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Skills, Training and Employment Partnerships

STEP





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This Operations Manual has been co-developed for the Skills, Training and Employment Partnerships (STEP) methodology by the Palestinian Employment Fund (PEF) - Ministry of Labour (MoL) and Enabel, Belgian agency for international cooperation, under the EU-funded Youth Economic Empowerment in Palestine (YEP) project.

While designed to guide the implementation of the STEP programme in Palestine, the manual also serves as a reference for national and international organisations aiming to connect training directly to employment. The STEP approach links job seekers with real job opportunities through structured on-the-job training, coaching, and employer partnerships — ensuring that skills development leads to actual, sustained employment. It provides a practical framework for planning, delivering, and monitoring programmes that turn training into tangible labour market outcomes.

With the valuable technical support of consulting company Talal Abu Ghazaleh (TAG) and Mr. Neil Shaw.

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LIST OF ABBREVIATIONS:

Enabel	Belgian agency for international cooperation
FPCCIA	Federation of Palestinian Chambers of Commerce, Industry and Agriculture
HE	Higher Education
ICT	Information and Communication Technologies
ILO	International Labour Organisation
MAS	Palestine Economic Policy Research Institute
M&E	Monitoring and Evaluation
MoEHE	Ministry of Education / Higher Education
MoL	Ministry of Labour
MoNE	Ministry of National Economy
PalTrade	Palestine Trade Centre
PCBS	Palestinian Central Bureau of Statistics
PEF	Palestinian Employment Fund
PFI	Palestinian Federation of Industries
PITA	Palestinian Information Technology Association
STEP	Skills, Training and Employment Partnerships
SYP	Skilled Young Palestine
TAG TEAM	Talal Abu Ghazaleh Company team
TVET	Technical and Vocational Education and Training
UNDP	United Nations Development Programme
YEP	Enabel's Youth Economic Empowerment in Palestine
YEP (also)	EU's Youth Empowerment Programme

EXECUTIVE SUMMARY

The Skills, Training and Employment Partnerships (STEP) methodology is a practical response to one of Palestine's biggest challenges: high unemployment, especially among young graduates, women, and vulnerable groups. The Palestinian government has made employment creation a national priority, and several ministries — particularly the Ministry of Labour (MoL) — are working to reduce unemployment by opening up new opportunities in partnership with the private sector.

STEP is part of this effort. It's a private sector-led Work Readiness Programme (WRP) that helps young job seekers bridge the gap between education and the workplace. The programme doesn't just place people in jobs — it prepares them through skills training, connects them with committed employers, and supports both sides through the entire placement process.

The initiative is jointly developed and delivered by:

- The Palestinian Employment Fund (PEF) — the lead implementing organisation and national operator of the Wage-Employment Programme (WEP).
- Enabel — Belgian agency for international cooperation, which provides technical and strategic guidance, and implementation support.
- The European Union — the main funder through its Youth Empowerment Programme.

Prior to Youth Economic Empowerment in Palestine (YEP), STEP was tested under an earlier Belgium - supported pilot project — Skilled Young Palestine (SYP). The piloting has helped refine the approach and has proved its viability. This manual builds on both these experiences so the model can now be scaled up further through by MoL and PEF and shared with other organisations nationally and internationally.

What the Manual Does

The operational manual is a practical guide for anyone involved in putting the STEP methodology into action. While it was conceived of primarily with Palestine in mind, it is also designed to be used by national and international actors who want to launch similar initiatives; the STEP model is adaptable — by sector, region, country, age and employment context.

The manual explains:

- How the process works — from market assessment and recruitment to placement, training, follow-up, and evaluation.
- Who does what — including the roles of the implementing agency (in the Palestinian context, PEF), the development agency (Enabel, in the Palestinian context), employers, trainers, coaches, mentors, and other partners.
- How trainees are selected, trained, matched, and supported before, during, and after placement.
- What tools to use — including forms, templates, checklists, and reporting formats.
- How quality is maintained — through monitoring, decent work standards, and feedback mechanisms.

The manual is written for:

- Implementing agency staff and coordinators.
- Employers and private sector partners.
- Academic and Technical and Vocational Education and Training (TVET) institutions.
- Coaches, trainers, and mentors.
- Donor agencies, NGOs, and policymakers.
- Other organisations looking to adopt or adapt the model.

What the STEP Approach Delivers

At its core, the methodology aims to:

- Tackle the mismatch between graduate skills and labour market needs.
- Support job seekers through 21st century skills, orientation, and on-the-job training.
- Incentivise private sector companies to recruit and retain new talent.
- Promote the principles of Decent Work — fair pay, safety, inclusion, and opportunity.
- Create lasting jobs, not just temporary placements.
- Reach vulnerable groups, women, and underserved areas.
- Strengthen partnerships between government, employers, and training providers.

A Scalable, Practical Tool

This manual is not just documentation — it's an operational playbook based on real experience and successful pilots. It provides the structure, tools, and guidance needed to:

- Expand the STEP model (in Palestine through MoL and PEF).
- Replicate it in other locations and economic sectors.
- Share it with partners running employment-focused projects.
- Ensure long-term sustainability and effectiveness.

By combining local partnership, donor support, private sector engagement, and a focus on employability, the STEP methodology offers a clear pathway from job seeking to job securing.

CHAPTER ONE: GENERAL FRAMEWORK

1.1 INTRODUCTION

Around the world, getting young people into decent, sustainable jobs is one of the biggest development challenges - and Palestine is no exception. High unemployment, especially among graduates, is made worse by a persistent mismatch between what young people study and the skills employers actually need. At the same time, many companies struggle to find qualified candidates, even when motivated – but not yet fully skilled – job seekers are available. In Palestine, reducing unemployment is a national policy priority, led by the Ministry of Labour (MoL) and other government bodies working to expand job opportunities through partnerships with the private sector.

The Skills, Training and Employment Partnerships (STEP) methodology was developed as a practical response to this gap. It operates as a private sector–led Work Readiness Programme (WRP), offering a structured, work-based pathway that helps young job seekers access real open vacancies while giving employers access to motivated, pre-screened talent with additional support to further shape this talent to the company needs.

The STEP programme is grounded in the principles of Decent Work, as defined by the International Labour Organisation (ILO). It promotes employment that provides fair income, security, social protection, equal opportunity, and respect for rights at work. All participating companies, trainees, and partners are expected to uphold and/or improve on these standards throughout the programme cycle. Compliance with national labour legislation represents the minimum requirement; STEP strives to model good employment practices that advance dignity, equality, and sustainable livelihoods. By embedding these values across every stage of implementation, the programme contributes to a fairer and more inclusive labour market in Palestine and beyond.

The initiative is led by the Palestinian Employment Fund (PEF), which acts as the national body responsible for implementing employment policies and programmes. Enabel, Belgian agency for international cooperation, is PEF's technical and strategic partner in this work. The European Union provides financial support through the Youth Economic Empowerment Palestine (YEP) project. The methodology behind the manual builds on earlier implementation and learning from the Belgium-funded Skilled Young Palestine (SYP).



1.2 PURPOSE OF THE MANUAL

This manual turns STEP into a practical guide. It explains how the methodology works from start to finish — from labour market assessment and recruitment to matching, training, coaching, follow-up, and evaluation.

It is designed to be used by:

- Implementing agency staff and implementing partners.
- Employers hosting trainees.
- Trainers, coaches, and mentors.
- Stakeholders working on youth employment initiatives.

It is intended to be useful not just in Palestine but to a wider audience, including donors, policymakers, and organisations internationally, interested in replicable employment models.

Beyond providing instructions and guidance, the manual ensures that the STEP methodology is applied consistently and accessibly across different organisations. It outlines roles and responsibilities, documents operational procedures, and in Palestine supports the scale-up by MoL and PEF.

It also serves as a step-by-step reference for:

- 21st century skills and work-readiness training.
- Matching job seekers with real employment opportunities.
- On-the-job training, coaching, and wage subsidies.

Using the manual helps to ensure:

- Greater process efficiency.
- Transparency and accountability.
- Fair and equal treatment across participants.
- Consistency and transfer of institutional knowledge.
- Easier adoption of the model by similar programmes.

How to Use the Manual

Each chapter provides clear activities, responsibilities, and timelines, supported by templates, forms, and guidance notes. The manual should be used by programme staff and (parts) can be shared with trainees and employers to support certification, evaluation, and day-to-day coordination.

1.3 AIMS AND OBJECTIVES

The general objectives of this manual, in line with the aims of the Skills, Training and Employer Partnership (STEP) programme, are to:

- Facilitate access to employment opportunities for job seekers with a skills gap.
- Support private sector companies in navigating economic instability and uncertainty.
- Promote inclusive employment and increase awareness of Decent Work principles among employers.

More specifically, the manual aims to:

- Support the matching of job seekers with suitable vacancies while closing the skills gap.
- Equip job seekers who lack specific skills through targeted training before and during employment.
- Help employers access subsidies to reduce the costs of onboarding and upskilling new staff.
- Provide a practical model that can be adapted by other organisations nationally and internationally.



1.4 GUIDING PRINCIPLES

Several core principles shape the STEP approach and the policies in this manual:

- Decent Work: The minimum-accepted Decent Work criteria for the STEP programme include:
 - Employment opportunities
 - Adequate earnings and productive work
 - Decent working hours
 - Balance between work, family, and personal life
 - Job stability and security
 - Equal opportunity and treatment in employment
 - Safe working conditions
 - Social security
 - Social dialogue, and employers' and workers' representation
- Private Sector Leadership: Employers are treated as partners, not just 'beneficiaries', and their needs shape the training and placement process.
- Inclusivity: The methodology pays particular attention to women, people with disabilities, and other vulnerable groups.
- Partnership and Alignment: The programme works through collaboration between the implementing agency, the development agency, government bodies, academic institutions, TVET providers, and private sector actors.
- Sustainability: The manual is designed to support long-term adoption beyond a single project or funding cycle.

1.5 STRUCTURE OF THE MANUAL

The manual is organised into chapters that follow the operational cycle:

1. General Framework.
2. Planning and Coordination Stage – Market assessment, awareness, and training design.
3. Recruitment and Selection – Identifying suitable companies and trainees.
4. Matching and Placement – Placement arrangements and agreements.
5. On-the-Job Training (Mentoring and Coaching).
6. Monitoring and Evaluation – Final assessment and recognition, feedback and programme analysis.

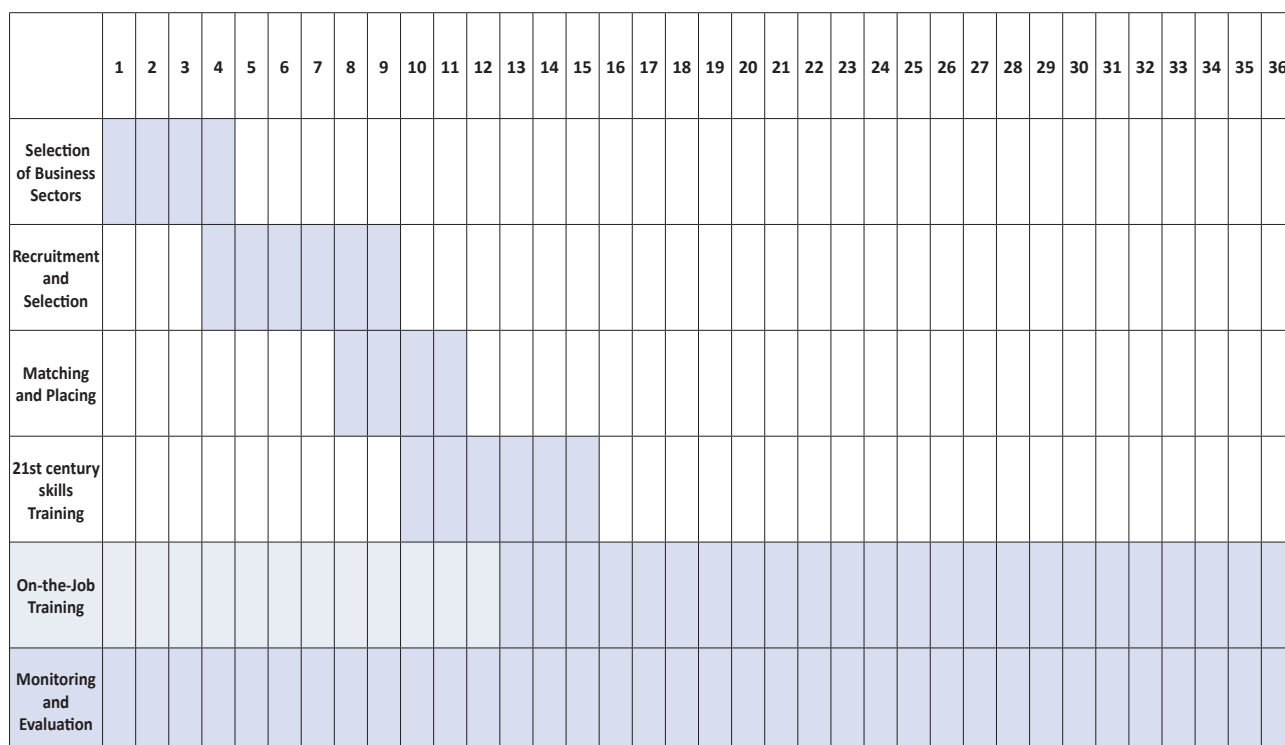
Supporting forms, templates, and supplementary notes provide additional guidance where needed.

1.6 PHASES AND TIMELINE

The following diagram provides an overview of the STEP methodology, showing the key steps in sequence and the estimated time required for each phase:



The following Gantt chart shows the sequencing of each phase:



1.7 OPERATIONAL DEFINITIONS

Vulnerable Worker:

A person in precarious, low-paid, unsafe or informal employment, or someone who faces discrimination in accessing or retaining work.

Co-Mentor:

The direct supervisor of the trainee within a company. They coordinate with the Mentor and oversee the training process in their specific department.

Company / Firm:

Any organisation selected to host trainees under the on-the-job training programme. Companies commit to programme conditions and are expected to offer employment after the training period.

