctance: percentage for each reason (e.g., low social status, lack of trust, low achievement, job market access).
3. Inclusivity	<ul style="list-style-type: none"> Percentage of parents considering enrolling their daughters in TVET institutions.

	<ul style="list-style-type: none"> Analyze the reasons for not considering (percentage for each reason).
4. Perception of Professions	<ul style="list-style-type: none"> Percentage of parents considering traditional professions more important to Palestinian society than a skilled laborer. Cross-tabulate (e.g., academic achievement Level vs. perception of TVET professions).
5. Public Perception Tools	<ul style="list-style-type: none"> Percentage for each tool that parents consider effective to improve the public's perception of TVET (awareness campaigns, success stories, media coverage, social media campaigns, etc.)

Group: Private Sector	
Objective: To assess the private sector's perception of TVET graduates' skills, gender and PwD inclusivity, and collaboration with TVET institutions.	
Variable	Quantitative Measures / Analysis
1. Business Dependency	<ul style="list-style-type: none"> Percentage of PSEs dependent on skilled labor/TVET graduates. Percentage of PSEs satisfaction levels with TVET graduates' skills and knowledge.
2. Demand and Suitability	<ul style="list-style-type: none"> Percentage of PSEs agreeing on a big demand in the private sector for skilled labor. Percentage of PSEs agreeing on suitability of work environment in the private sector for women and PwD.
3. Communication and Collaboration	<ul style="list-style-type: none"> Percentage of PSEs that believe there is sufficient communication between them and TVET institutions to better respond to the needs of the labor market. Percentage of PSEs who consider collaboration with TVET providers in developing and delivering TVET programs across importance levels (important, somewhat important, not important).
4. Facilities Accessibility	<ul style="list-style-type: none"> Percentage PSEs agreeing that their facilities are accessible for PwD.
5. Role of Females	<ul style="list-style-type: none"> Percentage of roles filled by female employees in PSE across different roles (technical, administrative, managerial).
6. Public Perception Tools	<ul style="list-style-type: none"> Percentage of PSEs that consider the awareness campaigns is an effective tool that influence public perception.

3.4 QUALITATIVE METHOD

This qualitative assessment aimed to validate the findings of the perception survey that covered youth, parents, and private sector firms, deepen the analysis, and provide informed recommendations to improve females and marginalized groups' access to Technical and Vocational Education and Training. The qualitative analysis research methods that were used in this study were thematic and content analysis. Thematic analysis is considered as one of the most common approaches to qualitative analysis. Thematic analysis included developing an index of main themes and subthemes, which essentially reflect recurring motifs in the answers/results, this was done through a thorough review of the open-ended survey questions and focus group discussion transcripts available in annex 2. In order to identify a theme, the following was explored:

- Repetitions: topics or keywords that kept occurring.
- Indigenous categories: local expressions.
- Metaphors and analogies
- Transitions: the ways the topic/answer to the question shifted in transcripts.
- Similarities and differences

Identifying themes and piecing together the segments of data that represented each theme, contributed to understanding the indication of the data provided by the TVET institutions during the focus group discussion and the significance that it has on wider social attitudes and norms regarding the technical and vocational sector.

Qualitative content analysis was used to analyze the open-ended questions as it has an emphasis on allowing categories to emerge out of data and on recognizing the significance for understanding the meaning of the context that was being analyzed.

Building on thematic analysis, content analysis also focused on language and allowed for a descriptive interpretation of the data. Content analysis had two defining features, which are objectivity and its systematic patterns. The systematic feature contributed to a consistent application of themes into categories in an organized pattern; the repetition of these steps decreases the level of bias.

The content analysis for this study examined the frequency of the language used in the responses and transcripts and the messages conveyed from these depictions. Initially, the coding process aimed to break down data into their component parts and labeling them. First, the responses and transcripts were thoroughly examined, remarks were made about significant responses, and key words were highlighted and turned into themes, looking for recurrences and linkages between different codes.

3.4.1 Analysis plan

As mentioned above, the assessment was informed by two qualitative research methods including a focus group discussion with TVET institutions and a set of open-ended questions that were derived from the perception survey.

TVET Institutions Focus Group Discussion: One Focus Group Discussion was organized with 10 representatives of TVET institutions included 2 females and 8 males to validate the findings from the perception survey and provide insight on the most effective methods to attract females, and marginalized groups into the TEVT sector, and to identify the most effective public awareness campaigns, messaging, and advocacy techniques that empower marginalized groups and changing attitudes, behavior, gender norms and cultural perception.

Analysis of open-ended questions: The qualitative assessment was also informed by the open-ended questions included in the perception survey with youth, parents, and private sector firms; to make use of the data in these questions the answers contents were analyzed to identify the frequency with which an idea is shared or spoken about that were used to develop frequency tables. The table below presents the open-ended questions that were analyzed:

Youth perception survey	
Code	Question
A01	What is your specialization

A02	Are you satisfied with your decision to study at a technical and vocational education and training institution? If your answer is no, please specify the reasons.
A03	What factors influenced your decision to enroll in/or consider TVET institutions as an option? other reasons
A04	Are you confident that you can get a job after graduating from a vocational and technical education and training institution? In case your answer is no please specify the reasons:
A05	Who do you trust most for information about TVET institutions? Others.....
A06	In your opinion why does the Palestinian society have a negative perception of TVET?
A07	Others: In your opinion, what needs to happen for society to view TVET positively?
A08	In your opinion, do you support the idea that females and males can join non-traditional specializations in vocational and technical education and training, such as blacksmithing, mechanics, and carpentry? In case your answer is no please explain why.
A09	In your opinion, do you think that females and males have equal opportunities to obtain jobs after graduating from the Technical and Vocational Education and Training Institution? In case your answer is no please explain why.
Perception survey -Parents	
Code	Question
B01	Do you consider the field of technical and vocational education and training to be a possible career path for your children? In the case the answer is no, please specify (others.)
B02	Is it possible to enroll your daughter in vocational and technical education and training institutions? In the case the answer is no, please explain
B03	Others, in your opinion what can be done to make society positively perceive TVET?
Perception survey -Private sector companies	
Code	Question
C01	Others, in your opinion what can be done to make society positively perceive TVET?

3.5 LIMITATIONS AND CHALLENGES

The process of implementing the survey underwent challenges due to uncontrolled circumstances related to the situation in the West Bank and East Jerusalem. Some of these challenges and limitations were:

- Initially, the number of responses that was initially planned for the parents and youth was 422, in which they will be reached in collaboration with the TVET institutions and promotion of the survey on social media. Despite having enough respondents that resulted in informative findings, the current situation prevented the survey from being published on social media, which limited the reach of the survey and brought the number of youth and parents' responses to 406. In addition, the research team had planned to do a total of five focus group discussions one for each TVET institution, however, it was decided to have one focus group session that brought the TVET institutions together which will ignite thorough discussions between the TVET institutions, consequently, providing thorough and comprehensive answers.
- An additional limitation caused by abstaining from promoting the survey on social media is restricting the responses to an audience who is already connected with the TVET sector. This categorizes the majority of answers to people who have a solid knowledge of the technical and vocational sector and are in alignment, to a certain degree, with the essence of the technical and vocational sector. Therefore, for future surveys, in addition to distributing the surveys to an

audience that is familiar with TVET, it is also crucial to share them with an audience that does not have a clear understanding of the sector to get a better understanding of their perceptions.

- Considering the open-ended responses of the youth, some of the answers did not provide thorough or comprehensive details. To overcome this challenge in other future Forsah TVET perceptions survey, it is recommended to conduct focus groups with TVET students to get more insights into some of the discussed topics.

CHAPTER 4: RESULTS AND FINDINGS

4.1 SOCIODEMOGRAPHIC CHARACTERISTICS

The youth respondents were primarily male (62%), with females comprising 36%. Among the parents, 37% were male and 60% were female. The surveyed PSEs consisted of 81% females and 19% males. Figure 1: Gender across surveyed groups.

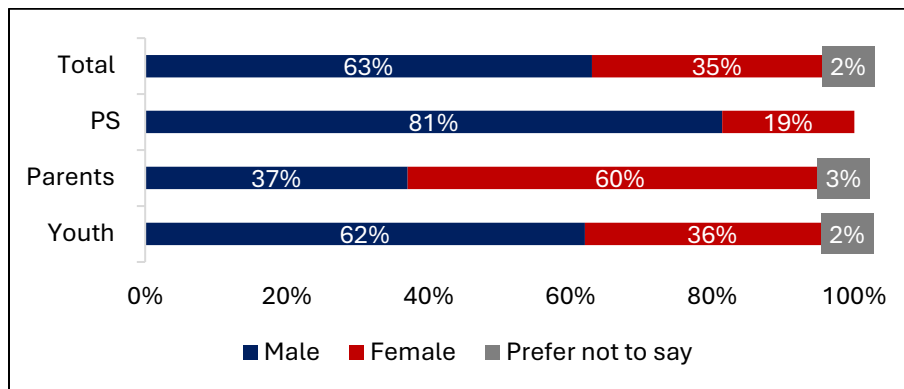


Figure 1. Gender across surveyed groups

Geographically, most youth respondents were from the West Bank (85%), and 15% were from East Jerusalem, 77% of parents were from the West Bank. The surveyed PSEs were primarily from the West Bank (90%) and 10% from East Jerusalem. Figure 2: Distribution of Respondents Across Regions in All Surveyed Groups.

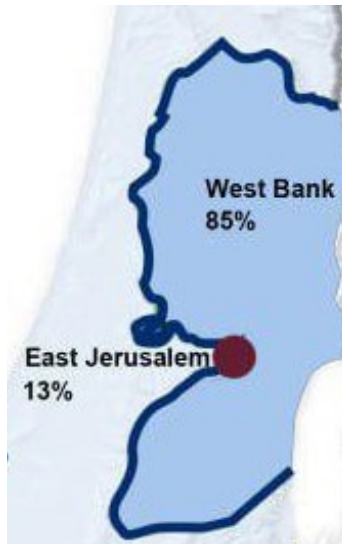


Figure 2. Distribution of Respondents Across Regions in Surveyed Groups

Nearly all youth respondents were 29 years old or younger (94%). The majority of parents (90%) were above the age of 29.