Decent Work:

“Productive work for women and men in conditions of freedom, equity, security and human dignity” (International Labour Organisation). In practice, this primarily means fair income, secure employment, and safe working conditions. The minimum-accepted Decent Work criteria for the STEP programme include:

- Employment opportunities
- Adequate earnings and productive work
- Decent working hours
- Balance between work, family, and personal life
- Job stability and security
- Equal opportunity and treatment in employment
- Safe working conditions
- Social security
- Social dialogue, and employers’ and workers’ representation

Job Coach / Trainee Support Officer:

The focal point for the trainee within the implementing organisation or another coordinating organisation. They liaise with the company mentor and support the trainee throughout the placement.

Job Seeker:

An unemployed person who has actively looked for work within the past four weeks.

On-the-Job Training:

Training delivered to a job seeker who has been matched with a vacancy and is placed with an employer.

Mentor:

The designated contact person at the host company. The mentor designs the trainee’s training plan, oversees implementation, supervises progress, and coordinates movement between departments.

Procedures:

A set of interrelated steps used to complete a task.

Responsibility and Authority Matrix:

A tool that outlines who is responsible for specific tasks and decisions within a project or process.

21st century skills:

Personal and interpersonal abilities — such as communication, problem-solving, time management, and leadership — that enable effective interaction in the workplace. Also referred to as 21st-century skills.

Trainee:

A person selected through a transparent process to participate in the STEP on-the-job training programme.

1.8 KEY STAKEHOLDERS AND THEIR ROLES

Several institutions will contribute to the implementation and support of the STEP methodology. In the Palestinian pilots their roles are summarised below:

- **Palestinian Employment Fund (PEF)**

Leads implementation, manages day-to-day operations, and coordinates with all partners.

- **Enabel**

Acts as the programme's funding and technical partner. Mobilises EU and other financial resources, provides strategic guidance, supervises implementation, and ensures quality standards.

- **STEP Consultative Board**

Offers advice on programme implementation, facilitates coordination among partners, and contributes to decision-making where appropriate. The Palestinian STEP Consultative Board includes representatives from PFI and PITA.

- **Private Sector Umbrella Organisations (PSUOs)**

Support outreach to employers, advise on market needs, and help identify participating firms.

- **Education Stakeholders**

Work with academic and TVET institutions to reach job seekers, support training alignment, and provide input on skills supply.

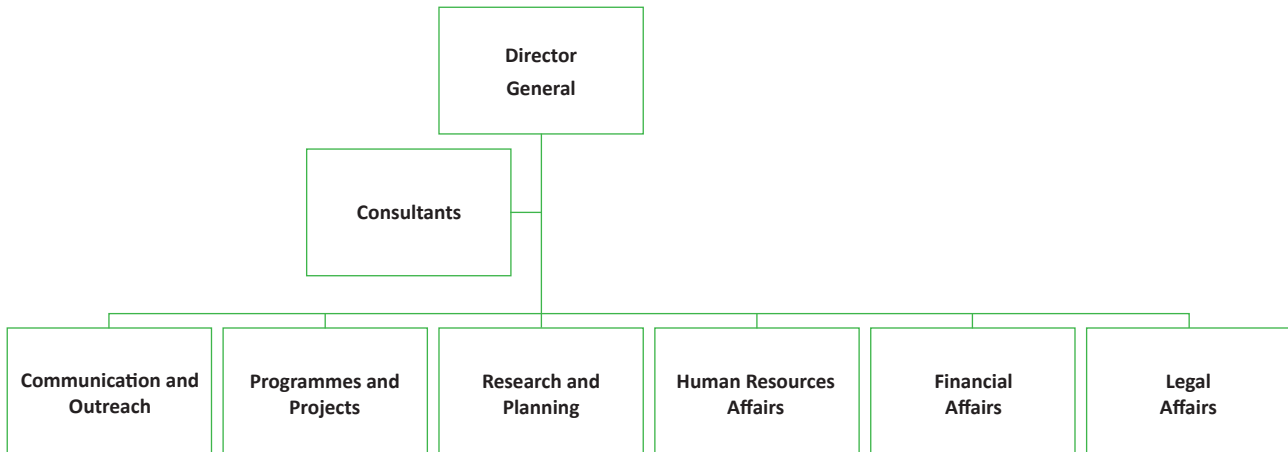
- **Ministry of Labour (MoL)**

Ensures policy alignment, provides oversight, and supports coordination under the national employment strategy, facilitates larger future roll-out.

See Responsibility and Authority Matrix (Appendix A) for details of the relationships and responsibilities of these actors. For organisations adopting this manual in other contexts, the Human Resources Perspective (1.8 below) can be adapted to define equivalent roles.

1.9 HUMAN RESOURCES PERSPECTIVE

For any on-the-job training programme to succeed, the implementing organisation must have an effective and supportive management structure in place. The following functions typically contribute to managing and delivering the programme:



Key Functions

1. Director General

Provides overall leadership, secures funding, resolves emerging issues, and liaises with key stakeholders.

2. Communication and Outreach

Plans and delivers awareness activities and information-sharing with stakeholders and the public. This function begins before training starts and continues throughout implementation.

3. Programmes and Projects

Recruits job seekers and employers, matches candidates with placements, oversees coaching and mentoring, monitors trainee progress, and manages the training cycle.

4. Research and Planning

Conducts labour market assessments and identifies business sectors with relevant employment opportunities.

5. Human Resources Affairs

Manages participant documentation, maintains records, and follows up on contractual and procedural requirements.

6. Financial Affairs

Handles payments, subsidy processing, and financial record-keeping.

7. Legal Affairs

Drafts and reviews agreements and addresses any legal issues related to the programme.

8. External Stakeholders

In addition to the implementing organisation, other partners may contribute to the process — in Palestine these include the Ministry of Higher Education (MoHE), the Ministry of National Economy (MoNE), and private sector organisations. Each stakeholder should have clearly defined roles and responsibilities to ensure coordinated implementation.

CHAPTER TWO: PLANNING AND COORDINATION STAGE

STAGE SUMMARY

BRIEF SUMMARY	This stage focuses on preparing partners, identifying labour market needs, and selecting the business sectors best positioned to absorb new trainees. It also ensures that training materials are updated, trainers are selected, and potential trainees are informed about upcoming opportunities.	
OBJECTIVE	To ensure that all forms, materials, and implementation steps required for this stage are fully prepared.	
EXPECTED OUTPUTS	<ul style="list-style-type: none"> • Business sectors with available job opportunities are identified and selected. • Training materials (21st-century skills) are developed and updated as needed. • Job seekers, trainees, academic institutions, and business sectors are informed. • Trainers are selected and prepared for delivery. 	
TIME FRAME	Four weeks	
RESOURCES REQUIRED	<ul style="list-style-type: none"> • Human resources. • Access to media and communication channels. • Updated data on job seekers and business companies. 	
ROLES AND RESPONSIBILITIES	<ul style="list-style-type: none"> • Implementing Agency: Manage and coordinate the entire stage. • Consultative Board: Decide on business sector selection. • Private Sector Organisations: Assist in reaching business firms. • TVET and HE Institutes: Support outreach to job seekers. 	
IMPLEMENTATION STEPS	Steps	Responsibility
	1. Conduct a market needs assessment and select target business sectors	• Implementing Agency, Consultative Board and Private Sector Organisations
	2. Announce and disseminate information	• Implementing Agency, Private Sector Organisations, Academic Institutions, NGOs
	3. Design and prepare training materials	• Implementing Agency, Consultative Board
	4. Conduct trainer orientation	• Implementing Agency, Consultative Board
SUCCESS CRITERIA	<ul style="list-style-type: none"> • Number of social media announcements and advertisements • Number of visits to partner organisations • Media coverage and campaigns • Other communication tools used • Quantity and quality of printed materials 	
TEMPLATES and FORMS	<ul style="list-style-type: none"> • All related templates and forms are available in Appendices 2.1 – 2.4. 	
RECOMMENDATIONS	Ensure intensive follow-up and apply a broad promotional mix, maintaining close and frequent communication with all partners throughout the process.	

2.1 Market Needs Assessment

The implementing agency or the coordinating organisation is responsible for reviewing and summarising findings from available labour market studies and research on an annual or biannual basis. The purpose is to identify market trends, highlight job gaps and employment opportunities, and inform the design of employment projects and programmes.

Refer to **Form 2.1**.

For supplementary info box:

- If you have access to an overview of hard to fill vacancies, you can decide just to focus on those disregarding the sector.
- If you do want to go by sector:
- Rather than duplicating research, the implementing agency's role is to collect, review, and interpret findings from existing credible studies. This ensures efficient use of resources and allows decision-making to be based on up-to-date market realities, such as job gaps, growth sectors, and shifts in demand.
- Multiple governmental, non-governmental, local, and international bodies publish labour market assessments. The value lies in consolidating and analysing these sources to inform programme planning, sector targeting, and curriculum updates.
- External labour market data does not always require annual updates. It can often be reviewed every 1–2 years.
- Labour market trends in Palestine are already researched by a range of institutions, often without coordination. Examples include "Future Indicators" by UNFPA, Sharek, and the MoL, as well as studies conducted by international agencies, chambers, and sectoral unions.



2.2 Announcements and Dissemination

Dissemination of programme announcements is carried out through partner institutions rather than solely by the implementing agency. Each stakeholder is responsible for outreach within its mandate and networks to ensure wide and targeted coverage.

Higher education (HE) and TVET institutions share opportunities with graduates and alumni through their internal channels. Chambers of commerce promote the programme to businesses in relevant geographic areas and sectors. Industry unions and specialised business associations — for example, in Palestine, the Palestine Information Technologies Association (PITA), the Palestine Trade Center (PalTrade) and tourism associations — circulate information within their respective fields. When appropriate, the MoL in Palestine supports dissemination through employment offices and official communication platforms.

This decentralised approach ensures that information reaches both job seekers and firms efficiently across regions and sectors.

Refer to **Form 2.2**.

For supplementary info box:

- Outreach during past cycles has relied on multiple actors sharing responsibility based on their networks and mandates. Stakeholders such as universities, TVET institutions, chambers of commerce, industry unions, business associations, and, in Palestine, the MoL each contribute through their own communication channels.
- The effectiveness of dissemination depends on using existing institutional networks rather than centralised communication alone. Partnerships allow targeted reach — for example, business associations cover sector-specific audiences, while HE institutions reach recent graduates. This decentralised approach reduces costs and increases the visibility of opportunities across geographic regions and sectors.

2.3 Design and Preparation of Training Materials

Before each training cycle begins, the team of trainers and relevant implementing agency departments (in Palestine, at PEF: Programmes and Projects, Skilling and Matching, and Research and Planning) will meet to review and update the training content. Any necessary changes to 21st century skills or orientation materials — including the introduction of new topics such as digital tools or artificial intelligence — should be agreed upon and documented.

21st century skills and orientation training are prerequisites and must be delivered before on-the-job placements begin. The technical training that follows during placements is addressed in Chapter 5.

21st century skills Training

Training is delivered in modular form. Core topics include:

- **Communication skills**
Verbal and written communication, non-verbal cues, active listening, electronic communication, and professional correspondence.
- **Time management**
Prioritising tasks, planning, time-tracking, handling procrastination, and efficiency techniques.
- **Critical thinking**
Problem-solving, analysis, reasoning, awareness of cognitive biases, and reflective thinking.
- **Teamwork and collaboration**
Leadership, group roles, responsibility sharing, synergy, conflict resolution, and goal setting.
- **Adaptability and flexibility**
Responding positively to change, openness to learning, resilience, and adjusting to workplace dynamics.
- **Emotional intelligence**
Self-awareness, interpersonal skills, managing emotions, influence, confidence, and relationship building.

Additional modules may be included based on programme needs, such as:

- Creativity.
- Interpersonal skills.
- Leadership and supervision.
- Negotiation and problem-solving.
- Presentation skills.
- Decision-making.
- Conflict management.

21st century skills training is typically delivered over several days and can be adapted to different groups.

For the training manual on 21st century skills please check here:

Orientation Training

Orientation is normally delivered as a one-day session for trainees matched to companies. It prepares participants for workplace expectations and may include:

- Labour law essentials
- Organisational culture and identity

- Workplace rules and regulations
- Manager–employee relationships
- Occupational safety and health
- Social dynamics at work
- Performance expectations

It is important to tailor the prioritisation of topics, delivery methods, and duration to the specific group and context.

Refer to **Form 2.3**.

Tailoring 21st century skills Training

Before training begins, participants should complete a short diagnostic assessment to identify their existing competencies in areas such as communication, teamwork, problem-solving, and digital literacy. The results will help trainers adjust module emphasis, group participants with similar needs, or shorten sessions on topics already well understood.

This targeted approach ensures that trainees focus on developing new skills rather than repeating content already mastered, improving both learning efficiency and engagement.

Diagnostic tools and feedback from each cycle should be reviewed regularly to refine future training design.

For supplementary info box:

- 21st century skills and orientation training have evolved over multiple programme cycles. Early experience showed that trainees struggled more with adapting to workplace culture and expectations than with technical abilities. As a result, pre-placement training now emphasises communication, behaviour, and readiness for work environments.
- Feedback from employers and trainee performance has helped shape modular delivery rather than a single, standardised package. This allows sessions to be adapted depending on sector, trainee backgrounds, and available time.
- When new themes become relevant — for example, emerging technologies or digital workplace tools — they can be added without overhauling the entire curriculum. The goal is to keep content current while maintaining a practical, short preparatory format.
- Adapting 21st century skills and orientation modules to trainee profiles reflects international best practice in employability programmes. Diagnostic or self-assessment tools provide valuable insight into participants' readiness for work and help trainers focus on real skill gaps.
- Evidence from similar initiatives shows that differentiated instruction improves learning retention and confidence, particularly when trainees have diverse educational or professional backgrounds.
- Over time, feedback from employers and post-training evaluations can help identify which competencies most strongly predict workplace success, guiding further curriculum refinement.
- Training materials should be formally reviewed at least every three years to ensure continuing relevance.

2.4 Selection and Orientation of Trainers

Trainers delivering 21st century skills and orientation content must be selected and prepared in line with programme standards. All selected trainers participate in a Training of Trainers (ToT) session before the start of each cycle to ensure consistency and alignment.