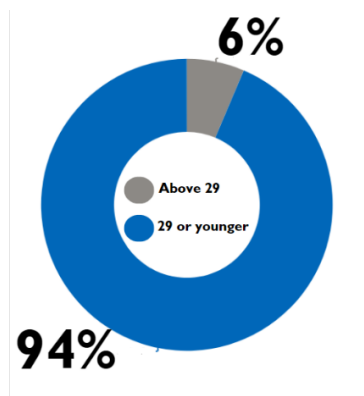


Figure 3. Age Distribution of Youth Respondents

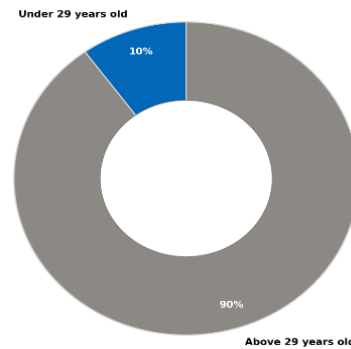


Figure 4. Age Distribution of Parents Respondents

Parents' academic achievement levels varied, with 47% holding an undergraduate degree, 27% having higher education, 13% holding a diploma, 10% completing high school, and 3% having only elementary education. Figure 5 illustrates the level of academic achievement among surveyed parents.

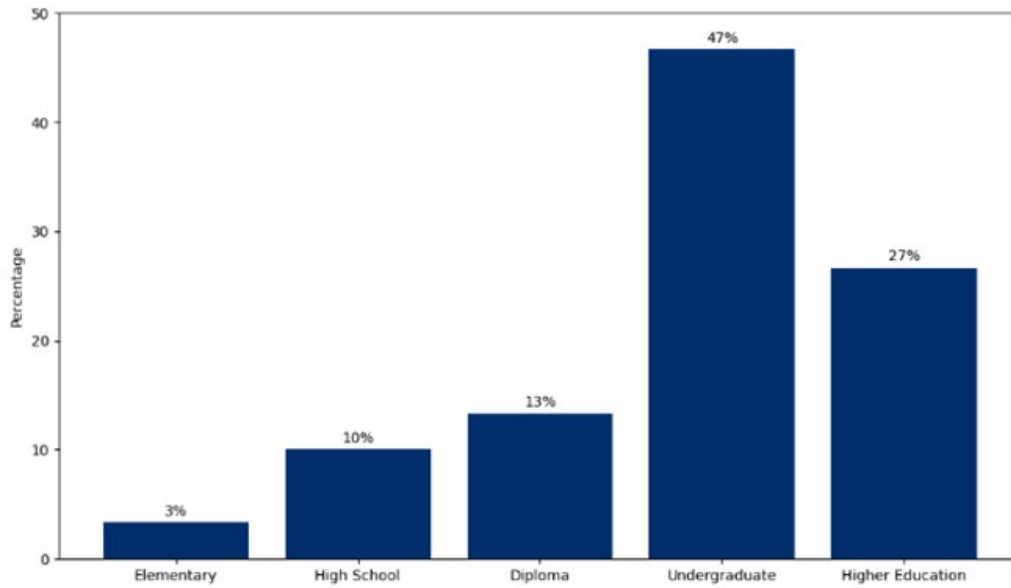


Figure 5. Academic Achievement Levels of Parents

Figure 6 illustrate the sectors/areas of work for the PSEs, particularly from two sectors: hospitality and tourism, and electrical and hybrid vehicle repairs, followed by building construction and specialized construction activities.

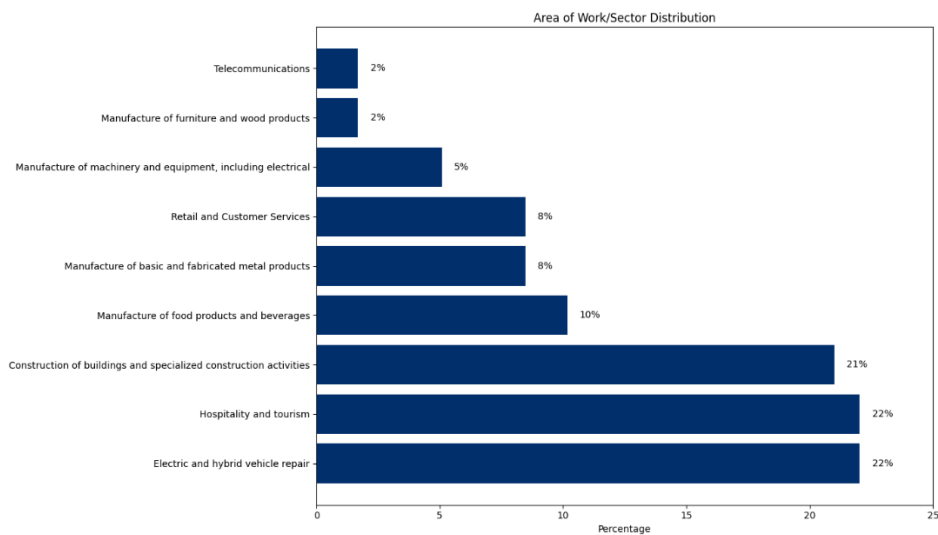


Figure 6. Distribution of Sectors/Areas of Work for PSEs

Figure 7 illustrates the Top 10 Specializations of Surveyed Youth, focusing on fields such as Electricity, Automotive Electricity, Interior Design, and Tourism and Hotel.

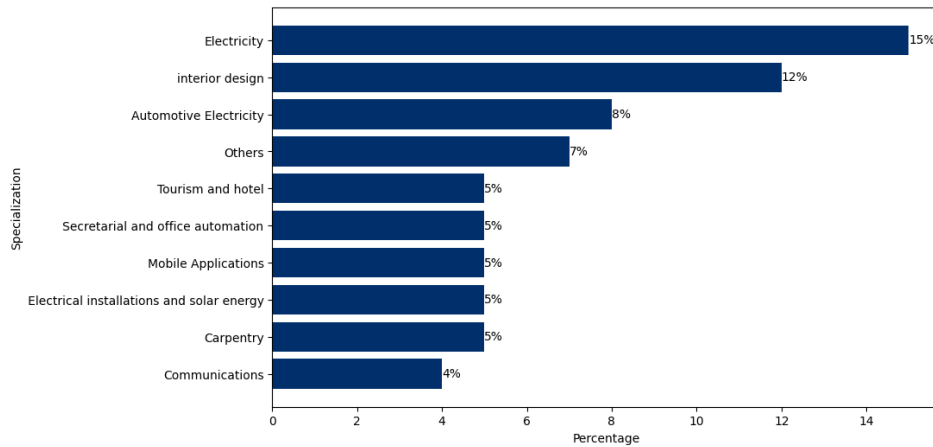


Figure 7. Top 10 Specializations of Surveyed Youth

4.2 SATISFACTION WITH TVET GRADUATES AND PROGRAMS

The satisfaction with TVET programs and graduates varies significantly among different groups of respondents, highlighting both strengths and areas for improvement.

Among the youth, satisfaction levels are notably high, with 98% expressing satisfaction with their decision to study at a TVET institution. Satisfaction rates are comparable across genders, with 97% of youth females and 98% of youth males reporting satisfaction. Additionally, 91% of youth expressed satisfaction with the training courses offered, indicating a positive reception to the curriculum and teaching quality.

Parents also view TVET positively, with 80% considering TVET viable career path for their children, although those unwilling often perceived it as suitable for low-achieving students. The consideration of TVET as a viable career path for children among parents shows significant trends based on their level of academic achievement. All parents with only elementary education believed TVET is a viable career path. Among those with higher education, a high percentage (88%) also viewed TVET positively. Additionally, a significant majority of undergraduate degree holders (79%) considered TVET viable. Conversely, 33% of high school graduates did not view TVET as a viable career path, indicating a notable difference in perception at this education level.

Despite the strong indicators and the finding that a large majority (81%) of surveyed PSEs rely on skilled labor/TVET graduates, and a consensus (93%) among surveyed PSEs on the significant demand for skilled labor in the private sector, only 51% believed that TVET graduates possessed sufficient skills post-graduation. Furthermore, only 58% reported satisfaction with the skills and knowledge of these graduates. Those who were dissatisfied highlighted the need for extensive additional training for TVET graduates and

noted a lack of matching technical skills. Figure 8 shows the percentage of PSE satisfaction with the skills possessed by TVET graduates.

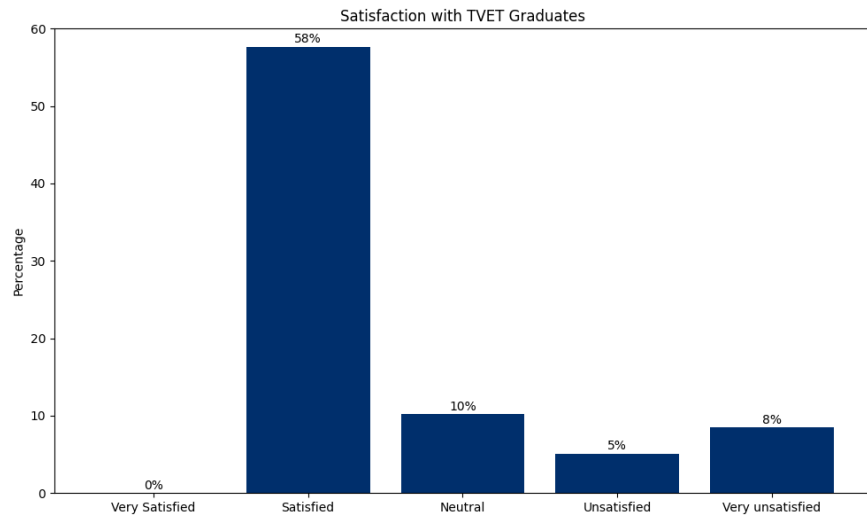


Figure 8. Percentage of PSE satisfaction with the skills possessed by TVET graduates¹⁰

4.3 INFLUENCING FACTORS

The decision to pursue TVET programs among youth is influenced by various factors. The most significant factors driving youth's decisions to choose TVET programs are the availability of employment opportunities (39%) and the prospects for entrepreneurship (27%). Findings emerged from the qualitative data collected during focus group discussions stress that these practical, career-oriented benefits are primary motivators for youth. Internships are crucial in building capacity and employment skills for both males and females, significantly enhancing their job prospects post-graduation and facilitating female participation in the TVET profession. Additionally, 98% of PSEs agreed that there are good chances for skilled labor to advance in their careers within the private sector.

Quality of education and training influence 13% of youth, while social status and reputation influence 11%. Notably, only 4% consider salary a significant factor in their decision to pursue TVET programs, even though 24% of PSEs agreed that the private sector in Palestinian Territory offers good salaries for skilled labor. It's noteworthy that both males and females show similar trends in influencing factors. Figure 9 highlights the factors influencing youth decision to pursue TVET programs.

¹⁰ The total response rate for this question is 81%, as 19% of PSEs chose to skip it

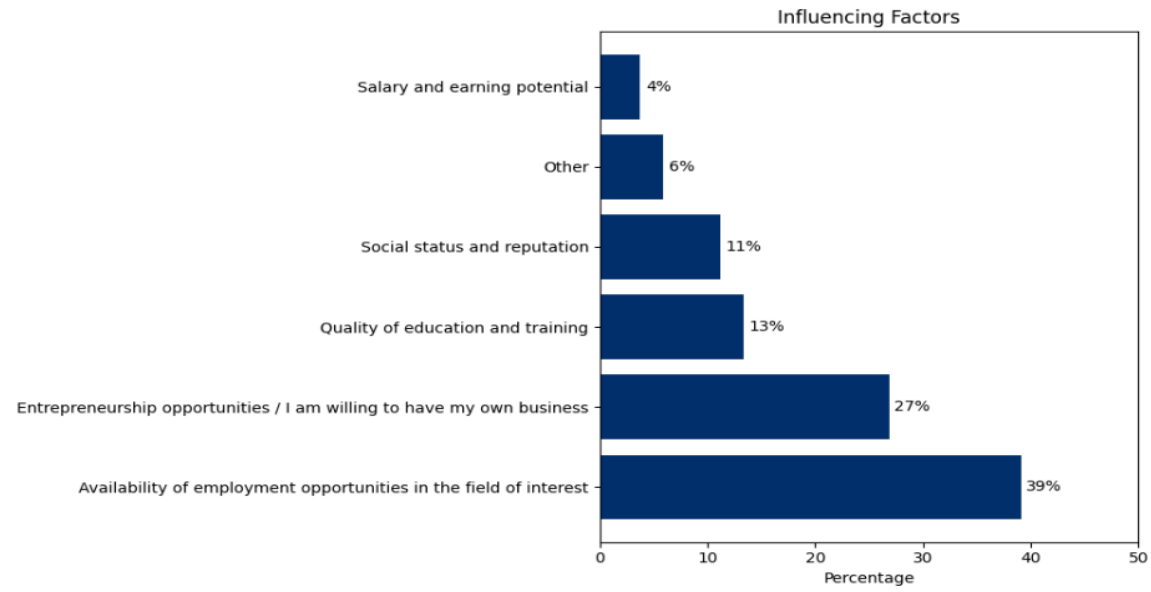


Figure 9. Factors Influencing Youth Decision to Pursue TVET Programs

The influence of family and friends plays a significant role in youths' decision to pursue TVET. A notable 45% of youth reported being positively influenced by their family and friends. Among these, 22% felt valued by how they were perceived, 15% found TVET easy to access and complete, and 8% recognized the potential for well-paid professions. Conversely, a smaller percentage (4%) felt negatively influenced, with 3% concerned about community respect and 2% worried about their family's perception of TVET.

As revealed through the focus group discussion, TVET institutions unanimously emphasized the importance of engaging influential persons such as teachers and school counselors and community leaders with youth to increase awareness about the value of TVET. These leaders play a critical role in encouraging wider acceptance and participation in TVET programs.

For more insights into the influencing factors, this study explored who the surveyed youth trust most as reliable sources of information about TVET. Both male and female youth trust their parents and TVET institutions the most, with females showing slightly higher trust in TVET institutions than males. Males tend to trust friends and relatives more than females do, while females have higher trust levels in media compared to males. Trust levels in schoolteachers, religious leaders, the private sector, international organizations, and government organizations are generally low for both genders, with minor variations. Figure 10 depicts the trust levels among youth in various sources of information about TVET, providing a detailed comparison between male and female trust levels.

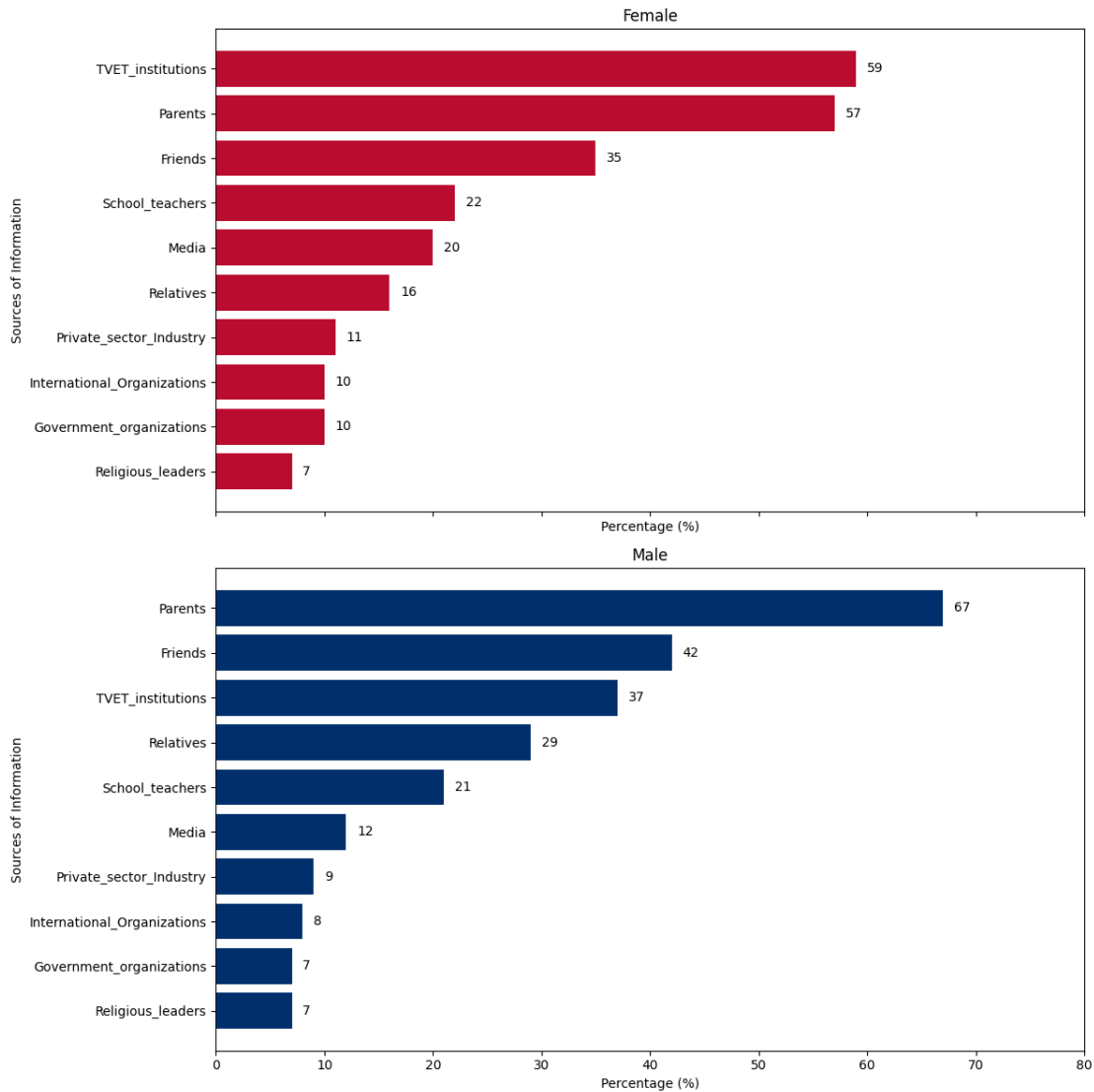


Figure 10 Percentage of Each Selected Source as a Reliable Information Source about TVET for Both Male and Female Youth

Considering these influencing factors, nearly all youth (95%) would recommend TVET to friends or family, and 93% feel confident about finding work after graduation. These high levels of confidence and willingness to recommend TVET underscore the program's perceived value among youth.

4.4 SOCIETAL PERCEPTION TOWARDS TVET PROFESSIONS

Nearly half of the youth (46%) felt that Palestinian society holds a negative perception of TVET. According to the results from the open-ended questions, the most cited reasons for this negative perception from the youth's perspective include a negative reputation, low access to the job market, and low social status. Additionally, the youth mentioned the low quality of education and the difficulty in transferring to university after completing TVET as contributing factors.

To understand the perception of professions from another angle, the surveyed participants (youth and parents) were asked about their views on traditional professions such as engineers, doctors, or lawyers versus skilled labor. While two-thirds of the parents (67%) believed traditional professions were more important to Palestinian society than skilled labor, only 10% of youth shared this view. Figure 11 shows youth opinions on the importance of traditional professions compared to skilled laborer.

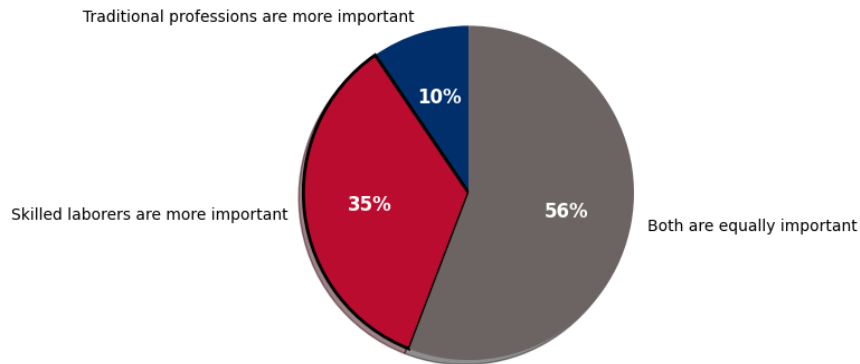


Figure 11. Youth Opinions on the Importance of Traditional Professions Compared to Skilled Laborer

To gain more insights on ways to improve the perception of TVET professions, the surveyed youth were asked to recommend actions to enhance the attitude and reception of TVET professions. Overall, 47% of youth suggested creating links to the job market, and 42% recommended updating curricula. Additionally, 37% emphasized increasing awareness.