Selection Criteria

Trainers should meet most of the following requirements:

- Demonstrated knowledge of the training material.
- Relevant academic or professional qualifications.
- Certification from recognised training institutions (where applicable).
- Experience delivering similar training programmes.
- Previous work with the implementing agency or similar initiatives (advantageous but not required).
- Ability to engage and motivate trainees.
- Flexibility and openness to feedback.
- Leadership and facilitation skills.
- Prior experience with the private sector (preferred).

Trainer Orientation (ToT) Focus Areas

ToT sessions will cover:

- Review of the agreed training modules and materials.
- Standardisation of delivery methods and session flow.
- Incorporation of updates or new topics.
- Clarification of programme objectives and trainee expectations.
- Alignment on reporting, documentation, and feedback procedures.

The purpose of this process is to ensure that all trainers provide consistent, high-quality delivery across cohorts and training locations.

Refer to **Form 2.4**.

For supplementary info box:

- Trainer alignment is essential to ensure that all trainees receive consistent and high-quality preparation. In earlier cycles, variations in delivery style, familiarity with the material, and differing levels of practical experience led to inconsistent outcomes. To address this, trainers are now selected and prepared against clearly defined standards.
- Experience has shown that:
 - o Trainers who already understand the programme's objectives and trainee profile deliver content more effectively.
 - o Familiarity with private sector expectations and workplace realities increases the relevance of 21st century skills and orientation sessions.
 - o ToT sessions help trainers stay updated on new modules, methodology changes, and emerging labour market trends. Trainer orientation should be offered regularly to expand and strengthen the trainer pool.
- This background supports the need for a structured trainer selection and orientation process while keeping the detailed criteria in the main manual.

CHAPTER THREE: RECRUITMENT AND SELECTION

STAGE SUMMARY

BRIEF SUMMARY	This stage focuses on recruiting and selecting business firms (including governmental departments and NGOs) that are looking to hire and are willing to participate in the training process, as well as identifying and selecting suitable job seekers. It is a prerequisite for the next stage – Matching – and plays a vital role in ensuring both employers and trainees are well aligned for successful placements. It is carried out in consultation with national partners and the private sector to ensure selections are demand-driven, inclusive, and geographically feasible.	
OBJECTIVE	To identify and select committed business firms and motivated trainees who are ready to participate effectively in the programme. This includes prioritising sectors and locations using agreed criteria and validated labour market data.	
EXPECTED OUTPUTS	<ul style="list-style-type: none"> • Participating employers are identified and confirmed. • Lists of qualified job seekers and trainees are prepared and available. • Target industry subsectors and priority locations are selected and documented. • Applications are elicited from companies and job seekers, and self-assessment questionnaires from job seekers. 	
TIME FRAME	Six weeks (One and a half months)	
RESOURCES REQUIRED	<ul style="list-style-type: none"> • Human resources. • Communication materials. • Transportation and logistics support. • Access to published labour market studies and partner datasets. 	
ROLES AND RESPONSIBILITIES	<ul style="list-style-type: none"> • The Implementing Agency: Administer and oversee the entire process. • Consultative Board: Provide support and guidance during the recruitment phase. • Academic Institutions: Assist in recruiting trainees and validating the self-assessment tests. • Private Sector Institutions: Encourage and motivate business firms to participate in the programme. • Relevant Ministries and National Bodies (e.g. in Palestine MoL, MoNE, Palestinian Central Bureau of Statistics (PCBS)) provide data, policy alignment, and sector insights. 	
IMPLEMENTATION STEPS	<p>Steps</p> <ol style="list-style-type: none"> 1. Select target industry sub-sectors 2. Select participating firms 3. Select job seekers 4. Conduct trainees' skills and qualifications self-assessment 	<p>Responsibility</p> <ul style="list-style-type: none"> • Implementing Agency, Consultative Board, Private Sector Associations • Implementing Agency, with input from Industry Associations and Chambers of Commerce • Implementing Agency, in collaboration with TVET and Academic Institutions • Implementing Agency, administers the assessment; TVET, Academic Institutions validate results

SUCCESS CRITERIA	<ul style="list-style-type: none"> • Criteria for choosing business sub-sectors (e.g., geographic coverage, inclusion of firms with special needs). • Criteria for selecting participating firms. • Specific criteria for selecting trainees. • Inclusion criteria for vulnerable groups. • Use of weighted scoring for sector/location prioritisation.
TEMPLATES and FORMS	<ul style="list-style-type: none"> • All relevant templates and forms are provided in Appendices 3.1 – 3.4.
RECOMMENDATIONS	<p>This stage is critical to the success of the matching process that follows. Careful selection of both business partners and trainee candidates ensures stronger alignment, higher engagement, and better outcomes for all parties. Set and communicate clear deadlines for outreach, applications, selection, contracting, and training start date to keep activities synchronised across partners.</p>

3.1 SELECTION OF INDUSTRY SECTORS

3.1 Selection of Industry Sectors

In Palestine, PEF works across multiple economic sectors but in STEP must prioritise those with the highest potential for job placements in each programme cycle. Sector selection follows a structured process based on labour market demand and implementation capacity.

Key Selection Considerations

- Labour market demand and current or projected vacancies.
- Geographic concentration of firms able to host trainees.
- Potential for sustainable employment outcomes.
- Inclusion opportunities for women, youth, and vulnerable groups.
- Alignment with national labour and economic strategies.

Possible Target Sectors

In Palestine, examples of sectors that may be prioritised, depending on labour market conditions, include:

- Industry and Manufacturing (e.g. pharmaceuticals, marble and stone, plastics, garments, furniture, food processing, chemicals)
- Agriculture and Agri-business (e.g. dates, fruits, vegetables, livestock)
- Services (e.g. financial services, retail, logistics)
- ICT and Digital Economy
- Public and Non-profit Sector (e.g. municipalities, NGOs)

These examples are illustrative; final selection should reflect labour market data and consultation outcomes.

Consultation and Validation

Sector selection will draw on:

- Implementing agency's consultative board
- Government bodies such as the MoL and MoNE
- Sector unions, chambers of commerce, research institutions (including, in Palestine organisations such as Palestine Economic Policy Research Institute (MAS)) and business associations
- Published studies and labour market assessments

Refer to **Form 3.1**.

For supplementary info box:

- In Palestine, in previous cycles, PEF could not work with all sectors or all regions at once due to resource limits. Prioritisation was guided by vacancy trends, regional employer capacity, funding availability, and stakeholder consultation.
- Consultation with planning bodies and sector representatives helped ensure decisions were realistic and well-aligned with national trends. This model may be adapted by other implementing agencies when leading similar on-the-job training initiatives.
- If information on vacancy filling duration is available in the country, an organization could also just decide to work with companies with hard to fill vacancies, independent of a previous sector selection.



3.2 SELECTION OF FIRMS

Selection of Firms

The selection of firms/employers (including government and NGO jobs) relies on proactive outreach and clear eligibility criteria to ensure that companies are able and willing to host trainees under the programme.

3.2.1 Promotional and Outreach Methods

To attract suitable firms, the following channels may be used:

- Paid advertisements through appropriate media outlets.
- Direct and personal marketing, including phone calls and field visits.
- Online promotion, including social media and email campaigns.

These efforts should especially target companies in the selected sectors and geographic areas.

3.2.2 Firm Eligibility Criteria

Firms must be able to provide a suitable training environment and meet minimum standards. Key criteria include:

- At least two years of operation.
- Sufficient staff capacity to assign mentors or co-mentors.
- A defined organisational structure and internal by-laws.
- A designated workspace and safe working environment.
- Commitment to principles of decent work.
- Willingness to:
 - Contribute to training costs.
 - Engage actively in the programme.
 - Provide supervision and follow-up.
- Previous experience with internships or training is an advantage.
- A high potential for post-training employment.

Refer to **Form 3.2**.

3.2.3 Deadlines and Scheduling

To ensure timely implementation, the recruitment and contracting of firms should follow an agreed timeline. A five-week structure may include:

#	Element	Weeks				
1	Promotional Campaign	1	2	3	4	5
2	Applications					
3	Selection					
4	Signing MOUs					
5	Start of Training					

Deadlines must be set to align firm selection with other programme components.

For supplementary info box:

- Experience from past cycles shows that demand from companies is typically lower than demand from trainees, so outreach efforts must be active rather than passive.
- Firms often need direct follow-up and personalised contact before committing to host trainees.
- Private sector organisations can accelerate the selection of business firms by maintaining regular communication with their member companies.
- Using a mix of outreach channels (ads, personal visits, online promotion) has proven more effective than relying on one method.
- Timelines help prevent delays that could disrupt trainee selection or matching in later stages.
- Clear eligibility criteria protect the programme from firms seeking unpaid labour rather than genuine training partnerships.
- Past experience suggests that firms with existing HR structures, defined roles, and interest in long-term recruitment tend to provide better training environments.

3.3 SELECTION OF TRAINEES

The selection of trainees is generally faster than firm selection due to high demand. Outreach should use multiple channels to ensure broad and inclusive access.

3.3.1 Outreach and Promotion

Promotional efforts may include:

- Advertisements via media, social platforms, and institutional networks.
- Publicity and public relations, including websites and third-party channels.
- Direct communication with partner firms, previous contacts, and stakeholders.
- Collaboration with HE and TVET institutions to reach graduates.
- Social media campaigns targeting youth audiences.
- Use of alumni testimonials or word of mouth to encourage applications.

3.3.2 Selection Criteria

Applicants may be prioritised using the following criteria:

- Age: Preferably under 29, though older candidates may be considered.
- Educational background: Graduate of a university or TVET institution.
- Commitment: Willingness and ability to comply with on-the-job training conditions.
- Employment status: No prior permanent employment.
- Relevance: Alignment with selected sector or geographic area.
- Inclusion: Belonging to a priority group (e.g. women, people with disabilities, marginalised communities).

Refer to **Form 3.3**.

3.3.3 Skills and Qualifications Assessment

A rapid assessment of applicants’ skills helps determine training needs and placement suitability. A simple questionnaire can be used to assess:

- General knowledge and competencies
- 21st century skills
- Motivation and career goals

The same tool can be used later to measure progress.

Refer to **Form 3.4**.

3.3.4 Vulnerable Groups

To encourage inclusion, vulnerable groups may receive:

- Reserved quotas.
- Additional training duration (beyond six months, if applicable).
- Adjusted selection criteria or additional support.

Priority groups may include persons with disabilities, residents of refugee camps, Bedouins, and other marginalised populations.

3.3.5 Women’s Participation

Women may be supported through:

- Designated participation quotas (e.g. 40%).
- Less restrictive selection criteria where relevant.

3.3.6 Deadlines and Alignment with Firm Recruitment

Because trainee selection is faster, the matching process can begin earlier. For example:

#	Element	Weeks				
1	Promotional Campaign	1	2	3	4	5
2	Applications					
3	Selection					
4	Signing Agreements					
5	21st century skills Training					
6	Start of On-the-Job training					

To align with firm recruitment, the matching process may begin by the third week of the company recruitment campaign.

For supplementary info box:

- High demand from job seekers means trainee recruitment does not usually require intensive effort, but quality control is still needed.
- The selection of trainees should be coordinated with TVET centres and HE institutions.
- Diverse promotional channels increase access for different profiles, including rural and marginalised groups.
- Assessment questionnaires have proven useful for tailoring 21st century skills training and for later comparison during evaluation.
- Inclusion measures (e.g. quotas or flexible criteria) have helped ensure the participation of underrepresented groups.
- Aligning trainee timelines with firm selection prevents delays in matching and placement.

CHAPTER FOUR: MATCHING AND PLACEMENT STAGE

STAGE SUMMARY

BRIEF SUMMARY	This stage focuses on connecting selected job seekers with participating business firms through structured matching and placement activities. Matching may be conducted through careers fairs, electronic systems, or company visits. This stage also covers the contracting process, safety and labour regulations, and pre-placement orientation and 21st century skills training. In some cases, matching may take place through multiple channels simultaneously to increase efficiency and expand outreach to firms and candidates.																	
OBJECTIVE	To ensure a fair, efficient, and transparent matching and placement process that leads to successful on-the-job training agreements.																	
EXPECTED OUTPUTS	<ul style="list-style-type: none"> • Matching between business firms and qualified trainees is completed. • Contracts and agreements are signed and filed. • Orientation workshops and 21st century skills sessions are delivered before placement. • Clear timelines are maintained to prevent firms from filling vacancies independently or dropping out. 																	
TIME FRAME	Four weeks																	
RESOURCES REQUIRED	<ul style="list-style-type: none"> • Human resources. • Logistical and communication materials. • Administrative and legal support. 																	
ROLES AND RESPONSIBILITIES	<ul style="list-style-type: none"> • Implementing Agency: Manage and oversee the entire matching and placement process, including finalising matches, preparing contracts, allocating resources, and coordinating implementation. • Trainees: Sign contracts, attend orientation and 21st century skills workshops, and prepare to begin the on-the-job training placement. • Companies: Sign contracts, prepare to host trainees, and ensure readiness for the start of the on-the-job training period. • Academic and TVET institutions: Support communication, candidate confirmation, and validation of trainee eligibility where needed. 																	
IMPLEMENTATION STEPS	<table border="1"> <thead> <tr> <th>Steps</th> <th>Responsibility</th> </tr> </thead> <tbody> <tr> <td>Interview result</td> <td>Implementing Agency, Companies</td> </tr> <tr> <td>Interview list</td> <td>Implementing Agency</td> </tr> <tr> <td>Letters of Acceptance</td> <td>Implementing Agency</td> </tr> <tr> <td>MOU</td> <td>Implementing Agency, Companies</td> </tr> <tr> <td>Employment contract</td> <td>Implementing Agency, Companies, Trainees</td> </tr> <tr> <td>Orientation workshop (including Decent Work conditions)</td> <td>Implementing Agency, Trainees, Companies</td> </tr> <tr> <td>21st century skills training</td> <td>Implementing Agency, Trainees</td> </tr> </tbody> </table>	Steps	Responsibility	Interview result	Implementing Agency, Companies	Interview list	Implementing Agency	Letters of Acceptance	Implementing Agency	MOU	Implementing Agency, Companies	Employment contract	Implementing Agency, Companies, Trainees	Orientation workshop (including Decent Work conditions)	Implementing Agency, Trainees, Companies	21st century skills training	Implementing Agency, Trainees	
Steps	Responsibility																	
Interview result	Implementing Agency, Companies																	
Interview list	Implementing Agency																	
Letters of Acceptance	Implementing Agency																	
MOU	Implementing Agency, Companies																	
Employment contract	Implementing Agency, Companies, Trainees																	
Orientation workshop (including Decent Work conditions)	Implementing Agency, Trainees, Companies																	
21st century skills training	Implementing Agency, Trainees																	

SUCCESS CRITERIA	<ul style="list-style-type: none"> • Transparent and merit-based selection process. • Timely completion of matching, signing of MOUs and employment contracts. • Timely orientation and 21st century skills training. • Firm and trainee satisfaction with the placement process.
TEMPLATES and FORMS	All related forms are provided in Appendices 4.1 – 4.6.
RECOMMENDATIONS	<ul style="list-style-type: none"> • Ensure matching is completed within the planned time frame to maintain firm engagement. • Maintain frequent communication with participating firms and job seekers to address issues early. • Use both electronic and face-to-face methods where appropriate to improve reach and reduce delays.