When comparing the responses by gender, males predominantly saw updating curricula and equipment as the most important action (29%), while females focused more on creating links to the job market (19%). Both genders equally emphasized the need for increasing TVET awareness, with 19% of males and 17% of females supporting this action. Other suggestions, such as better support from government organizations, teaching employability soft skills in the TVET system, providing more practical training in the labor market, and engaging the private sector and youth in TVET, showed slightly similar levels of support from both males and females. Figure 12 illustrates the percentage of males' and females' suggestions for improving attitudes towards TVET.

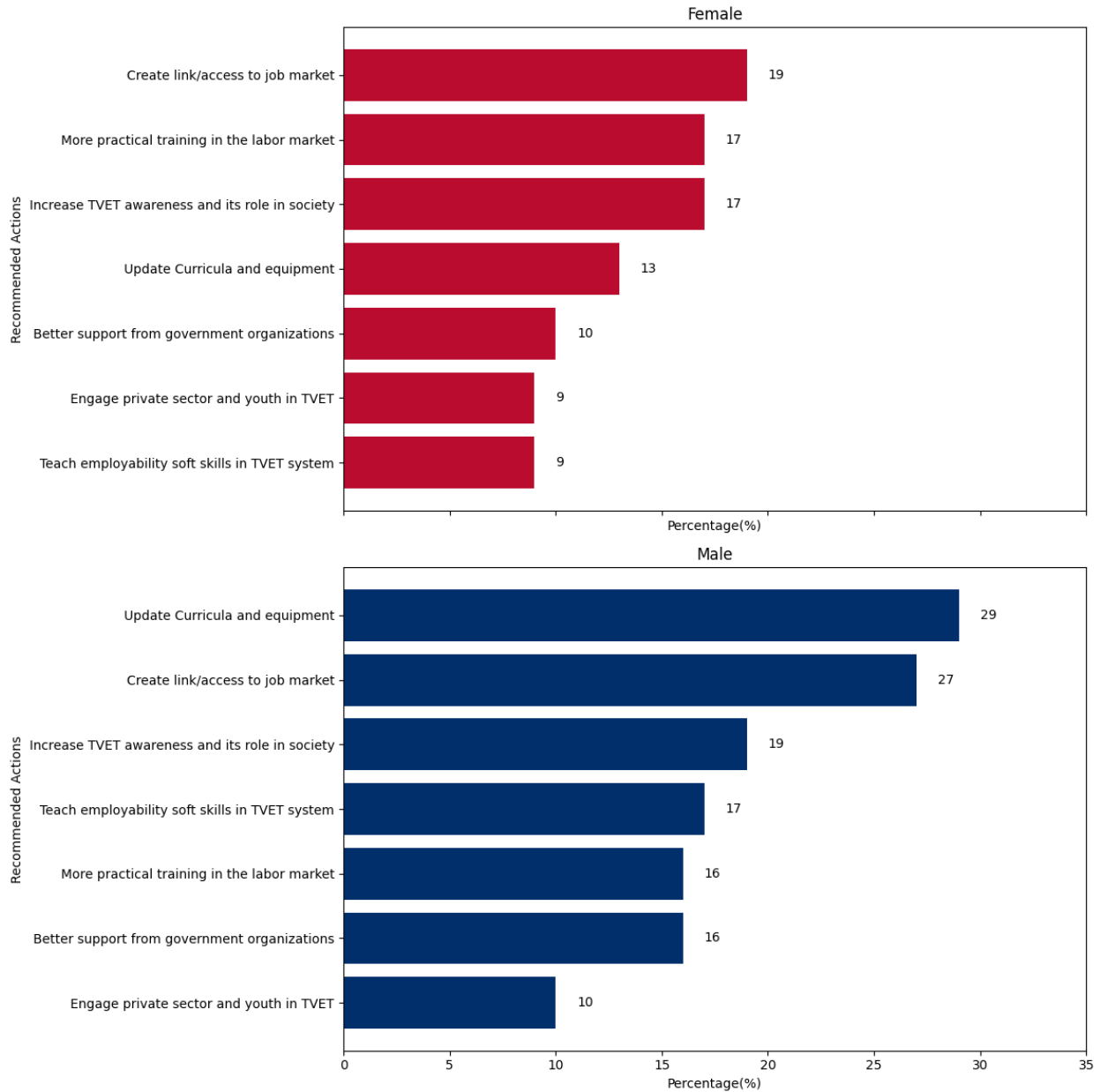


Figure 12. Percentage of males' and females' Recommended Actions for improving attitudes towards TVET Professions

4.5 INCLUSIVITY

4.5.1 Female Enrollment

Despite the promising figures showing that 90% of parents (100% of male parents, and 89% of female parents) are open to enrolling their daughters in TVET institutions and 75% of youth agreeing that both males and females can join non-traditional TVET professions, there remains a significant need to encourage more females to enroll in TVET. Qualitative discussions revealed that TVET institutions recognize the

crucial role of raising society's awareness to boost female enrollment. Incentives such as discounts and grants are viewed as effective measures to attract more female students. Flexible training schedules, like offering intensive training two days a week instead of five, can also make TVET more accessible.

The qualitative results notably indicate that most TVET institutions have undergone a gender audit assessment, uncovering several gaps in female inclusion concerning infrastructure, facilities, staff, and specializations. By addressing these gaps through targeted interventions, female enrollment in TVET can be significantly improved. Additionally, updating curricula to include appealing specializations, such as jewelry making, can further enhance female participation.

4.5.2 Role of Females

Females fill various roles in surveyed PSEs, with 51% in administrative roles, 19% in managerial roles, 22% in entry-level positions, and 8% in technical roles. Figure 13 shows the percentage of roles filled by females in surveyed PSEs.

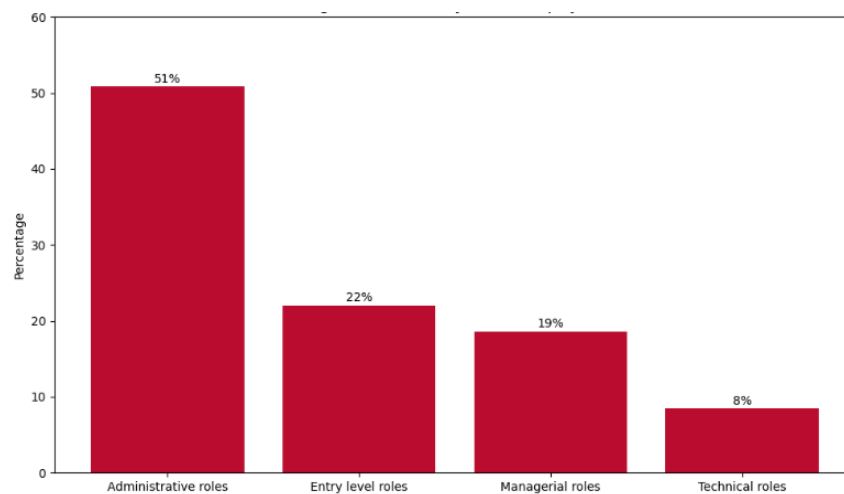


Figure 13 Percentage of roles filled by female employees in surveyed PSEs

However, qualitative discussions with TVET institutions indicate that the staff in many TVET institutions are predominantly male, and their facilities are not designed to attract females. Additionally, a significant proportion of senior trainers and teachers in TVET institutions are not supportive of female inclusion. There is a need to incorporate more females into TVET staff, including leadership positions, adapt the environment to be more welcoming, and invest in young teachers who are willing to embrace and support female inclusion.

4.5.3 Facilities Accessibility

Qualitative findings from TVET institutions highlight a widespread societal perception that TVET is unsuitable for females and PwDs, particularly in specific specializations. While facilities often cater to certain disabilities, such as physical handicaps, they fail to address the diverse needs of all PwDs.

From the youth perspective, 42% of surveyed youth believe that TVET facilities and equipment meet the needs of PwDs. Additionally, nearly half (47%) of PSEs agree that their facilities are accessible for PwDs. However, significant barriers persist, including a lack of knowledge and expertise in creating accessible facilities, high adaptation costs, and insufficient resources. Although 46% of PSE respondents felt that the work environment was suitable for women, qualitative results suggest that facilitating female access to childcare services could increase this percentage in the TVET work.

During focus group discussions, participants proposed various strategies to improve PwDs' access to education and vocational training. Key suggestions included adapting TVET curricula and training methods, enhancing teacher capacity, and providing grants for marginalized PwDs. They emphasized designing special programs, sharing success stories, and collaborating with community leaders and PwD organizations to overcome social stigma. Promoting entrepreneurship among PwDs through capacity building and seed funds was also highlighted. Additionally, participants recommended developing supportive regulations and policies, providing incentives for companies employing PwDs, ensuring accessible public transportation, and launching advocacy campaigns. Strengthening the capacity of TVET institutions to offer customized services for PwDs was deemed crucial.

4.6 MEDIA REPRESENTATION AND TOOL NEEDED TO CHANGE PUBLIC PERCEPTION

During the focus group discussions, TVET institutions were asked to suggest the most effective opportunities for increasing public awareness regarding technical and vocational education and training programs. The responses included replicating successful experiences such as open houses and training camps to involve school students and their parents, thereby raising awareness of the importance of TVET. Organizing vocational camps in marginalized areas was also suggested to ensure participation and promote the adoption of TVET. Displaying products and works from graduation projects was highlighted as a crucial method for promoting vocational education.

Public engagement was deemed vital for increasing awareness of TVET, utilizing both online and offline promotion methods. Campaigns focusing on schoolteachers and counselors were considered essential, as these individuals play a significant role in directing students toward vocational education rather than exclusively academic paths. Engaging parents is also crucial for increasing their awareness of TVET's importance and encouraging them to support their children in joining TVET. Additionally, involving decision-makers to change policies and legislation, holding conferences on education and vocational training, and pressuring decision-makers for change were recommended. Reviewing the salary scale in governmental institutions to provide salary incentives for TVET graduates was also suggested.

Presenting a student's journey from recruitment to graduation and employment through short videos was suggested, considering that visual media tends to attract more attention than written content. Providing grants for females to break traditions in certain specializations was also recommended. Many females have created success stories in TVET institutions, and these stories should be shared widely to encourage other females to join TVET.

Surveyed responses indicated that 48% of youth suggested awareness and advocacy campaigns to improve public perception, 43% suggested highlighting success stories, and 38% supported social media campaigns. Figure 14 illustrates the percentage of each tool needed to change public perception of TVET from youth perspective.

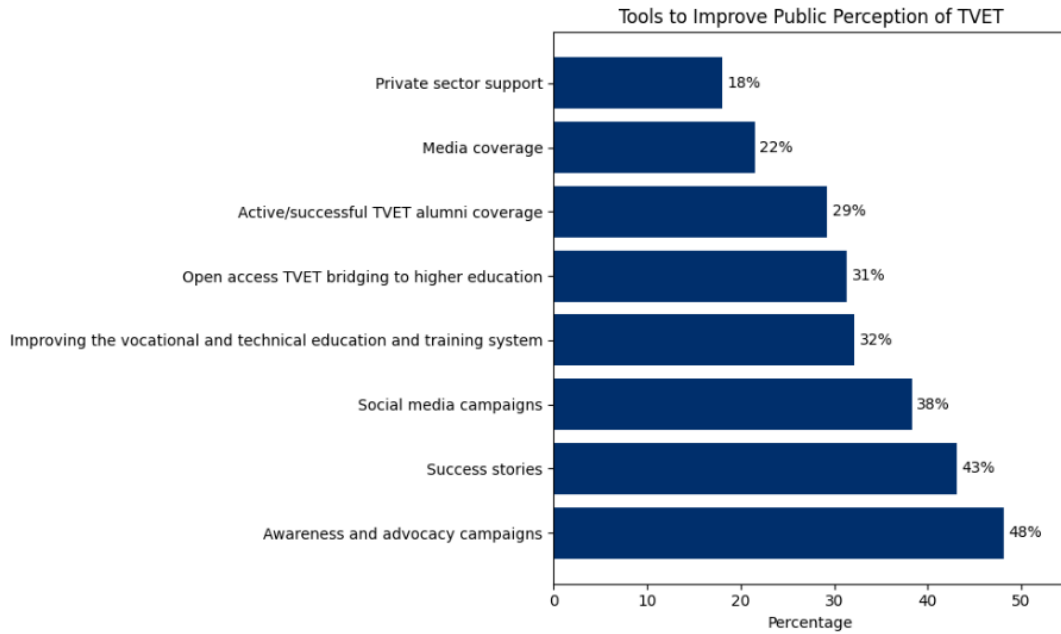


Figure 14 Percentage of Each Tool Needed to Change Public Perception of TVET from youth perspective

On the other hand, the highest percentage of parents (80%) believed that increasing awareness about vocational and technical education and its role in society was crucial. A significant portion (57%) saw facilitating access to the labor market and obtaining jobs as essential. Figure 15 shows the percentage of various ways to improve public perception of TVET from parents' perspectives.

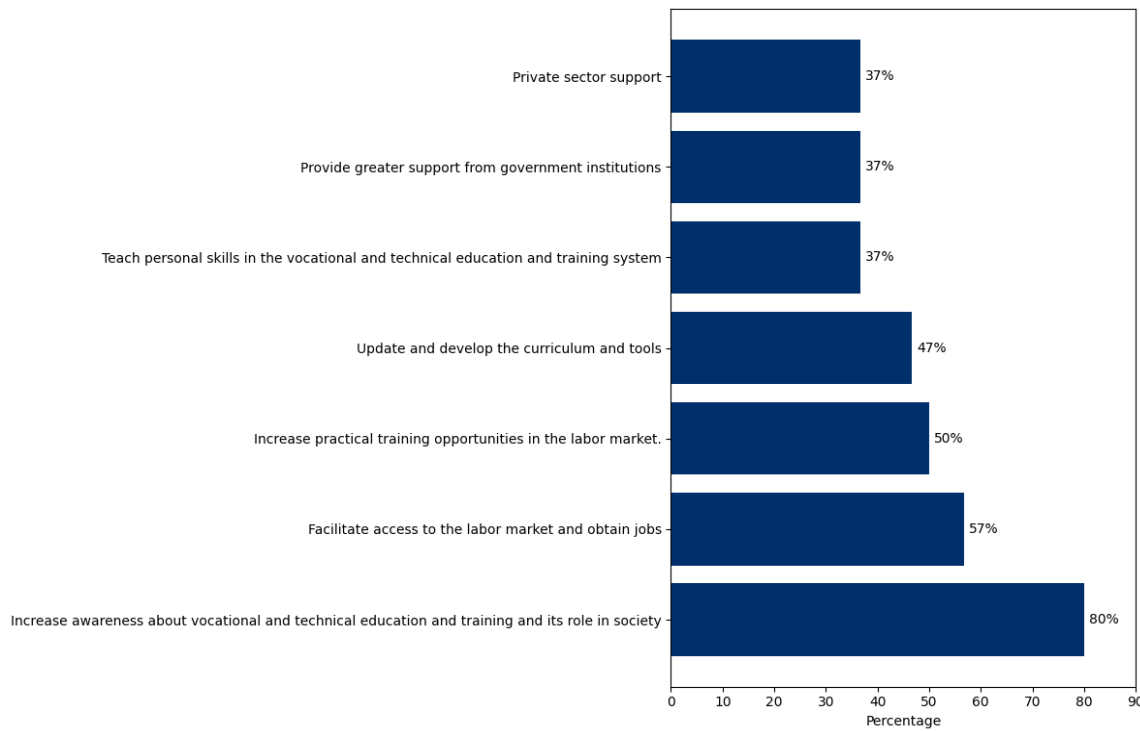


Figure 15 The percentage of various ways to improve public perception of TVET from parents' perspectives.

To positively influence public perception, private sector entities suggested improving the TVET system, which was considered the most effective by 83% of respondents. Linking TVET to higher education was supported by 66%, and highlighting successful TVET alumni was seen as effective by 39%. Figure 16 below shows the percentage of PSE' suggestions for tools to positively influence public perception of TVET.

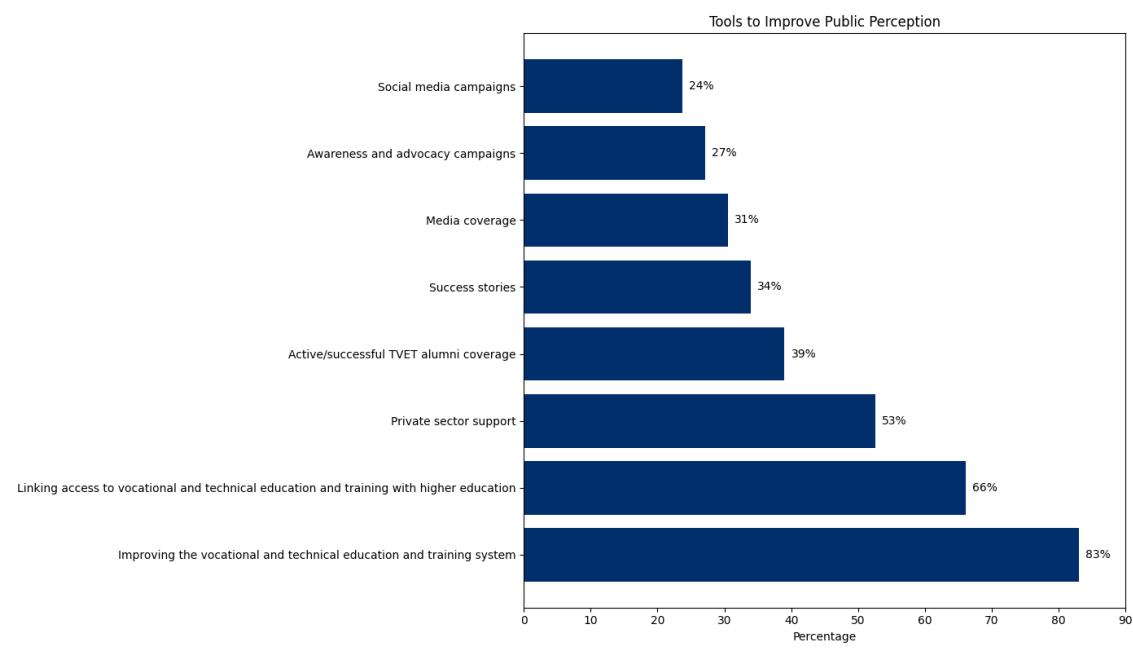


Figure 16. Percentage of Tools to Positively Influence Public Perception of TVET from PSEs Perspective

It's notable from figure 14 and figure 15 above that the private sector support is the lowest choose for respondent youth and parents, however the qualitative findings indicate the importance of creating sustainable relations with private sector companies and ensuring their involvement in curricula development, design of new programs, plans development, and participation in training programs. This approach will make TVET more market-driven and increase female employment rates post-graduation. Additionally, advocating for the adaptation of private sector facilities to accommodate females in their workplaces is essential.

About 61% of PSEs felt there was sufficient communication with TVET institutions to meet labor market needs. Most entities (71%) considered collaboration with TVET providers crucial for developing and delivering relevant programs. During the qualitative discussions.

TVET institutions need capacity development to improve networking and data collection. Most lack vocational and career guidance units to support students during their studies and track their career development. Effective data collection and networking with students and graduates are currently not conducted systematically, which constrains TVET institutions' ability to improve policies, systems, and programs. Some institutions have made progress by creating vocational and career guidance units and adapting policies to market needs. However, many TVET institutions use social media tools like WhatsApp and Facebook groups to communicate with graduates and share employment and training opportunities, but they lack a dedicated database or platform for comprehensive data collection. TVET institutions are rarely involved in lobbying and advocacy initiatives needed to develop policies and regulations that increase

female and marginalized groups' participation in TVET. Addressing this gap can enhance the responsiveness of TVET programs to the needs of these groups.

CHAPTER 5: CONCLUSION AND RECOMMENDATIONS

Females and marginalized groups' access to TVET is constrained by several factors including a lack of supportive facilities and staff, weak incentive systems, negative perception toward TVET among society members, outdated curricula, and the absence of structural cooperation with the private sector at the policy level as well as in the training programs which resulted in a growing skill miss-match with the labor market and impedes TVET reaching its high potential.

As Palestinian unemployment rates are high, especially among youth and university graduates, and poverty is hitting large segments of society TVET can be a good entry point to increase employment opportunities for youth TVET institutions aren't well adapted to accommodate persons with disabilities, including facilities and infrastructure, curriculum, training methods, and teachers' capacity to teach and respond to the needs of PwDs. While more than half of the youth were motivated to choose the technical and vocational sector as their educational path due to the availability of employment opportunities and prospects of entrepreneurship, however, they still believe that the society perceives this sector negatively including their parents, which the survey revealed to be one of the most influential sources of information. This indicates the need for systematic and targeted awareness and marketing campaigns that reflect the actuality of the opportunities provided through the technical and vocational sector to shift the public's perception in favor of TVET.