4.1 MATCHING METHODS: ELECTRONIC AND FACE-TO-FACE

The matching process between companies and trainees may use one or more of the following approaches, depending on context, resources, and sector needs. All interviews and outcomes must be documented using the standard forms.

A. Face-to-Face Matching: Job Fairs / Career Days

- Implementing agency invites shortlisted companies and nominated job seekers to a structured event.
- Communication channels may include social media, company networks, TVET platforms, local media, and academic portals.
- Participants may be grouped by geographic area or sector to improve efficiency; multiple fairs may be scheduled where needed.
- Each candidate may interview with up to three companies (10–15 minutes each).

Refer to **Form 4.1** and **4.2**.

B. Face-to-Face Company Visits

- When job fairs do not achieve sufficient matches, implementing agency may conduct direct visits to companies, leveraging existing relationships.

Refer to **Form 4.1** and **4.2**.

C. Electronic Matching

- Implementing agency maintains a candidate database (profiles include qualifications, experience, and other relevant details).
- Registered companies review profiles and invite suitable candidates to interview.
- Once a company selects a candidate, the implementing agency finalises placement steps.

Refer to **Form 4.3** and **4.4**.

For supplementary info box:

- Matching methods have evolved based on sector responsiveness, geography, and employer engagement.
- Job fairs work well when there is a critical mass of participating firms and candidates in a region.
- Field visits are effective with companies that prefer personalised engagement or when previous relationships exist.
- Electronic matching provides flexibility, especially when travel, mobility, or time constraints limit face-to-face options.
- Using a mix of approaches increases placement rates and reduces delays.
- Maintaining an up-to-date candidate database and clear follow-up procedures is essential for all matching methods.



4.2 SELECTION CHOICES AND TIME LIMITS

Once companies have indicated their selected candidates, the implementing agency must manage confirmations and formalities promptly to maintain momentum and retain employer commitment.

A. Candidate Acceptance or Refusal

- If a candidate declines a placement offer with a valid, justified reason, they may be matched with another company.
- If a candidate declines without justification, they may be removed from the placement process.

B. Timeframes for Finalising Placements

- For face-to-face selection processes (e.g., job fairs or company visits), the full cycle—from announcements to confirmed selections—must not exceed two months. Delays may lead companies to fill vacancies independently and risk losing placements.
- For electronic matching, once a company has selected preferred candidates, the implementing agency must finalise placement within two weeks.

C. Formal Documentation

- After selections are confirmed, the implementing agency should proceed with formal steps:
 - MoU signing with companies (Refer to Form 4.5)
 - Candidate notification and acceptance letters (Refer to Forms 4.3 and 4.4)

Timely follow-up ensures continuity, avoids disengagement, and allows for smooth preparation of contracts and orientations in subsequent sections.

For supplementary info box:

- Timely decision-making during the matching and placement stage has been critical in past programme cycles. When selections drag on, companies often fill vacancies independently, leading to lost opportunities and weakening trust in the process.
- Key lessons that shape selection choices and time limits:
 - Deadlines protect employer engagement. Most firms cannot wait more than a few weeks after interviews before moving ahead with recruitment.
 - Electronic matching requires faster turnaround. Once a company identifies its preferred candidates online, delays longer than two weeks have previously resulted in withdrawals.
 - Candidate refusals are common but manageable. Allowing justified refusals maintains fairness, while limiting unjustified ones prevents disruption and ensures efficient use of resources.
 - Formal communication sustains credibility. Letters of acceptance and MoU finalisation signal professionalism and reassure companies that the process is moving forward.
- These observations justify the time limits and follow-up steps outlined in the main manual and ensure smooth transition to the contracting and orientation phases.

4.3 CONTRACTS, INSURANCE, LABOUR REGULATIONS, AND PAYMENT ARRANGEMENTS

Before training begins, a standardised contract must be prepared and signed by the company, the trainee, and the implementing agency. The contract must:

- Comply with local labour laws.
- Reflect the terms of the MoU previously signed with the company.
- Use the approved template. (Refer to Form 4.6.)

Each contract should:

- Specify:
 - Start and end dates.
 - Training role and objectives.
 - Weekly working hours, weekends, leave, and sick leave.
 - Overtime and attendance expectations.
- Outline:
 - Safety and occupational health standards.
 - Labour relations and grievance procedures.
 - Payment terms and incentives.
 - Rights, duties, and responsibilities of all parties.
 - Supervision and reporting arrangements.

Insurance Requirements

Trainees must be covered by:

- Work injury insurance.
- Civil liability insurance.
-
- Optional insurance (e.g., health insurance), as agreed.

Payment Arrangements

- Company and implementing agency financial contributions follow the ratios set out in the MoU.
- Payments are transferred to the company by the 5th of the following month, based on a completed timesheet.
- Timesheets must be submitted at the end of each working month.

Monitoring Compliance

During follow-up visits, the Coach verifies:

- Timely payment of trainee allowances.
- Adherence to contractual commitments
- Availability of signed documentation.

For supplementary info box:

- In Palestine, earlier programme cycles, contract delays or incomplete documentation created risks for both trainees and companies.
- Key insights that informed the procedures:
 - Standardising contracts improves consistency and legal compliance. Templates aligned with local labour laws prevent companies from omitting key protections such as insurance, working hours, and grievance mechanisms.
 - Insurance coverage has been a recurring gap in Palestine. Work injury and civil liability insurance must be confirmed before the trainee begins, as several projects experienced disputes related to accidents or unclear responsibility.
 - Clarity on payment arrangements prevents disputes. Defining contribution ratios, payment cycles, and documentation (e.g., timesheets) upfront reduces confusion and strengthens accountability.
 - Coach visits are essential for enforcement. In previous cycles in Palestine, trainees were not always paid on time unless the coach verified compliance during monitoring visits.

4.4 DECENT WORK COMMITMENTS

Every company participating in the STEP programme must demonstrate adherence to the principles of Decent Work. These standards apply from the signing of the Memorandum of Understanding through to the end of the trainee's placement and any subsequent employment.

Minimum requirements

- Full compliance with Palestinian Labour law and all occupational-safety regulations.
- Equal opportunity and non-discrimination in recruitment, training, and employment.
- Payment of at least the national minimum wage and transparent wage practices.
- Reasonable working hours, rest periods, and leave entitlements in line with national law.
- A safe, respectful, and inclusive work environment, free from harassment or exploitation.
- Access for trainees to grievance or feedback mechanisms without fear of reprisal.

These commitments form part of the MoU and the individual training contract. Violation of these principles may lead to suspension or exclusion of the company from the STEP programme in accordance with Section 4.6 (Employer Compliance).

For supplementary info box:

- Decent Work lies at the heart of the STEP model. Experience from earlier programme cycles shows that long-term employability depends not only on technical skills but also on the fairness and quality of the work environment.
- Field visits and employer evaluations help verify that participating companies maintain Decent Work standards.
- Issues concerning safety, discrimination, or non-payment must be documented and addressed promptly through established dispute-resolution procedures.
- By promoting Decent Work, STEP strengthens its reputation with employers, aligns with national employment policies, and supports Palestine's broader commitment to equitable and sustainable growth.

4.5 ORIENTATION WORKSHOPS (WORK ENVIRONMENT PREPARATION)

All selected trainees must complete a one-day orientation workshop before beginning on-the-job training. The objective is to familiarise trainees with workplace expectations and ensure a smooth transition into company environments.

Orientation workshops should:

- Simulate real workplace conditions through interactive activities.
- Include participation from career coaches, company representatives, or guest speakers.
- Prepare trainees for professional conduct and communication.

Core topics typically include:

- Labour law essentials and workplace rights.
- Organisational culture and workplace values.
- Manager–employee relationships.
- Safety, occupational health, and environmental awareness.
- Social and professional conduct at work.
- Performance expectations and internal procedures.

During the orientation workshop, trainees should be introduced to the work environment, duties, and responsibilities according to each company's culture and the minimum-accepted Decent Work criteria. These criteria include:

1. Employment opportunities.
2. Adequate earnings and productive work.
3. Decent working hours.
4. Balance between work, family, and personal life.
5. Job stability and security.
6. Equal opportunity and treatment in employment.
7. Safe working conditions.
8. Social security.
9. Social dialogue, and employers' and workers' representation.

These elements should also be reinforced during follow-up by coaches and mentors to ensure implementation aligns with programme standards.

Workshops are to be delivered before placement agreements take effect and must be coordinated with the scheduling of 21st century skills training.

For supplementary info box:

- Orientation bridges the gap between academic life and workplace expectations. Many trainees struggle most with behavioural adjustment, not technical competence.
- Interactive workshops are more effective than brief briefings. Role plays, guest speakers, and simulations make trainees more confident and reduce early dropouts.
- Employer input shapes relevance. Past feedback emphasised labour rights, workplace culture, and communication protocols as the most valuable topics.
- Timing matters. Delivering orientation before Day One of training reduces confusion and avoids delays in induction.
- Partnerships add credibility. Involving companies, unions, or legal experts improves the accuracy and impact of content.

4.6 EMPLOYER COMPLIANCE

STEP requires all participating companies to uphold the principles of decent work as defined above. Companies that violate these principles or fail to comply with programme agreements may be suspended or permanently excluded from future participation. Grounds for exclusion include:

- Non-payment or delayed payment of trainee wages.
- Failure to provide a safe and appropriate work environment.
- Harassment, discrimination, or other misconduct against trainees.
- Breach of the Memorandum of Understanding or training contract terms.
- Submission of falsified documents or reports.

Reports of non-compliance should be documented by the Coach or Coordinator and verified by implementing agency management. Confirmed violations result in formal written notice and removal from the approved company database.

Blacklisted companies may reapply for participation only after corrective measures have been verified and approved by the implementing agency.

For supplementary info box:

- Upholding decent work principles is central to STEP's credibility and sustainability. Excluding companies that exploit or mistreat trainees protects participants, ensures fair competition among employers, and reinforces trust with funders and stakeholders.
- Experience from similar programmes shows that establishing clear compliance rules from the outset encourages higher-quality partnerships. Transparent reporting and accountability mechanisms help prevent reputational risks and signal STEP's commitment to ethical employment practices.

4.7 21ST CENTURY SKILLS TRAINING

21st century skills training is a mandatory component of preparation before trainees begin on-the-job training. The training equips participants with the interpersonal and behavioural competencies required for successful workplace integration.

Training should be delivered in modular sessions and cover core topics such as:

- Communication skills (verbal, written, and non-verbal).
- Time management and task prioritisation.
- Critical thinking and problem-solving.
- Teamwork and collaboration.
- Adaptability and flexibility in changing work environments.
- Emotional intelligence and self-regulation.

Optional advanced modules may be offered based on cohort needs, including:

- Leadership and delegation.
- Conflict resolution.
- Negotiation and decision-making.
- Presentation and interpersonal skills.

21st century skills training should:

- Take place before trainees start their placements.
- Be aligned with lessons learned from previous training cycles.
- Coordinate with orientation workshops where appropriate.

For supplementary info box:

- 21st century skills are essential for retention and workplace success. Feedback from previous cycles showed that communication, adaptability, and teamwork were stronger predictors of positive outcomes than technical qualifications.
- Training topics were selected based on employer input and trainee performance issues. Common challenges included time management, teamwork dynamics, and workplace communication.
- Blended formats (in-person and online) proved successful for reaching diverse groups, particularly in remote or time-constrained contexts.
- Advanced modules (leadership, negotiation, problem-solving) were piloted with high-performing trainees and may be reused selectively.
- Link to placement timing: 21st century skills training should be completed prior to trainees' first day at the company, ideally after orientation.