To increase females' access to TVET several actions should be put in place, these include making TVET institutions more attractive to females, generalizing success stories and role models to attract female enrolment in the TVET, changing the negative perception toward TVET by working with Influential persons, teachers and school counselors, provide incentives like grants and scholarships to female youth and improve their access to childcare services.

Success stories could be among the best message for change, videos can be developed for female students majoring in mechanics and other" non-traditional" specializations so their success can be generalized. Student journeys are also a good example of success stories where short videos can be designed that present the student's journey that goes from graduation to recruitment and employment success. TVET institutions need capacity development to improve their performance in networking, data collection and private sector engagement and partnership, most TVET organizations don't have vocational and career guidance, and counseling units in their organizational structure to support students during their studies and follow and document the development in their careers as well as lacking linkages with the private sector to promote employment opportunities

To improve PwDs' access to TVET a national policy on disability-inclusive skills development should be put in place, based on the principles of equal opportunity and gender equality, support TVET institutions and build their capacity to accommodate and provide customized services for PwDs. Increase private sector and TVET institutions' readiness and adaptability to accommodate persons with disability, promote entrepreneurship and startups among persons with disabilities, organize advocacy and lobbying campaigns that present PwDs as rightsholders, enforcement of laws and legislation, adaptability of organizations and infrastructure for PwDs.

CHAPTER 6: NEXT STEPS

The perception survey results on Technical and Vocational Education and Training (TVET) aim to inform youth-led public awareness campaign competition, support TVET institutions in implementing the perceptions survey for years 3 and 5 and to encourage partner TVET institutions make data-informed decisions about their promotion and marketing strategies. The survey results have provided valuable insights into the attitudes, knowledge, and perceptions of youth, parents, and PSEs regarding TVET programs in the West Bank and East Jerusalem. To build on these findings, the following next steps are recommended to ensure the effective utilization of the survey results and to guide future initiatives.

Youth-Led Public Awareness Campaign Competition

Public awareness campaigns will be led by TVET students who will use the perceptions survey results as a foundation for building their campaign messages and have a thorough understanding of the best ways to approach each audience based on the results of the perceptions survey. To further elaborate, the results of the survey include insights on the most influencing factors on the youth that directly affect their enrollment decision, in which could be utilized through engaging these influencers in the campaigns to make them advocates for the technical and vocational sector and contributors to shifting the consensus. The following will be taken into account for the implementation of the youth-led public awareness campaign competition:

- The TVET students participating in the competition will be invited to a full-day meeting to be briefed on and presented with the perceptions survey findings, with a focus on the challenges for each audience and the recommendations of the TVET institutions.
- During the competition, the campaigns will be evaluated based on their effectiveness in mobilizing tools and building messages tailored to each audience based on the results of the perceptions survey.

Perceptions Survey Years 3 and 5

The Forsah TVET program will support TVET institutions in developing their capacity to independently evaluate and monitor their enrollment campaign strategies and lead perceptions surveys in years 3 and 5 of the program. Therefore, the process of building and implementing this perceptions survey will be presented to partner TVET institutions in order to provide them with the lessons learnt, the challenges and successes. Supporting the TVET institutions in building their own perceptions survey based on this perceptions survey, creates a long-term impact and allows them to build more developed surveys benefiting from the learnings of this perceptions survey. In addition, the perceptions surveys that will be carried out in years 3 and 5 by the TVET institutions will also contribute to measuring any changes in the perceptions of the public toward the technical and vocational sector and have an up-to-date source of information that will inform their marketing and enrollment strategies.

Informing TVET Institutions' Marketing and Enrollment Strategies.

As mentioned above, this perception survey will be shared with the partner TVET institutions to provide them with a clear understanding of the factors influencing students' decisions and the perceptions held by parents and PSEs, TVET institutions and the most appropriate communication activities to increase the enrollment and change the public's perceptions of TVET. The latter allows TVET institutions to tailor their

outreach and marketing efforts to address concerns, highlight the benefits of TVET programs, and showcase success stories, according to the interests of each audience.

ANNEX I: SURVEYS

I.1 Questions for Youth

I. Gender

- Male
- Female
- Prefer not to say

II. Location:

- West Bank (Specify)
- Gaza
- East Jerusalem

III. Do you identify as having any disabilities?

- Yes
- No
- Prefer not to say

IV. Age:

- Under 29
- Above 29

V. Are you a parent?

- Yes
- No

I. What is the training area that you are studying / studied?

2. Are you satisfied with your decision to study at a TVET institution?

- Yes
 - No
- If No, why?

3. Are you satisfied with your decision to study the training course that you joined?

- Yes
 - No
- If No, why?

4. **What factors influenced your decision to pursue or consider pursuing a TVET program?**

- Availability of employment opportunities in the field of interest

- Salary and earning potential
- Quality of education and training
- Social status and reputation
- Entrepreneurship opportunities /I am willing to have my own business
- No other choices/ alternatives for me
- Other

5. Do you recommend TVET for a friend or family relative

- Yes
- No

6. Are you satisfied with the quality of training that you receive at the TVET institution?

- Yes
- No

7. Are you confident that you will find work when you graduate from TVET?

- Yes
- No

7.1 If No, why?

8. In your opinion, is an engineer, doctor or lawyer more important to the Palestinian society than a skilled laborer/TVET graduate?

- Yes
- No
- Equally important.

9. Is the opinion of your family or friends affect your decision to join the TVET?

- Yes
- No

9.1 If the answer is Yes, please describe in which direction (positive or negative)?

- Positive
- Negative

9.2 If in negative way, which of the following is relevant?

- Community might have less respect for me
- I value the way my friends and family perceive me
- The TVET sector is not worth it

9.3 If in positive way, which of the following is relevant?

- Being valued by the way my friends and family perceive me
- Well-paid professions
- Easy to access and graduate

10. Who do you trust most as a good information source for reliable information about TVET? Select one or more.

- Parents
- Friends
- Media
- School teachers
- TVET institutions
- International Organizations
- Religious leaders
- Government organizations
- Private sector/ Industry
- Relatives
- None of the above
- Other: _____

11. In your opinion, does the Palestinian society have a negative perception about TVET?

- Yes
- No

11.1 If yes, why? Select one or more.

- Negative reputation
- Low social status
- Low level of education quality (outdated curricula)
- Difficulty to transfer to university after completing TVET
- Low access to job market
- Other: _____

12. In your opinion, what needs to be done so that people have more positive attitude and reception of TVET? Select one or more.

- Update Curricula and equipment
- Create link/access to job market
- Teach employability soft skills in TVET system
- Better support from government organizations
- Increase TVET awareness and its role in society
- More practical training in the labor market
- Engage private sector and youth in TVET
- Other:

13. In your opinion, do you believe that TVET suits both females and males?

- Yes
- No

13.1 If not, why?

14. In your opinion, do you agree that both males and females can join non-traditional TVET professions such as carpentry or mechanic for females and cooking for males?

- yes
- No

14.1 If not, why?

15. In your opinion, do both females and males get equal opportunities to join the TVET sector?

- Yes
- No
- I am not sure

16. In your opinion, do you think TVET facilities and equipment respond to the needs of people with disabilities?

- Yes
- No
- I have no idea.

16.1 If no, select one or more of the following:

- The TVET institutions' facilities are not PWD friendly.
- The curriculum is not tailored to the needs of PWD.
- Other

17. Do you think both males and females have the same chances of being employed after graduating from TVETs?

- Yes
- No
- I don't know

17.1 If not, why?

18. In your opinion, what tools need to be used to change the public's perception of TVET education? Select one or more:

- Awareness and advocacy campaigns.
- Share success stories
- Media coverage
- Social media campaigns
- Active/successful TVET alumni coverage
- Private sector support
- Improve the TVET system
- Open access TVET bridging to higher education
- Other

19. Do you think there is a positive and sufficient representation of TVETs in the media?

- Yes

- No
- I don't Know

I.2 Questions for Parents

I. Gender

- Male
- Female
- Prefer not to say

II. Age:

- Under 29
- Above 29

III. Location:

- West Bank (Specify)
- Gaza
- East Jerusalem

IV. Do you have any disabilities?

- Yes
- No
- Prefer not to say

V. Level of Academic Achievement

- Elementary
- High School
- Undergraduate
- Diploma
- Higher Education

I. Would you consider technical and vocational as leading to a viable career path for your son or daughter?

- Yes
- No
- I am not sure

I.1 If your answer was NO , select one or more:

- Technical and vocational professions are associated with low social status by society.
- I have no trust in the TVET system
- TVET education is known for the low-achieving students.
- University is better.
- Low access to job market.
- Other

2. Would you consider enrolling females/ your daughter in TVET institutions?

- Yes
- No

2.1 If not, select one or more:

- It is socially unacceptable for females to work in technical and vocational sector, therefore they shouldn't study it.
- The circumstances of TVET institutions are not suitable for females
- It's hard for females to find jobs after graduating
- Academic education is more suitable for girls
- Other

3. If society had a positive perception of women enrollment in TVET, would you be more comfortable in enrolling your daughter in TVET?

- Yes
- No
- I am not sure

4. In your opinion, are professions such as an engineer, doctor, or lawyer more important to Palestinian society than a skilled laborer?

- Yes
- No
- Both are equally important.

5. In your opinion, what tools need to be used to improve the public's perception of TVET? Select one or more:

- Awareness and advocacy campaigns.
- Success stories
- Media coverage
- Social media campaigns
- Active/successful TVET alumni coverage
- Private sector support
- Other: _____

I.3 Questions for the Private Sector

I. Area of work/Sector:

II. Location:

III. Gender of the person filling

- Female
- Male
- Prefer not to say

I. Does your business depend on skilled labor/TVET graduates?

- Yes
- No

I.1 If yes, are you satisfied with TVET graduates' skills and knowledge working for you?

- Very unsatisfied
- Unsatisfied
- Neutral
- Satisfied

- Very satisfied

1.2 If not, why? Select one or more of the following:

- Lack and mismatch of technical skills
- lack of personal and social skills
- Require a lot of training
- Scarcity in TVET graduates for this profession/sector
- Other: _____

2. Select Agree, disagree or neutral to the following statements:

- There is a big demand in the private sector for skilled labor
- The TVET graduates have sufficient skills that equip them to work in the private sector after graduation
- The private sector in Palestine offers good salaries for skilled labor
- The work environment in the PSE is suitable for skilled women in this field
- The work environment in the PSE is suitable for skilled PWD in this field
- There is good chances for skilled labor to advance in their careers at PSE

3. In your opinion, is there sufficient communication between the private sector and TVET institutions to better respond to the needs of the labor market?