CHAPTER FIVE: ON-THE-JOB TRAINING (MENTORING AND COACHING)

STAGE SUMMARY

BRIEF SUMMARY	This stage outlines the training plans and schedules, coaching and supervision procedures, dispute resolution, and the management of resignation cases, as well as the necessary steps to be taken before, during, and after the commencement of training. It is the core of the programme, ensuring trainees receive structured, hands-on experience under direct mentorship.													
OBJECTIVE	To ensure the proper and effective start and continuation of training. This includes agreeing a written training plan, finalising contracts and payment arrangements, and setting clear roles for coaches and mentors.													
EXPECTED OUTPUTS	<ul style="list-style-type: none"> • Trainees complete the planned training schedule. • Coaches and Mentors perform effectively and in coordination. • A signed MoU and employment/training contract are in place for each placement. • Coach verifies monthly payments and compliance with programme conditions. • Resignation cases and disputes are properly addressed. 													
TIME FRAME	6 months (approximately 24 working weeks).													
RESOURCES REQUIRED	<ul style="list-style-type: none"> • Human resources • Financial resources • Outsourced coaching services (as needed for specialised technical or career guidance). 													
ROLES AND RESPONSIBILITIES	<ul style="list-style-type: none"> • Implementing Agency: Direct supervision of the process through the Coaches. • Trainees: Compliance with the company's regulations and fulfilment of on-the-job training obligations. • Company: Exerting the necessary effort to support trainees and ensuring adherence to training process obligations. • Coach: Primary point of contact for trainee and employer; monitors progress, resolves issues, and ensures programme standards are met. • Mentor: Company focal point who supervises day-to-day learning and coordinates rotations across departments. 													
IMPLEMENTATION STEPS	<table border="1"> <thead> <tr> <th>Steps</th> <th>Responsibility</th> </tr> </thead> <tbody> <tr> <td>Training schedule is designed</td> <td>Implementing Agency, Company, Trainee</td> </tr> <tr> <td>Resignation requests are properly handled</td> <td>Implementing Agency, Company, Trainee</td> </tr> <tr> <td>Formal termination is issued</td> <td>Implementing Agency</td> </tr> <tr> <td>Letter of Experience is provided</td> <td>Company</td> </tr> <tr> <td>Replacement requests are processed</td> <td>Company</td> </tr> </tbody> </table>	Steps	Responsibility	Training schedule is designed	Implementing Agency, Company, Trainee	Resignation requests are properly handled	Implementing Agency, Company, Trainee	Formal termination is issued	Implementing Agency	Letter of Experience is provided	Company	Replacement requests are processed	Company	
Steps	Responsibility													
Training schedule is designed	Implementing Agency, Company, Trainee													
Resignation requests are properly handled	Implementing Agency, Company, Trainee													
Formal termination is issued	Implementing Agency													
Letter of Experience is provided	Company													
Replacement requests are processed	Company													

SUCCESS CRITERIA	<ul style="list-style-type: none"> • Training starts on time and proceeds according to schedule. • Capable coach and mentor are selected and active throughout the placement. • Written training plan is shared with trainee and all relevant company departments.
TEMPLATES and FORMS	All related templates and forms are available in Appendices 4.3–4.6, 5.1A–C and 5.2–5.4
RECOMMENDATIONS	Start on-the-job training on time and address any problems quickly to keep the training running smoothly. Use the first fortnight for close follow-up by the coach to stabilise the placement.

5.1 PRE-TRAINING AGREEMENTS AND ARRANGEMENTS

Once a trainee is matched with a company, the following arrangements must be completed before training begins:

a. Signing of Agreements

- A Memorandum of Understanding (MoU) is signed between the Implementing Agency and the company, outlining cooperation terms, trainee numbers, roles, and commitments (Refer to Form 4.5).
- A formal acceptance or participation letter is issued to both the trainee and the company confirming the start date and financial arrangements (Refer to Forms 4.3 and 4.4).
- The trainee and company sign the official work/training contract, which complies with Local Labour law (Refer to Form 4.6).
- The MoU establishes the cooperation framework between the company and the Implementing Agency or other coordinating organisations.
- The work/training contract, derived from the MoU, defines the roles, rights, and responsibilities of the trainee, company, and the Implementing Agency or other coordinating organisations.

b. Financial Arrangements

- For the first three months, cost-sharing follows a 70% (PEF) / 30% (company) model.
- For the next three months, the contribution shifts to 50% (PEF) / 50% (company).
- The Implementing Agency transfers its contribution by the 5th day of the following month, provided the company submits the trainee’s timesheet at the end of each month.
- The trainee’s total monthly wage must be at least equal to the national minimum wage.
- After six months, the company is expected to transition the trainee to full employment with 100% salary coverage.

c. Training Plan

- A training plan is developed and agreed by the Coach and the company Mentor and shared with the trainee before the start date.
- The plan outlines the training schedule, company departments involved, and learning objectives.

Refer to **Forms 5.1A, 5.1B, and 5.1C.**

d. Tracking and Communication

- The Coach maintains contact with the trainee and company to monitor implementation, address any issues, and coordinate payments.
- Trainees must confirm receipt of payments to the Coach, either through monthly reports or during personal visits.
- All logistical arrangements must be completed before the first day of training.

For supplementary info box:

- In Palestine, past programme cycles showed that delays in contracting or payment procedures can undermine both company engagement and trainee retention. For this reason, all logistical and financial arrangements are finalised before training begins.
- The phased cost-sharing model (first 70/30, then 50/50) was introduced to gradually shift responsibility to companies and encourage long-term hiring. Aligning transfers with submitted timesheets helps the implementing agency monitor attendance and ensures transparent disbursement.
- Minimum wage compliance is essential for safeguarding trainees and signalling programme credibility with employers. Encouraging firms to transition trainees into permanent employment after six months has proved one of the most effective strategies for sustainability.
- Documenting these arrangements through MoUs, contracts, formal notifications, and training plans helps prevent disputes and clarifies expectations among all parties.
- MoUs can cover multiple trainees in the same company.

5.2 TRAINING SCHEDULE AND PROGRAMME

A structured training plan covering 24 working weeks should be designed before the start of the placement.

The plan must:

- Be initiated by the implementing agency and discussed with the host company to ensure alignment with its operational conditions.
- Cover the trainee's rotation across relevant business functions within the company.
- Be shared with all departments and mentors/co-mentors involved in supervising or hosting the trainee.
- Remain flexible to accommodate reasonable modifications based on company needs or trainee performance.
- Be reviewed and updated after coach visits or initial assessments during implementation.

The agreed schedule should serve as the reference document for monitoring the trainee's progress throughout the on-the-job training period.

Refer to **Form 5.1**.

For supplementary info box:

- The 24-week duration is designed to allow exposure to multiple departments.
- Early circulation of the plan helps departments understand their role in hosting the trainee.
- Adjustments are expected as coaching visits and evaluations reveal practical needs.
- Use the training plan to anchor monthly mentor-coach reviews, record changes and reasons.

5.3 MENTOR AND COACH SELECTION AND ROLES

In selecting coaches and mentors the following considerations are of key importance:

Coach:

- Assigned by the implementing agency for the full duration of the training period.
- May be a permanent staff member or a contracted coach when needed.
- Supervises up to 40 trainees per training cycle.
- Core responsibilities:
 - Prepare the training plan with the company mentor and share it with the trainee.
 - Visit the trainee in the company to provide guidance, address challenges, and document progress.
 - Serve as the primary point of contact for both trainee and company.
 - Coordinate support from external subject experts when required.
 - Evaluate trainee performance using agreed criteria and tools.
 - Verify monthly payments with the financial department.
 - Ensure compliance with agreed procedures and timelines.

Mentor:

- Designated by the hosting company for each trainee.
- Acts as the main reference point within the company for the trainee and for the implementing agency.
- Core responsibilities:
 - Co-design the training plan with the Coach and oversee its implementation.
 - Supervise the trainee's movement across departments and assign co-mentors when needed.
 - Liaise with company departments to ensure placement logistics and support.
 - Track trainee performance and contribute to evaluations.
 - Coordinate with the Coach to address problems or propose modifications.
 - Support the trainee's integration into the workplace and ensure a smooth training process.

For supplementary info box:

- The quality of on-the-job training improves significantly when mentors and coaches are carefully selected.
- The implementing agency may assign permanent staff or contract temporary/freelance coaches based on project size or subject-matter needs.
- In past cycles, assigning one coach to a maximum of 40 trainees ensured effective supervision.
- Freelance or external coaches have been used successfully when specialised technical or career guidance support was needed.
- In smaller companies, a co-mentor may not be necessary; the mentor supervises the trainee for the entire training period.
- In larger or more diverse companies, a co-mentor may be assigned to other departments, but the mentor retains overall training responsibility.

5.4 DAY ONE OF TRAINING

- All logistical and contractual arrangements must be finalised before the trainee's first day.
- The Coach maintains active communication with the trainee, mentor, and company to resolve any emerging issues promptly.
- The Mentor (with support from HR where relevant) should:
 - Introduce the trainee to supervisors, co-workers, and relevant departments.
 - Explain the daily schedule, reporting lines, safety procedures, and performance expectations.
 - Ensure the trainee understands company policies, bylaws, workplace culture, and code of conduct.

Any early challenges—administrative, interpersonal, or procedural—should be addressed immediately to prevent disengagement or misunderstandings.

For supplementary info box:

- The first day strongly influences how effectively trainees integrate into their new work environment.
- Previous cycles showed that early clarity and personal introductions reduce resignations and confusion.
- Coaches and mentors who prepare in advance help prevent avoidable setbacks and create a positive start that supports retention.
- Coaches should prioritise the first two weeks for higher-frequency visits or check-ins to stabilise placements and address early risks.

5.5 QUIT CASES, TERMINATION, CONTINUATION, LETTER OF EXPERIENCE

Quit Cases: Trainees and Companies

Resignations or terminations may occur during training. Procedures differ based on who initiates the exit and when it occurs.

A. Trainee Resignation

1. Early Resignation (First 3 Months):

- If the trainee struggles to adapt or disengages early, the Coach should attempt to resolve issues first.
- If resignation proceeds, the trainee is no longer eligible for programme benefits or placement.

2. Resignation After 3 Months (Personal Reasons):

- The trainee may leave without entitlement to certification.

3. Resignation Due to Securing External Employment:

- The trainee may exit positively and receive a Letter of Experience. (Refer to Form 5.3.)
- Trainees receive formal notification of termination of contract. (Refer to Form 5.2.)

B. Company-Initiated Withdrawal

1. Company Resigns for Internal Reasons:

- If this occurs within the first 3 months, the implementing agency will attempt to relocate the trainee to another firm.

2. Request to Replace a Trainee:

- If the company finds the trainee unfit during the first month, the implementing agency may assign a replacement.
- The company's request is documented. (Refer to Form 5.4.)

3. Early Termination by Mutual Agreement with the Implementing Agency:

- May occur due to misconduct or unsuitability.
- Termination is formalised through written notification. (Refer to Form 5.2.)
- No benefits or certification apply unless minimum criteria are met.

4. Other Resignation Cases:

- If the trainee completes more than three months and the case is not due to misconduct, a Letter of Experience may be issued. (Refer to Form 5.4.)

For supplementary info box:

- Early resignation patterns in previous cycles showed that most preventable departures occurred in the first month due to unmet expectations or weak onboarding. Clear procedures and documentation ensure fairness, transparency, and continuity.
- Key lessons drawn from implementation:
 - Replacement is only viable when done quickly (before skills investment deepens).
 - Written forms help track accountability and ensure financial and legal compliance.
 - Positive exits (e.g., external job offers) should be acknowledged formally, as they strengthen employer relationships and programme reputation.
 - Relocation is feasible only when companies are screened properly and communication channels remain active.

5.6 DISPUTE RESOLUTION

Dispute Treatment

Disputes may occur between any parties involved in the training process (e.g., trainee, company, or the implementing agency). All issues must be addressed promptly to prevent disruption.

A. Initial Resolution

- The Coach is the first point of contact for any concern.
- The Coach should gather information from all parties and attempt mediation.
- Minor issues should be resolved informally wherever possible.

B. Escalation Procedure

If the issue cannot be resolved at the coaching level:

- The Coach reports the matter to the designated implementing agency coordinator or department lead.
- A formal review is conducted with both parties.
- Agreed actions are documented, and follow-up is monitored.

C. Formal Action

- If the dispute relates to contract terms, labour rights, payment delays, misconduct, or serious breaches:
 - A formal process is initiated.
 - Appropriate forms or written notices are used, depending on the case.
 - Termination or reassignment may occur if no resolution is possible.

D. Guiding Principles

- Neutral mediation by the implementing agency.
- Fair treatment for all parties.
- Documentation of all decisions.
- Compliance with national labour law and programme policies.

No specific form is assigned to general disputes — standard communication and termination forms (e.g., Forms 5.2 and 5.3) are used when outcomes require formal action.

For supplementary info box:

- Disputes typically arise from three areas:
 - Miscommunication (e.g., unclear expectations, workload issues).
 - Behaviour or performance concerns.
 - Contractual or administrative misunderstandings.

- Key insights from past implementation:
 - Most disputes were preventable through early coach intervention.
 - Delayed handling often resulted in resignation or termination.
 - Neutral facilitation by the implementing agency helped preserve company relations.
 - Written documentation protects both the trainee and the programme.

- Dispute treatment is not designed to be punitive but corrective — the priority is to resolve issues early and keep the training on track wherever possible.

CHAPTER SIX: MONITORING AND FOLLOW-UP

STAGE SUMMARY

BRIEF SUMMARY	Led by the implementing agency, this stage is devoted to the monitoring and evaluation of progress against objectives, the experience of all key participants, and the delivery of the STEP programme as a whole. It encompasses continuous assessment of trainee performance, company engagement, and the quality of mentorship and coaching, ensuring alignment with programme goals and labour market expectations. This stage is also concerned with long-term tracking of trainee outcomes and the building of a pool of STEP ambassadors – both trainees and employers.
OBJECTIVE	To ensure proper and accurate start and continuation of training and to track performance, address challenges proactively, and document outcomes for programme learning and improvement.
EXPECTED OUTPUTS	<ul style="list-style-type: none"> • Trainees have succeeded in completing the training process. • Certificates have been given to successful trainees. • Letters of experience are issued by companies. • The implementing agency has learned from lessons encountered. • Follow-up data on employment outcomes is collected • A pool of ambassadors is established.
TIME FRAME	6 months
RESOURCES REQUIRED	<ul style="list-style-type: none"> • Human resources. • Financial resources. • Outsourced coaching services and monitoring tools. • Transport/logistical coordination for site visits.
ROLES AND RESPONSIBILITIES	<ul style="list-style-type: none"> • Implementing Agency: to manage the entire process and respond quickly to any incompatibility. • Trainees: to fulfil all the training requirements and respond positively to mentor and coach's recommendations. • Company: to ensure the proper implementation of the training. • Coach / Trainee Support Officer: to be supportive to the trainee and solve any problem. • Mentor: to work closely with the trainee and other work supervisors (co-mentors) in his company. • Implementing Agency Monitoring Team: to consolidate data, track trends, and feed lessons learned into future programme design.