- Yes
- No

4. How important do you think it is for the private sector to collaborate with the TVET providers in developing and delivering TVET programs?

- Important
- Not important
- Somewhat important

5. Do you consider your company equipped with facilities that are accessible to people with disabilities?

- Yes
- No

6. What are the barriers to making the facilities of your company more accessible?

- High cost of adapting the facilities.
- Lack of appropriate resources.
- Lack of knowledge and expertise on the needs to have accessible facilities.

7. What are the main roles, if any, filled by female employees at your company?

- Technical roles.
- Administrative roles.
- Managerial roles.
- Entry level roles.
- Media and communication

8. In your opinion, what tools need to be used to change the public's perception of TVET education? Select one or more:

- Awareness and advocacy campaigns.
- Success stories
- Social media campaigns
- Media coverage
- Active/successful TVET alumni coverage
- Private sector support
- Other _____

ANNEX 2: FOCUS GROUP QUESTIONS AND TRANSCRIPTS

2.1 Focus Group Questions

- Question 1: What are the most effective methods to attract females to vocational and technical education and training
- Question 2: What are the factors that will facilitate female participation in vocational and technical education and training professions?
- Question 3: What are the most effective methods for attracting marginalized individuals and people with disabilities to vocational and technical education and training?
- Question 4: What are the factors that facilitate the participation of persons with disabilities in vocational and technical education and training professions?
- Question 5: What are the most effective technical and vocational education and training opportunities in increasing public awareness regarding technical and vocational education and training programs?
- Question 6: From your experience, what are the best practices for awareness campaigns?
- Question 7: To what extent is there capacity for networking and data collection among vocational and technical education and training institutions to improve policies and systems to advocate for marginalized groups?
- Question 8: Please provide us with an example of collecting data on which to build support and advocacy campaigns.

2.2 Focus Group Discussion Transcript

Introduction.

Categories based on the survey responses:

376 youth

30 parents

59 companies

Reaching out to parents posed a challenge in the study

For students who come to colleges, we wonder if their parents' information is obtained

Today we are going to have a focus group discussion

This involves asking a group of questions.

The Senior Awareness Campaign Officer (IREX) will be the facilitator of the meeting

It is important to hear your opinions and questions

If you have any questions before we start, please let us know.

The Senior Awareness Campaign Officer (IREX):

This meeting is linked to the survey that was conducted

We have a set of questions in this meeting

Please feel comfortable to answer any questions

Question 1: What are the most effective methods to attract females to vocational and technical education and training?

Representative from TVET Partner ETVTC: Thank you for your efforts

Several factors affect the attraction of females to vocational education, these include:

1. The suitability of some specialization in TVET for females from the societal perspective.
2. Staff interaction and teaching method: I mean, you advise girls to go for vocational education, but the problem is that most of the staff are male, and no one understands their needs
3. Other reasons, such as role models, when a girl tries out and becomes a success story, encourages the participation of more females

Representative from TVET Partner LWF-VTP:

We were mainly looking at the issue of access for females and persons with disabilities, and these are the two groups that have a problem with their access to work and participation in the labor market. Female enrollment in university education is high, but this does not reflect the employment of women in the labor market

We tried to identify the challenges women face in accessing vocational education

Before they enter vocational education after they join, and after they finish vocational education- Graduation

There is a societal challenge related to the view of female participation in vocational education

To change this view, it is necessary to work on campaigns, including promotion and employment campaigns. At the Ambassador Hotel, we presented females to talk about their successful experiences in vocational education we also asked males to present their experience/

Influential people in society, for example, in a village we targeted the imam of the mosque. This approach is correct, and it contributes to awareness.

It is important to work with schools and parents to raise awareness about the importance of vocational education

School counselors

Targeting key persons in society

Improving female's access requires resources, time, and expansion

The societal view of female students, parents, and mentors

Women must be encouraged to access vocational education

Access: related to fees, transportation, and covering costs

We worked on an issue in registration: unified specializations for females and males, and provided incentives

It is important to work on (Childcare) because that is a challenge

If there are kindergartens that would facilitate female access

For example, women do not need to attend 5 times a week, it is possible to one-day education online

It is important to provide a gender-friendly environment

Representative from TVET Partner LWF-VTP In the past, females were afraid to walk near the center because we were all males except for the secretary

But the organization has changed, and the work environment become attractive to females, who attend and provide a positive experience

Providing scholarships for females

All TVET institutions participated in the gender inclusion audit which contributed to identifying gaps: for example, entry, registration, and awareness, do specializations take gender into account?

It is important to include gender in the curriculum and infrastructure

In general, most institutions have greater awareness of the issue of gender
We visited Canada last year to learn from the experience of including women. In Canada, the challenges facing women were pointed out, including societal views and parents' rejection of certain specializations. The goal is not to reach 50% for females, but the goal is to facilitate their access
The specializations offered by educational, training, and vocational institutions are diverse and good but need improvement
Focus on the perspective of society and family
Awareness is important
This is an ongoing work
Dissemination of success stories

Representative from TVET Partner Salesian:

The thing that has contributed most to facilitating female entry into vocational education is grants
We have succeeded in facilitating female access to the specialty of mechanics, electronic marketing, and design
This was done mainly through grants, which encouraged the households, to include carpentry and electricity
Grants also include transportation coverage
The teachers are young, and it was easy for them to change and adopt the subject of female training (carpentry and mechanics).
Senior teachers find it difficult to change satisfied with the idea.

Representative from TVET Partner PPU:

Regarding scholarships, we have stone and marble scholarships for females in Hebron-The geographical nature was a positive point
We have diverse specializations in more than one field
There have been female success stories that have been used to encourage other females
The curriculum was also modified to suit and attract females
It is sometimes important to modify curricula, focus on scholarships, and choose a specialization
Jewelry making is a specialty that has contributed to increasing female interest in vocational education
Networking with the labor market is important

Question 2: What are the factors that will facilitate female participation in vocational and technical education and training professions?

For example, networking and access to the labor market is one of the important interventions (PPU): It is important to network with the private sector
The strong relationship between institutions and the private sector enhances partnership and cooperation and accepts comments to accommodate females in the labor market
In part, private sector companies have adjusted the infrastructure to accommodate female participation. For example, modifying the dressing rooms, bathrooms, and toilets, and allocating a section for females - Especially such as jewelry and goldsmith workshops -Stone and marble design offices

Representative from TVET Partner LWF-VTP: To ensure the employment of women in the labor market:

Adaptation is important. We do not wait for someone to finish two years of training because she does not know the market
A gradual transition is important through practical training in the labor market, and we suggest to the parents that the young woman train for two months at an institution
We visit the institution and obtain the required insurance, which facilitates the acceptance of the family within the institution's umbrella
This allows everyone, including families, the private sector, and females, to accept the idea
This enhances the opportunity to work after graduation

After training, employment opportunities increase significantly

The employment rate after training is high, but it needs evaluation and follow-up.

We have data in the organization that we can share with you.

Representative from TVET Partner PPU: Internship after graduation greatly helped females' entry into the labor market and reduced the risks for the employer by obtaining skilled workers

Increasing the employment rate is linked to increasing the rate of enrollment in vocational education

Internship: Paid employment for three months is very acceptable and attractive for the private sector, and it is an important way to access the labor market, whether in vocational education or other sectors.

Representative from TVET Partner HHTC: The labor market must be a partner to modify and develop plans and make the necessary amendments to facilitate their access to the labor market

Involving the private sector in developing plans and design is very important

Question 3: What are the most effective methods for attracting marginalized individuals and people with disabilities to vocational and technical education and training?

Representative from TVET Partner ETVTC: As an Episcopal center, we have addressed people with disabilities through many projects, and we have had successful experiences with Jabal Al-Najma, the Al-Nahda Foundation, and the Red Crescent.

To develop special courses for people with disabilities, and we succeeded in including some of them in some courses

The type of disability should be considered.

Institutional capabilities and resources

Some trainers have no experience in dealing with people with disabilities

After that, specialized courses were conducted for people with mental disabilities. Housekeeping for the syndrome down

We are now evaluating this experience

People with disabilities who trained with us consisted of learning how to deal with people with disabilities.

The most effective method for them to go to their institutions because they do not come alone

Most families try to hide cases of disability, which causes further marginalization and difficulty in accessing vocational training and education

Grants for people with disabilities: Certainly, important to facilitate their access to education and vocational training (100% of the course, training, and transportation...)

People with disabilities come from marginalized families

Experiences from the Nahda Society and the Red Crescent: We covered all costs in addition to pocket money.

Providing job opportunities as much as possible

It is important to circulate success stories to encourage parents to send their children to vocational education

Especially success stories of operation

Representative from TVET Partner ETVTC: The idea of financial support is that you can train 10 PWDs to make achievements with three.

PWDs in Canada are placed in several programs until one is selected

It is important to work with them on more than one level and in more than one specialty until we find the right specialization for them

Trial periods are important-Therefore grants and financial support are important

Developing curricula to include people with disabilities and considering the type of disability

Question 4: What are the factors that facilitate the participation of persons with disabilities in vocational and technical education and training professions?

For example: To what degree are vocational education institutions and the private sector prepared to accommodate people with disabilities?

The Episcopal Center is experimenting and learning how to accommodate people with disabilities

The factors that limit participation are much greater than the factors that help

PWDs attendance from home to the center is a challenge

Their participation in training in the private sector is a challenge

It is possible to rent a bus to bring them to the center

The families take them to a certain point and then we bring them

Transportation compatibility

Ensure that private sector companies are compatible to accommodate people with disabilities

Representative from TVET Partner PPU

Access for people with disabilities is not an easy process.

We can transfer the training to marginalized areas instead of having them come to the center. This is expensive, of course

Need special resources to reach marginalized areas

Leadership is very important, startups provide seed funds to facilitate their access to the labor market, which is easier than integrating them into existing companies

Amending legislation, laws, and regulations: for example, implementing the law related to employing 5% PWDs of the workforce in companies

Provide incentives for companies that commit to implementing the Employment Law for Persons with Disabilities like Tax exemption, for example

Compatibility of public transportation is very important

Advocacy-Access Improvement Manager (IREX)

In an experiment in Nablus, an advocacy campaign was conducted, and one of the offices in Nablus adapted a car for people with disabilities, and it became an address and entry point for additional revenues.