IMPLEMENTATION STEPS	Steps	Responsibility
	Trainee Reporting (including timesheets)	Implementing Agency, Trainee
	Implementing Agency visit report	Implementing Agency
	Final Evaluation Form	Implementing Agency
	Completion / Qualification certificate	Implementing Agency
	Experience certificate	Company
	Total Final Evaluation	Coach
	Employer Feedback	Company
	Trainee Feedback	Trainee
	Academic Partner Feedback	Training institution
	Implementation Review	Implementing Agency
	Tracer Study	Implementing Agency
	Ambassador Pool	Implementing Agency
SUCCESS CRITERIA	<ul style="list-style-type: none"> • Progress reports are made on time. • Mentors and coaches coordinate their efforts. • Evaluation is made according to criteria. • Timesheets are completed properly. • Feedback from company visits confirms alignment with the training plan • Tracer studies are conducted appropriately and ambassadors for the programme are identified 	
TEMPLATES and FORMS	All related templates and forms are available in Appendices 5.3 and 6.1-6.10	
RECOMMENDATIONS	To ensure that certification is given upon the completion of all requirements, and letters of experience are provided to trainees. Ensure monitoring visits are regular, well-documented, and followed by prompt action on any issues raised.	

6.1 TRAINEES` REPORTING

Trainees must submit regular reports to track progress and support effective monitoring.

A. Weekly Reporting (First Month)

- During the first month of training, trainees complete a weekly report.
- Each report must be signed by both the trainee and the company Mentor and submitted to the implementing agency.

Refer to **Form 6.1**.

B. Monthly Reporting (After First Month)

- From the second month onward, trainees complete a monthly report.
- Reports must still be signed by both the trainee and the company Mentor and submitted to the implementing agency
- These reports are complemented by Coach or Coordinator visits.

Refer to **Form 6.1**.

C. Purpose of Reporting

- Record attendance using timesheet.
- Track progress and achievements.
- Document challenges and support needs.
- Provide updates for monitoring and evaluation.
- Inform coaching and final assessment.

Missed reports should be followed up by the Coach to ensure compliance.



For supplementary info box:

- Reporting ensures continuous communication between the trainee, company, and the implementing agency. Past implementation showed:
 - Weekly reporting in the first month helps identify early integration issues.
 - Mentor signatures increase accountability and improve follow-through.
 - Monthly reporting becomes sufficient once the trainee has settled into the role.
- Reports also serve as documentation for evaluations, payments, and certification decisions.
- The reports typically include:
 - Activities completed.
 - Skills gained.
 - Challenges faced.
 - Lessons learned.
 - Support needed or recommendations.
- This system strengthens monitoring and reduces the risk of dropout or miscommunication.
- Trainees must follow the same attendance requirements as company employees. Treating trainees as regular employees reinforces accountability and professional discipline. Working hours must align with company bylaws and comply with national labour regulations.
- Punctuality and attendance are key performance indicators and directly affect salary, evaluation, and certification eligibility. Consistent attendance contributes to a positive impression with employers and improves chances of retention or hiring.

6.2 ROLES OF MENTORS AND COACHES

Both Mentors and Coaches play essential and complementary roles during on-the-job training.

A. Mentor (Company-Based)

The training company assigns a Mentor to each trainee from day one. The Mentor is the trainee's primary point of guidance inside the workplace. Key responsibilities include:

- Introducing the trainee to the company, team, and work culture
- Providing day-to-day supervision and support
- Signing and commenting on trainee reports (weekly and monthly)
- Offering feedback during evaluations and Coordinator/Coach visits
- Coordinating with co-mentors in different departments if rotations occur
- Helping the trainee resolve workplace challenges
- Contributing to final performance assessment
- Acting as the company's focal point for implementing agency communication

Refer to **Form 6.2**.

B. Coach (Implementing-Agency-Based)

The implementing agency assigns a Coach to each trainee as their external support and follow-up contact. Core responsibilities include:

- Maintaining regular communication with trainees and Mentors

STEP

- Visiting the trainee at least once in the first month and then at least every two months.
- Completes visit reports.
- Collecting all trainee reports and evaluation forms.
- Monitoring performance, attitude, and progress.
- Providing guidance, encouragement, and problem-solving support.
- Coordinating with the implementing agency departments for administrative or financial issues.
- Documenting findings and consolidating the final evaluation.

Refer to **Form 6.2**.

For supplementary info box:

In earlier programmes, trainees who received active support from both Mentor and Coach showed higher retention and performance. Lessons learned include:

- Mentors provide workplace guidance, but they often need regular communication with the Coach to resolve issues promptly.
- Clearly defining roles prevents confusion and ensures that company supervisors, trainees, and implementing agency staff work in sync.
- Coaches act as the bridge between the implementing agency and companies, especially when training plans, payments, or performance issues arise.
- Joint involvement improves evaluation accuracy and helps ensure certification decisions are evidence-based.

The division of roles allows companies to focus on practical supervision while the implementing agency ensures programme quality, consistency, and accountability.

6.3 VISITS OF IMPLEMENTING AGENCY COACHES

Implementing agency Coaches or Coordinators conduct scheduled field visits to monitor progress and provide support. At least one visit must take place in the first month, followed by bi-monthly visits or additional visits if needed.

During each visit, the Coach or Coordinator:

- Meets with both the trainee and the mentor.
- Reviews the work environment and trainee engagement.
- Confirms adherence to company policies and labour standards.
- Identifies challenges and recommends improvements.

Feedback from these visits contributes to the trainee's overall evaluation and informs programme adjustments.

Refer to **Form 6.2**.

For supplementary info box:

- Field visits ensure the training stays on track and allow early intervention when issues arise. In past cycles, visits helped confirm workplace suitability, address trainee challenges, and strengthen relationships with companies. Coordinators use these visits to assess feasibility, discuss progress with both sides, and identify opportunities for improvement without disrupting the workflow.

6.4 FINAL EVALUATION BY COMPANY / MENTOR

The mentor leads the company's evaluation of the trainee's performance at the end of the training period.

The evaluation covers areas such as attendance, productivity, quality of work, interpersonal skills, and leadership potential.

Mentors must provide feedback to the Coach during visits and sign off on trainee reports. Personal notes and observations gathered throughout the training should inform the evaluation.

The final mentor evaluation contributes directly to certification decisions and any post-placement recommendations.

Refer to **Form 6.3**.

For supplementary info box:

- The final evaluation is not a standalone judgment — it reflects cumulative mentor observations throughout the training. It directly informs two outcomes:
 1. Whether the trainee meets the requirements for certification, and
 2. Whether the company or the implementing agency should recommend the trainee for continued employment or other follow-up opportunities.
- In cases where the trainee rotated through different departments, mentors may consolidate input from co-mentors or supervisors to ensure a balanced assessment.

6.5 CONTINUOUS MONITORING OF PARTICIPANT EXPERIENCE

The STEP programme adopts a holistic monitoring and evaluation (M&E) approach that tracks the experience of all participants — trainees, employers and training institutions — throughout the programme cycle.

M&E is embedded from the planning stage to ensure that data collection and feedback inform programme design, implementation, and improvement in real time.

Key actions include:

- Collecting regular feedback from trainees and mentors through structured forms, surveys, and interviews.
- Conducting employer feedback sessions after placement to assess satisfaction, trainee preparedness, and workplace integration.
- Engaging TVET and academic partners to review training relevance and alignment with labour market needs.
- Using findings to adapt training materials, coaching methods, and matching processes for future cycles.

The following forms are used to elicit feedback from the different categories of participants:

Refer to **Forms 6.4, 6.7 and 6.9**.

For supplementary info box:

- Continuous monitoring ensures that programme delivery remains responsive, inclusive, and outcome oriented.
- Earlier programme cycles demonstrated that tracking progress alone was not sufficient; understanding the quality of the participant experience is equally critical.
- Gathering stakeholder feedback at multiple points — recruitment, training, placement, and follow-up — helps identify what works, what needs adaptation, and where systemic improvements can be made.
- Implementing agencies are encouraged to use mixed methods such as digital feedback forms, focus group discussions, or post-training reflection sessions. Integrating this evidence into quarterly reviews ensures the STEP model continues to evolve in line with stakeholder needs and market realities.

6.6 TOTAL FINAL EVALUATION

Evaluation is cumulative and begins from the first week of training.

The Coach consolidates all components to calculate the final score using the following weighted criteria:

#	Criteria	%Weight
1	First month visit by the Coach	15
2	Subsequent visits during training	20
3	Quality of monthly trainee reports	15
4	Final evaluation by Company/Mentor	20
5	Attendance sheet (each working month = 5 points, absences deducted)	30
	Total	100

Refer to **Form 6.5**.

Missing reports, unverified timesheets, or unexcused absences affect the final score.

For supplementary info box:

- The total final evaluation reflects the joint contribution of mentors, coaches, and trainee performance over time. It prevents last-minute assessments from outweighing consistent performance during the training period.
- Attendance is weighted heavily because punctuality and commitment were found to correlate strongly with long-term employability in previous cycles.
- The structured scoring system also helps standardise decisions around certification and follow-up support.
- The total final evaluation is cumulative from the first week and depends on coordinated input from both Mentors and Coaches throughout the training period.

6.7 CERTIFICATION

Trainees qualify for certification only if they meet both of the following minimum thresholds:

- At least 24 out of 30 points in attendance
- At least 56 out of 70 points across all other evaluation criteria

Trainees who meet these thresholds receive two documents:

1. Certificate of Completion from the implementing agency. (Refer to Form 6.7.)
2. Letters of Experience issued by the company. (Refer to Form 5.3.)

The implementing agency may collect follow-up feedback six months to one year after training to assess employment outcomes and inform programme evaluation.

Trainees who do not meet certification criteria may still receive a Letter of Experience, depending on mentor and company recommendation.

For supplementary info box:

- Certification criteria were set to ensure trainees demonstrate both technical growth and workplace reliability. Experience from past cycles showed that strong attendance and consistent reporting were reliable indicators of job retention and employer satisfaction.
- The dual certification system (qualification plus company-issued experience letter) supports both immediate employability and longer-term career progression.
- Monitoring results should also inform programme-level reviews to improve future training cycles and guide strategic adjustments.
- In Palestine, post-placement tracking has also helped PEF measure the programme's impact and strengthen partnerships with companies willing to retain or hire new cohorts.

6.8 LONG-TERM FOLLOW-UP

Post-Placement and Tracer Studies

In addition to routine six-month feedback, the implementing agency should conduct structured tracer studies 12–24 months after programme completion to evaluate long-term outcomes.

Tracer studies gather evidence on:

- The proportion of graduates still in employment (same or different company).
- Promotions, salary improvements, or role changes.
- Transitions to other sectors or self-employment.
- Instances of unemployment or job-seeking.

These data help measure programme sustainability, inform the design of future training cycles, and support strategic planning and funding decisions.

Refer to **Form 6.8**.

For supplementary info box:

- Post-placement feedback and tracer studies strengthen the evidence base for programme improvement and sustainability. Findings should feed into broader evaluations and policy dialogue.

6.9 ALUMNI ENGAGEMENT AND PROGRAMME AMBASSADORS

The implementing agency should establish and maintain an alumni network to strengthen long-term engagement with former trainees. This network serves both monitoring and promotional functions, providing real-world feedback on the programme's impact and offering role models for future participants.

Alumni identified through tracer studies or employer feedback may be invited to act as STEP Ambassadors. Ambassadors represent successful examples of youth employment outcomes and can:

- Share testimonials or case studies that illustrate programme results.
- Participate in outreach events, job fairs, or information sessions for new cohorts.
- Provide informal mentoring or peer support to current trainees.
- Contribute to employer engagement activities and visibility campaigns.

Additionally, employers benefitting from the programme should be invited to act as STEP Ambassadors and engaged to support efforts to bring new employers into the programme,

Maintaining a database of alumni and ambassadors supports both continuous monitoring and the communication of programme impact to stakeholders, funders, and partner companies.

For supplementary info box:

- Sustained relationships with programme alumni enhance the visibility, credibility, and learning capacity of the STEP model. Experience from other national employment initiatives shows that former trainees who remain engaged with the programme often become its strongest advocates.
- By sharing success stories, mentoring new participants, and collaborating with employers, alumni help strengthen public trust and private sector confidence in the initiative. Their continued involvement also provides valuable informal feedback about how market needs evolve and which training components have the greatest long-term impact.
- Recognising and promoting STEP Ambassadors reinforces a culture of achievement and motivation among trainees, while creating a self-sustaining community of practice that extends beyond individual training cycles.
- Employers who become STEP Ambassadors are likely to be highly valuable assets in encouraging new employers to join the programme.

6.10 IMPLEMENTING AGENCY PERFORMANCE REVIEW AND LEARNING

The implementing agency must monitor and evaluate its own performance throughout each training cycle.

Key aspects of performance include coordination effectiveness, timeliness of procedures, stakeholder engagement, communication, data management, and responsiveness to challenges.

At the end of each cycle, an Implementation Review should be conducted to document:

- Achievements against planned outputs and timelines.
- Challenges encountered and mitigation measures taken.
- Feedback from employers, trainees, and partner institutions regarding agency performance.

- Lessons learned and recommended improvements for subsequent cycles.

Findings from these reviews should be consolidated into an annual performance report shared with key stakeholders and funders.

The review process should be evidence-based, drawing on monitoring data, feedback forms and internal team assessments.

Refer to **Form 6.10**.

For supplementary info box:

- Continuous organisational learning is vital to maintaining programme quality. Earlier implementations highlighted that even when field monitoring was strong, gaps in internal coordination or communication sometimes reduced overall impact.
- Institutional self-assessment helps the implementing agency remain accountable and adaptive. Involving programme staff, coaches, and administrative departments in structured reflection ensures that lessons are institutionalised rather than lost between cycles.
- Findings from these reviews can inform updates to operational procedures, training materials, and partnership strategies. They also demonstrate transparency and continuous improvement to funders and partners.

APPENDICES

A. AUTHORITY AND RESPONSIBILITY MATRIX

PEF Organisational Structure Abbreviations:

- **DG:** Director General or Deputy
- **PPD:** Programmes and Projects Department
- **CD:** Communication Department
- **LD:** Legal Department
- **RPD:** Research and Planning Department
- **HRD:** Human Resources Department
- **FD:** Financial Affairs Department

#	Stage	Activity	Responsibility	Coordination	Consultation	Template /Form
1	1 Preparation Stage	Market Needs Assessment	RPD	DG	Stakeholders	2.1
2		Announcements and Dissemination	PPD	DG	Consultative board	2.2
3		Design and Preparation of Training Materials	PPD	HRD, RPD	Consultative board	2.3
4		Orientation of Trainers	PPD	HRD	Consultative board	2.4
5	2 Recruitment and Selection	Selection of Industry Sectors	PPD, RPD	DG	Consultative board	3.1
6		Selection of Firms	PPD	DG	HRD	3.2
7		Selection of Job seekers	PPD	DG	HRD	3.3
8		Trainee Qualifications and 21st century skills	PPD	HRD		3.4
9	3 Matching and Placement	Interview Scoring	PPD	HRD	DG	4.1
10		Interview Results	PPD	HRD	DG	4.2
11		Letters of Acceptance	DG	PPD, FD, HRD		4.3, 4.4
12		Memorandum of Understanding (MOU)	DG, LD	PPD, FD, HRD		4.5
13		Employment Contract	LD, HRD	FD	DG	4.6
14		Orientation workshop	PPD	PPD, HRD	DG	
15		21st century skills Training	PPD	PPD, HRD	DG	
16	4 On the Job Training	Signing MOU with Companies	DG	PPD, HRD, FD, LD		4.5
17		Contract Signing	DG, LD, HRD, FD			4.6
18	5 Termination and Replacement	Training Schedule	PPD	PPD		5.1.A, 5.1.B, 5.1.C
19						
20		Formal Termination	PPD	HRD, FD	DG	5.2
21		Letter of Experience	Company	PPD		5.3
22		Replacement Request	Company	PPD, FD		5.4
23	6 Monitoring and Reporting					
24		Trainee Reporting	Trainee, PPD	Company		6.1
25		PEF Visit Report	PPD	Company		6.2
26						
27		Final Evaluation Form	PPD	Company		6.3
28		Trainee Experience Survey	Trainee	PPD		6.4
29		Total Final Evaluation	Coach	PPD		6.5
30		Employer Feedback	Company	PPD		6.6
31		Completion / Qualification Certificate	PPD			6.7
32		Letter of Experience	Company	Coach		5.3
33	Tracer Study	PPD			6.8	
34		Academic Partner Feedback	Training institution	PPD		6.9
		Implementing Agency Performance Review	PPD			6.10

B. FORMS AND TEMPLATES BY CHAPTER

Please note that the forms and templates below are customised for the Palestinian context and will therefore need to undergo minor adaptation to be used in other contexts.

Form 2.1 – Market Needs Assessment Summary

TO BE USED BY THE RESEARCH AND PLANNING DEPARTMENT OF THE IMPLEMENTING ORGANISATION, IN CONSULTATION WITH THE DIRECTOR GENERAL AND THE CONSULTATIVE BOARD, BEFORE THE START OF THE IMPLEMENTATION PROCESS.

**PEF – Planning and Policies Department
Market Needs Assessment Summary
2023**

This summary illustrates the annual analysis of the market and labour needs. It was made possible after:

1. Meeting and consulting with:
2. Analysing the following studies:
 - a.
3. Comparing this summary with previous summaries, including:

Main findings:

- 1.
- 2.
- 3.

Recommendations:

Business sectors to consider	
Skills to upgrade	
Geographic locations to include	
Other considerations	

Prepared by:

Name:

Signature:

Date:

Form 2.2 – Announcement of Launch of New On-Job Training and Employability Cycle

TO BE SENT BY THE IMPLEMENTING AGENCY TO RELEVANT TVET AND HE INSTITUTIONS AND PRIVATE SECTOR BODIES.

PEF Announcement

Subject: Launch of New On-Job Training and Employability Cycle

Dear University President/Private Sector Institution President etc.

It is our privilege to announce the launch of the **New On-the-Job Training and Employability Cycle**, which will run from **[start date]** to **[end date]** as part of the **Skills, Training and Employer Partnership (STEP)** programme.

You are cordially invited to encourage your graduates/members to participate in this cycle. This initiative aims to benefit all parties involved and to enhance the employability skills of the new generation, aligning them with the needs of the labour market.

The general conditions and the application forms are attached to this letter.

Best Regards,

PEF – General Manager

Form 2.3 – 21st century skills and Orientation Planning Template

TO BE USED TO PROVIDE FRAMEWORK FOR MEETING BETWEEN PROGRAMME AND PROJECTS DEPARTMENT, RESEARCH AND PLANNING DEPARTMENT AND TRAINERS TO REVIEW THE TRAINING MATERIAL.

PEF – 21st century skills and Orientation Planning

Attendees:,,,,

Date of Meeting: / /202X

The team met to review the contents of the **21st century skills and Orientation Training Programme** for the current training cycle and recommended that the training should include the following:

1. 21st century skills Training

- **Communication:** Verbal and electronic communication, correspondence and business letters, body language, eye contact, silence, and other non-verbal communication tools.
- **Time Management:** Time registration and analysis, planning, avoiding procrastination, and techniques for effective time use.
- **Critical Thinking:** Analysis of facts, problem solving, logical fallacies and cognitive biases, alternative systems of thought, reasoning, and reflection.
- **Teamwork:** Collaboration, leadership, synergy, types of teams, responsibility, goal setting, and conflict resolution.
- **Adaptability and Flexibility:** Positive approaches to change, effectiveness of changes, openness, and resilience.
- **Emotional Intelligence:** Improving communication, authority, visibility, self-regulation, social skills, and influencing like a leader.

Day 1	Communication Skills	Communication Skills
Day 2	Time Management	Critical Thinking
Day 3	Teamwork	Teamwork
Day 4	Emotional Intelligence	Adaptability and Flexibility

2. Orientation Training

- Orientation training can be conducted in one day for trainees placed in specific companies. Suggested topics include:
 - Labour law essentials
 - Organisational culture and identity
 - Company bylaws and regulations
 - Social relations, safety, and health issues
 - Labour relations and principles of Decent Work

Prepared by:

Name:

Signature:

Date:

Form 2.4 – Trainer Assessment Template

TO USED BY THE PROGRAMMES AND PROJECTS DEPARTMENT IN COORDINATION WITH HUMAN RESOURCE DEPARTMENT TO FINALISE THE LIST OF TRAINERS. THE SELECTION TEAM WILL DECIDE ON THE WEIGHTS OF THESE CRITERIA AT THE SELECTION TIME.

PEF				
Trainers Selection				
General Information				
Name:		ID:		
Degree:		Institution:		
Other Qualifications:		# of years in training:		
Experience with PEF:				
Contact Information:				
Selection Committee				
#	Condition	Yes	Moderate	No
1	Well knowledge of the training material since all trainers will deliver the same material			
2	Having sufficient qualifications in this field; academic degree or training diplomas			
3	Certification from accredited bodies if available			
4	(Professional membership (i.e., Palestinian Trainers Association			
5	Past experience in delivering similar trainings			
6	Past experience with PEF initiatives in delivering similar trainings			
7	Adaptability, open minded and ability to motivate trainees			
8	Flexible movement, leadership and motivational skills			
9	Past work experience with the private sector			
10	Available at the time of training			
Conclusion				
Expertise and Knowledge				30%
Training Ability				15%
Professionalism				30%
Availability				15%
Costing				10%
Total				100
Final Recommendation:				
Name:		Signature:		Date

Form 3.1 - Selection of Business Sub-Sectors Template

TO BE COMPLETED BY THE IMPLEMENTING AGENCY TO SET OUT THE FINAL SELECTION OF SPECIFIC SUBSECTORS.

PEF

Selection of Business Sectors

After taking into consideration the market needs analysis made by the department of research and planning which indicated that:

- 1.
- 2.
- 3.

after consultations with the following stakeholders:

Stakeholder	Selection Alternatives
Ministry of Labour	
Ministry of National Economy	
Ministry of Finance	
Central Bureau of Statistics	
Chambers of Commerce PFCCIA	
Industry Unions PFI	
Information Technologies Association PITA	

The final recommendation for the selected business sector/s was/were:

- 1.
- 2.
- 3.

on the basis of:

#	Criteria	Yes	No
1	High Number of potential vacancies in the subsector		
2	High Number of vulnerable people that might be involved		
3	High Number of geographic locations served		
4	Arising needs for new skills and new professions		
5	Commitment to hiring		

Name:

Signature:

Date

Form 3.2 – Company Application Form

**TO BE COMPLETED BY COMPANIES DURING THE RECRUITMENT AND SELECTION STAGE.
ADVISED TO BE USED ELECTRONICALLY.**

PEF

Company Application

Company Name:	Sector:
Description:	
Contact Person:	Contact Details:
Website:	Facebook:
Year of establishment:	Location:
Number of employees:	Female employees: (%)

Is the company a member of a Chamber of Commerce / Industry association / Other: Yes/No

If yes, please specify:

Please indicate your company’s compliance with the following criteria:

#	Criteria	Yes	No
1	At least two years of existence		
2	Have sufficient personnel to work as mentors or co-mentors		
3	Clearly defined internal business functions and bylaws		
4	(Clearly defined organisational structure (duties and responsibilities		
5	Workspace availability and enabling work environment		
6	Willingness and ability to exert necessary efforts for training		
7	Willingness to make financial contributions		
8	Past similar experience in internships		
9	Easy access work environment to disabled		
10	Availability of an insurance policy		
11	High possibility of permanent employment after the on-the-job training ends		
	TOTAL		

Decent work

Please indicate your company’s compliance with the following principles of decent work:

#	Principle	Yes	No
1	Company complies with national labour law and STEP MoU requirements		
2	Trainees receive at least the national minimum wage on time		
3	Working hours and conditions meet legal and programme standards		
4	Workplace is safe, clean, and equipped with appropriate protective measures		
5	Trainee is treated with respect and free from harassment or discrimination		
6	Trainee has access to grievance or feedback mechanisms		
7	Mentor and company demonstrate commitment to learning and inclusion		

Additional comments:

We, the company of would like to participate in this cycle of the on-the-job training.

Company Representative: Date:

PEF Notes

Name:

Signature:

Date:

Form 3.3 – Trainee Application Form

TO BE COMPLETED BY JOB SEEKERS APPLYING TO THE PROGRAMME. EACH YES ANSWER IS EQUAL TO 1 POINT IN COUNTING THE TOTAL SCORE. ADVISED TO BE USED ELECTRONICALLY.

Palestinian Employment Fund

Trainee Application Form

Name of Trainee:	ID #:
Field of Specialty:	Academic/ TVET Institution:
Academic /TVET Degree:	Year:
Governorate:	Preferred Training Location:
Contact Details:	

Please choose the appropriate answer:

#		YES	NO
1	Age under XX years		
2	Gender	Female	Male
3	Hearing impairment		
4	Movement disability		
5	Reside in Area C		
6	Live in a refugee camp		
7	Special needs		
8	Currently unemployed		
9	Have been employed previously		
10	Benefited from previous PEF projects		
	Total Score		

If you have special needs, what are they?

.....

Any Additional comments:

.....

PEF Notes

.....

Name:

Signature:

Date:

Form 3.4 – Trainee Self-Assessment Questionnaire

TO BE COMPLETED BY TRAINEES TO INFORM TRAINING DESIGN AND TRAINEE GROUPINGS.

QUALIFICATION AND 21ST CENTURY SKILLS QUICK ASSESSMENT

Graduate Name:	ID #:
Specialisation: Major	Minor:
Academic / TVET Institution:	Year:
Other Training:	Any Experience:

21ST CENTURY SKILLS SELF-ASSESSMENT QUESTIONNAIRE (5 is the highest, 1 is the lowest)

#	Skills	5	4	3	2	1
1	People understand my questions, instructions, and ideas the first time I offer them.					
2	I listen carefully to others and avoid mental and environmental distractions while listening.					
3	I am able to identify my own priorities and dedicate time and focus to what is most important.					
4	I am effective in enlisting others’ support by showing how our shared goals also meet their needs.					
5	I am able to understand and consider diverse points of view before reaching a conclusion.					
6	Before offering a solution, I evaluate the situation and pinpoint the root cause of the problem.					
7	I take responsibility for my mistakes and proactively work to fix them and learn from them.					
8	When working with a team, I draw out the strengths of each individual for the good of the team.					
9	I pay attention to the individual motivators, values, and hot buttons of other people.					
10	When conflict occurs, I set aside emotional responses and seek mutually beneficial resolutions.					
11	I logically evaluate information AND consider emotional impact before decision making.					
12	When change is warranted, I discuss it openly with those who will be affected by it.					
13	I give feedback to others to help them continually improve, learn and contribute at high levels.					
14	I invite and accept feedback from others so I can continually learn, grow and contribute at high levels.					
15	I understand the context and rationale for tasks I do, seeking clarity when I do not see a purpose.					

21ST CENTURY SKILLS SELF-ASSESSMENT QUESTIONNAIRE (5 is the highest, 1 is the lowest)

16	I am assertive in receiving my own needs met while also striving to meet the needs of others.					
17	When one solution does not work, I seek an alternative rather than giving up easily.					
18	I am willing to try new things and constantly seeking ways to improve and grow.					
19	People can count on me to deliver on my promises and to follow through on my commitments.					
20	I show compassion and respect for my colleagues, and I am genuinely interested in them as people.					

Recommendations by PEF coaches and trainers:

.....

.....

.....

Form 4.1 – Interview Scoring Form

TO BE COMPLETED BY COMPANY INTERVIEWER(S) DURING INTERVIEW OF APPLICANTS TO THE STEP PROGRAMME.