Question 5: What are the most effective technical and vocational education and training opportunities in increasing public awareness regarding technical and vocational education and training programs?

Representative from TVET Partner Salesian There was a successful experience, the “Open house” in the past years, we worked for 4 days, and tenth-grade students were invited along with their families This experience increased the percentage of young people seeking vocational education

Society still believes that vocational education is the last option.

Representative from TVET Partner PPU The Open house is very important, but the training camps are also important, and we were inviting schoolchildren for two weeks

They receive training in programming. This has greatly increased the demand for vocational education

Exhibitions: Displaying products and works for graduation projects is very important to greatly promote vocational education

Representative from TVET Partner HHTC Vocational camp for girls 2021. Girls from marginalized areas were also targeted for 3 days 20% of the girls who participated in the camp, registered with our center

Grants are an important first step to disseminating success stories

A day was held within the Thabri project to host the girls and their parents and introduce them to vocational education

Online and offline methods in promotion

Public engagement is very important with a focus on the offline method

Focusing on families and society is very important

raising awareness

Dissemination of success stories

Training teachers and developing their skills

Deviate from traditional methods, such as videos and success stories, and focus on focused campaigns and focus on the families

Campaigns focused on teachers: School teachers are important in directing students to vocational education instead of directing them only to academic education

For example: The return on investment in vocational education is higher than an academic diploma in vocational education is better than an academic bachelor's degree

It is important that active school counselors can be a reference for guidance and agents for change and guidance during awareness sessions.

Representative from TVET Partner PPU: The issue of mentors is very important

We had previous programs in which professional mentors were qualified, but after investment and training, they were transferred by the MOE, and the investment was lost

Mentors are an important element in guiding students

Parents, teachers, and counselors

Involving decision-makers to change policies and legislation, holding conferences on education and vocational training, and pressuring decision-makers for change.

The turnover is a percentage high Change occurs through partnerships with the private sector

Representative from TVET Partner ETVTC: A partnership with hotels is a 6-month partnership. In the event of a change in the employee, we start again from scratch, and this is a major challenge for the partnership with the labor market, even if there is an agreement.

Representative from TVET Partner HHTC: It is important to recruit decision-makers- Governmental structure: The salary for an intermediate diploma is 2000, and a bachelor's degree is 4000 shekels. It is important to work with the government to modify the salary structure.

A positive view of vocational education from the government and a reasonable salary

4000 shekels for a professional diploma such as a bachelor's degree same level

This may cause a shift towards vocational education

Question 6: From your experience, what are the best practices for awareness campaigns?

What are the best messages that contribute to changing attitudes, behavior, gender norms, social perspectives, and people's opinions about vocational education and training programs, especially regarding females' access to vocational education programs without allocating programs for females and programs for males?

Representative from TVET Partner Salesian: We want to prove to society that girls can-This is an important message

The goal of the question is that the messages enable more females to join vocational education programs, break the stereotype, and enter certain specializations

Representative from TVET Partner HHTC: Success stories are the best message for change

Our young people make videos about female students majoring in mechanics, and the female students go on their own without promotion

The Thabri project, although it does not support mechanics, has supported two girls and the video is on social media

It is important to attract females to all-male specializations to spread experience and success

Access Improvement Manager (IREX) An ideal student journey: Recruiting, teaching, training and employing

A large portion of people like to listen or see, not read

The best success story is a video or audio one within two minutes of entering vocational education to employment

MEL Officer (IREX)

Question 7: To what extent is there capacity for networking and data collection among vocational and technical education and training institutions to improve policies and systems to advocate for marginalized groups?

Current capabilities and areas for development

Example: Questionnaires were conducted for graduates and teachers to collect data from a group of centers and institutions

Using data to improve policies and systems to support marginalized groups, such as transportation policies

Representative from TVET Partner HHTC: We have an internal system or policy for integrating girls into vocational education within the Thapari project

10-15% discount for girls and 20% for people with disabilities

This intervention is a value-added. Many young girls registered for the incentive discount for non-traditional majors

Developing a financial policy and policy that was adopted in Hijjawi

The financial issue is a challenge at the university, but the administration adopted the decision and helped

The career guidance unit did not exist and there was no structure for a responsible person before coming to the college

Pre-college promotion

This is based on evaluation and data

As soon as the student becomes a new student, they are followed up with, and after graduation, they are contacted-Within the Forsa project

Before, during and after the study

The guidance unit was established based on the recommendations of the Forsa project

Based on the evaluation of the FORSA project and identifying the gap, the administration was contacted to find a guidance unit

Question 8: Please provide us with an example of collecting data on which to build support and advocacy campaigns

For example, ETVTC: On the platform for communicating with graduates

Groups on WhatsApp

For communication and follow-up during training and graduation, the percentage of people who got a job, networking for additional training, and links to job opportunities.

Links are developed and maintained

There is no database yet to benefit from, despite its importance

Tony: Working with feminist associations that have groups and are responsible for them

Feedback is obtained at the end of each activity by asking 4-5 questions and storing this data

It is relied upon for marketing and networking campaigns (names and specializations)

ANNEX 3: QUANTITATIVE ANALYSIS

3.1 Datasets

The links below include the datasets used in the analysis:

Group 1: Youth Data

Group 2: Parents Data

Group 3: PSE Data

3.2 Python Code

The Python code used for data analysis and visualization can be accessed via the following notebooks:

[Youth: Data Analysis Notebook](#)

[Parents: Data Analysis Notebook](#)

[PSE: Data Analysis Notebook](#)

ANNEX 4: QUALITATIVE ANALYSIS

Open-ended questions codes and results

Perception survey -Youth

Code: A01: What is your specialization

Answer	Count	%
Air conditioning and cooling	9	2.6
Automotive Electricity	27	7.7
Automotive electricity and mechanics	8	2.3
Beauty and hair styling	8	2.3
Blacksmith and aluminum	5	1.4
Carpentry	19	5.4
Cars electricity	14	4.0
Chef	9	2.6
Communications	13	3.7
Communications and electronics	4	1.1
Computer maintenance	4	1.1
Computer information systems	5	1.4
Electrical installations and solar energy	16	4.5
Electricity	54	15.3
Fashion design	5	1.4
Filming and editing	4	1.1
Graphic Design	5	1.4
Industrial automation	7	2.0
interior design	43	12.2
Mobile Applications	19	5.4
Modern car technology	7	2.0
School student	7	2.0
Secretarial and office automation	18	5.1
Tourism and hotel	17	4.8
Others	25	7.1
Total	352	100%

Code-A02: Are you satisfied with your decision to study at a technical and vocational education and training institution? If your answer is no please specify the reasons.

Answer	Count
--------	-------

Lack of capabilities, equipment, and experience	1
For more than one reason.	1
I did not feel much benefit and I didn't like my specialization	1
I paid my money for empty things and the world stood still and did not take anything practical.	1
Because it is not the specialty I want, but I master it very well.	1
When I first came to the institute, I was very excited to study, but unfortunately, most of the time was wasted.	1
The level of practical education is very poor	1
Because I want to return to academic studies.	1

Code-A03: What factors influenced your decision to enroll in/or consider TVET institutions as an option? other reasons:

Answer	Count
My family has a restaurant	1
For my own reason	1
Better than academic secondary education	1
It's related to my work	1
I like this major	2
Wanted to develop my skills	1

Code-A04: Are you confident that you can get a job after graduating from a vocational and technical education and training institution? In case your answer is no please specify the reasons:

Answer	Count
Don't know	4
High unemployment rate	2
I don't have the needed experience	2
The deteriorated economic and political situation	7
We had limited practical experience	2
Some people say that this certificate is not accredited	1
I have my job	1
The training in the company wasn't beneficial	1
This is not my area of expertise	1

Code-A05: Who do you trust most for information about TVET institutions? Others,.....

Answer	Count
I trust no one	1
Teacher Rabe'	1
TEVT provides high employment opportunities	1

Code-A06: In your opinion why does the Palestinian society have a negative perception of TVET?

Answer	Count	%
Bad Reputation	46	28.2

Low-quality education/outdated curriculum	22	13.5
Difficulty in completing university education after TVET	24	14.7
Difficulty in accessing employment	36	22.1
Low social status	35	21.5
Total	163	100.0

Code-A07: Others: In your opinion, what needs to happen for society to view TVET positively?

Answer	Count
Increase the income of TVET graduates	1
Improve access to credit	1
Increase access to practical training	1
Increase awareness about TVET	1
Develop and update the TVET curriculum and tools	1

Code-A08: In your opinion, do you support the idea that females and males can join non-traditional specializations in vocational and technical education and training, such as blacksmithing, mechanics, and carpentry? In case your answer is no please explain why.

Answer	Count	%
Not accepted by the society	3	4.4
Not suitable for females	28	41.2
Females cannot endure the work in these specializations/ needs Physical abilities	34	50.0
There are no employment opportunities for females in these specializations	3	4.4
Total	68	100

Code-A9: In your opinion, do you think that females and males have equal opportunities to obtain jobs after graduating from the Technical and Vocational Education and Training Institution? In case your answer is no please explain why.

Answer	Count	%
Deteriorated economic conditions	4	9.8
Females have less experience than males	7	17.1
Females reproductive responsibilities	2	4.9
Limited awareness among business owners of female's capabilities	2	4.9
Most shop owners don't want to hire women technicians for traditional reasons	7	17.1
The physical abilities of females don't suit certain jobs	7	17.1
The society is biased toward males	12	29.3
Total	41	100

Perception survey -Parents

Code-B01: Do you consider the field of technical and vocational education and training to be a possible career path for your children? In the case the answer is no, please specify (others,...)

Answer	Count
Vocational education is not accredited	1

Code-B02: Is it possible to enroll your daughter in vocational and technical education and training institutions? In the case the answer is no, please explain:

Answer	Count
TVET institutions aren't adapted to accommodate females	1
Academic education is better for females	2

Code-B03: Others, in your opinion what can be done to make society positively perceive TVET?

Answer	Count
Work with the government to recognize TEVT locally and internationally	1
Increase oversight over practical training by institutions	1

Perception survey -Private sector companies

Code: C01: Others, in your opinion what can be done to make society positively perceive TVET?

Answer	Count
Provide incentives for students and private sector company	1
Develop TVET institution tools	1
Create a unit in the TVET institution to handle the relations with the private sector	1