COMPANY X

Interview Result

Place: **Date:**

Jobseeker Info:

Name:	Region:
Certificate:	Institution:
Field - Major:	Field - Minor:
Contact:	

Observatory Notes on:

Evaluation Criteria	Weight	Notes
Personality (Communication, Confidence, Adaptability)	35%	
Academics (Relevance of Education, Technical Knowledge and skills)	30%	
General Impression (Professionalism, Attitudes, Overall Fit)	35%	
Classification	<input type="checkbox"/> HIGH (≥ 80 %) <input type="checkbox"/> MEDIUM (61-79%) <input type="checkbox"/> LOW (≤ 60)	
Recommendations	- Suitable for the position - Needs further assessment/training (Please specify.....) - Not suitable for the position Additional Notes: _____	

Interviewer(s):

Name:

Signature:

Date:

Form 4.2 – Interview Results Form

TO BE COMPLETED BY IMPLEMENTATION AGENCY ON THE BASIS OF THE INTERVIEW SCORING FORMS (4.1)

JOB FAIR:

INTERVIEW RESULTS

DATE:

COMPLIED BY (PEF staff):

#	COMPANY NAME	CANDIDATE NAME	INTERVIEW RESULT			NOTE
			H	M	L	
1	X					
2						
3						
1	Y					
2						
3						
1	Z					
2						
3						
1	A					
2						
3						
1	B					
2						
3						

Form 4.3 - Letter of Acceptance Template - Trainee

TO BE COMPLETED BY THE IMPLEMENTING AGENCY AND SENT TO THE SELECTED CANDIDATE

PEF

Date:

Subject: Letter of Acceptance

Dear Trainee Mr./Ms..

Greetings,

On behalf of the PEF and programme team, it is my pleasure to inform you that you have been selected by the programme team for on-the-job training at the company.

Therefore, you are cordially invited to contact the Programmes and Projects department to finalise the acceptance procedures in order to start the training shortly.

I wish you all the best and success in this training.

PEF

Director General

Form 4.4 – Letter of Acceptance Template - Company

TO BE COMPLETED BY THE IMPLEMENTING AGENCY AND SENT TO THE HOST COMPANY.

PEF

Date:

Subject: Letter of Acceptance

Dear Mr./Ms.

Company

Greetings,

On behalf of PEF team, it is my pleasure to inform your esteemed company has been selected for the STEP on-the-job training scheme. The team has chosen Mr./Ms.----- as a trainee for on-the-job training at your company.

Therefore, the department of programmes and projects will contact you soon to finalise the acceptance procedures and start the training shortly.

I wish you and your company every success in this training.

PEF

Director General

Form 4.5 – Memorandum of Understanding (MoU) Template

TO BE SIGNED BY THE IMPLEMENTING AGENCY AND THE PARTICIPATING COMPANY.

Memorandum of Understanding

Between: PEF as first party

And

..... as second party

This Memorandum of Understanding (MOU) sets for the terms and understanding between the Palestinian Employment Fund (PEF) as the first partner and the as the second partner to implement the on-the-job training programmes for the benefit of new job seekers.

Background

The Skills, Training and Employer Partnership (STEP) programme is intended to establish a private sector-led Work Readiness Programme (WRP) to enhance the employability of graduates of vocational training and HE and other job seekers entering the labour market. STEP aims to address the high levels of unemployment that tend to increase with higher educational attainment, in particular for women job seekers. This is mainly the result of a skills mismatch between the education system and the labour market, and the lack of services to help new graduates find their way in the labour market. The STEP programme supports direct employment through matching unemployed job seekers with employers seeking workers. It also provides incentives for employers to recruit new graduates through compensation of salary costs for the initial six months.

Purpose

To support the enhancing of young Palestinians' employability and economic empowerment through better equipping young women and men to access inclusive and decent employment opportunities.

This will be accomplished by cooperation between parties to undertake the following activities:

Host a graduate trainee at the second party premises for at least six months.

Mutually evaluate the training process to ensure the gaining of better skills.

Share the financial incentives for trainees.

Support building a national scheme for economic empowerment and decent work.

Sign an agreement between parties and the graduate to agree the rights and duties of all parties.

Reporting

Both parties will assign contact representatives for correspondence and communication. The first party will assign a Coach who will follow up on the entire process at the PEF side. The second party will assign a Mentor (and co-mentors) for follow up issues with the second party. Evaluation will be an essential part of the assignees.

Funding

Both parties commit to share the financial obligations for the trainee during the on-the-job training. The specifics and percentages are detailed in the contract.

Duration

This MOU is at-will and may be modified by mutual consent of authorised officials from the parties. This MOU shall become effective upon signature by the authorised officials from the two parties and will remain in effect until modified or terminated by any one of the partners by mutual consent. In the absence of mutual agreement by the authorised officials from the two parties, this MOU shall end on the conclusion of December 20XX.

Contact Information

Palestinian Employment Fund

Date:

Partner representative:

Position:

Address:

Signature:

Telephone:

Fax:

E-mail:

Partner name:

Date:

Partner representative:

Position:

Address:

Signature:

Telephone:

Fax:

E-mail:

Form 4.6 – Employment Contract Template

TO BE SIGNED BY THE JOBSEEKER AND THE COMPANY AND ADMINISTERED BY THE IMPLEMENTING AGENCY TO DEFINE LIABILITIES AND DUTIES OF ALL PARTIES.

Employment contract

Under the patronage of the Palestinian Employment Fund,

It is a day of corresponding to the date of and it has been agreed between:

1-..... First party, which is a licensed company / establishment bearing No.

2-Second party who is a jobseeker and holds ID number

The parties have agreed with full legal capacity to contract to:

First: This introduction is an integral part of the agreement.

Second: The first party is obligated to employ the second party on the basis of employment and training, which will end with permanent employment according to the first party's capacity and availability.

Third: The two parties are committed to work for a period of six months before acknowledging the possibility of permanent employment, unless force majeure circumstances prevent either party from not complying with that.

Fourth: The second party is committed to abide by all the instructions of the first party and adheres to all regulations and procedures in force in the company.

Fifth: The two parties shall abide by the rights and duties recognised by the Palestinian Labour law, including working days, working hours, weekends, official holidays, vacations, necessary insurances and other procedures guaranteed by the law.

Sixth: The first party is committed to train the second party according to the agreed training plan prepared by the Palestinian Employment Fund in cooperation with the first party.

Seventh: The two parties are committed to allowing the Palestinian Employment Fund to follow up on the other party and ensure that the training process proceeds in full.

Eighth: The Palestinian Employment Fund is committed to implementing its agreements signed with the first party, including financial obligations.

Ninth: The salary of the second party is paid by the first party and the Palestinian Employment Fund pays its obligations to the first party. The salary amounts to the minimum salary valid in the Palestinian territories. The first party may grant additional privileges and incentives if it deems this appropriate.

Tenth: The duration of this contract is six months, starting from the date of the start of the second party's work for the first party, and the parties hope that the second party will turn into a permanent employee for the first party after the end of the period. The six-month period is renewable with the consent of both parties and without financial commitment from the Palestinian Employment Fund.

Eleventh: The second party is obligated to carry out the work according to the guidance and supervision of the first party, in addition to taking care of the work tools and taking the necessary measures to preserve and keep safe them.

Twelfth: At the end of the contract or the work of the second party with the first party, s/he must hand over all the tools or money in her/his custody to the first party, and s/he is not discharged until after the party is cleared, at which point the first party must give the second party an experience certificate.

Thirteenth: The first party will assign a Mentor (who might be assisted by other co-mentors) for the second party who will cooperate with PEF's coach and will provide her/his work contacts. The Mentor will ease and liaise the training process.

Fourteen: This contract has been written in three copies, each of the parties is granted a copy in order to work according to it.

First Party:

Second Party:

Palestinian Employment Fund:

Form 5.1 A-C – Training Plan Templates

TO BE COMPLETED BY THE COACH (IMPLEMENTING AGENCY) AND THE MENTOR (COMPANY) AND SHARED WITH THE TRAINEE.

5.1.A – Training Plan (Business) Template

PEF

TRAINING PLAN (for Business Graduates)

For the period: / /202X TO / /202X

NAME OF STUDENT		NAME OF COMPANY	
Student`s contact			
Coach		Mentor	
Contact details		Contact details	

Introduction

This training plan has been developed to be a guide for the trainee, the training supervisor (Mentor), and the supervisor at PEF (Coach). This plan is designed to equip trainees with the skills that are needed according to the basic functions available in the company and covers the entire period of the on-the-job training interval. The evaluation of the trainee during the supervisory visits and the final evaluation will depend on the accumulated skills and expertise gained during the training. These skills and functions must be practiced during the training period. The dates mentioned in the plan are subject to change according to the on-the-ground situation in the company

Field	Activities	Period weeks	Direct Mentor	Notes
Induction and Orientation	Introduction to the company. Work environment. Labour relations.	1		
General and Admin	<ul style="list-style-type: none"> • Introduction to business processes and product portfolio of the company. • Knowledge of basic business documentation of the company • Identify the employees of the company, its departments and the work environment. • Identify and adhere to the internal regulations of working hours, vacations, and others. • Carry out tasks, write and complete reports clearly and accurately. • Entering and archiving data. • Writing correspondence and minutes of meetings. • Dealing with the public. (Customers, suppliers,). • Assist in the inventory counting process and procedures. • Work in the administration department and have small practical cases, examples and hands-on experience. • Support the preparation of enquiries and documentation for procurement. • Get introduced to the strategic planning phases. • Get introduced to the corporate governance. 	5		

HR	<ul style="list-style-type: none"> • Applying the internal regulations represented by human resources, internal work regulations, labour and workers regulations. • Understand the recruitment procedures in the organisation. • Work on the system of working hours and vacations and do the related reports. • Participate in the recruitment procedures. • Follow up on the employee insurance file. • Participate in employee evaluation and incentive system. • Assist in organising social events. • Participate in the coordination of training programmes. • Manage employee files. 	3		
Marketing and Sales	<ul style="list-style-type: none"> • The company's marketing mix particularly sales communication, pricing strategies, distribution networks. • Statistical methods in marketing. • Functions of the sales department, the sales process and procedures. • Support preparation of documentation for sales activities and offers for key accounts. • Liaise with the finance dept. and warehouse to follow up with sales. • Field missions with salespersons and attend negotiations, attend meetings with clients/dealers and produce minutes. • Planning and implementation of product design (branding), advertising, marketing communication measures, events/campaigns. • Introduction to e-commerce, knowledge of technical e-commerce solutions, be familiar with the e-solutions for sales. • Prepare presentations and documentation sales forecasts and reporting. 	6		

Finance and Accounting	<ul style="list-style-type: none"> • Deepen knowledge in core business processes (supply, sales, production, finance). • Understand the structure or tree of accounts in the organisation. • Preparation and entry of various bonds: <ul style="list-style-type: none"> ✓ Bill of exchange ✓ Receipt voucher ✓ Registration Deed • Bank follow-up of incoming and outgoing cheques and preparation of bank reconciliations. • Dealing with and following up on customer and supplier debts. • Follow up on the outputs of the accounting system, which is represented in a number of reports and statements and understand the function of each report (such as disclosure of customer and supplier receivables). • Preparing, reading and understanding financial statements. • Archiving financial documents and other related documents. 	4		
Purchase	<ul style="list-style-type: none"> • Organising and maintaining records and forms of procurement management, entering data on the computer, and assisting the procurement manager in his/her tasks as requested. • Carrying out all the work assigned to him/her related to managing the relationship with suppliers. • Assist in planning, organising and implementing the purchase of any raw materials, production requirements, maintenance and operation supplies, according to the required specifications, on time and at the best prices. • Assist in planning to provide the needs of the organisation. • Assist in organising a registrar for suppliers showing all supplier data. • Assist in bidding and supply management. • Co-writing a procurement report. 	2		

Production	<ul style="list-style-type: none">• Identify the role of the production department and its importance in the company.• Assist in the implementation of production plans in quantities and standard specifications according to the required rates and on time.• Contribute to the production planning process (order scheduling, demand volume forecasting, production planning strategies).• Learn about product costing techniques.• Contribute to proposing ideas for the development of production processes.• Writing reports related to the inputs and outputs of the production process.	3		
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5.1.B – Training Plan (Engineering) Template

PEF

TRAINING PLAN (for Engineering Graduates)

For the period: / /202X TO / /202X

NAME OF STUDENT		NAME OF COMPANY	
Student`s contact			
Coach		Mentor	
Contact details		Contact details	

Introduction

This training plan has been developed to be a guide for the trainee, the training supervisor (Mentor), and the supervisor at PEF (Coach). This plan is designed to equip trainees with the skills that are needed according to the basic functions available in the company and covers the entire period of the on-the-job training interval. The evaluation of the trainee during the supervisory visits and the final evaluation will depend on the accumulated skills and expertise gained during the training. These skills and functions must be practiced during the training period. The dates mentioned in the plan are subject to change according to the on-the-ground situation in the company.

Field	Activities	Period weeks	Direct Mentor	Notes
Induction and Orientation	Introduction to the company Work environment Labour relations	1		

<p>Production management</p>	<ul style="list-style-type: none"> • Identify the role of the production department and its importance in the company. • Description and drawing of production lines: Review the current production line, detailed description of production processes and their different lines. • Review of production instructions: (worker, machine, raw material, method, measurement). • Review of potential hazards and safety methods and participate in the periodic review of safety precautions. • Production line calibration skills. • Warehouse Management, Distribution control: distribution methods, analysis of distribution efficiency. • Evaluation of production process efficiency. • Supervising the various production processes: accompanying the production team in mechanical and/or electrical processes, training on control systems, training on different control standards in production processes such as: temperature, humidity etc. • Study of energy consumption and efficiency in different production processes: energy need, energy consumption, energy efficiency. • Participation in the operation of various machines. 	<p>6</p>		
<p>Management Information and Development</p>	<ul style="list-style-type: none"> • Data collection support: reviewing product and material lists, recording production data, counting and recording products that do not comply with quality standards. • Gathering information: reporting, files, co-reporting of production processes. • Product assembly skills and information. • Packaging skills and information. • Support data entry and MS EXCEL and MS WORD applications. 	<p>2</p>		

Quality	<ul style="list-style-type: none"> • Review/Drawing of Plant (Facility) and layout. • Review of key product designs. • Planning Production planning: (order scheduling, follow-up, reporting), participation in the preparation of the production plan, participation in recording production data. • Review of quality standards: Know the current product quality standards, propose new characteristics and measures of product quality. • Participation in quality control and quality assessment: participation in the inspection of finished products, participation in product testing, knowledge of how to conduct tests, participation in the inspection of raw materials and products. • Production cost analysis: participation in the calculation of product costs. • Product and Quality Standards Testing. 	4		
Maintenance	<ul style="list-style-type: none"> .Machine Process Review - Review of machine maintenance processes: a comparison between recommended and actual maintenance - Review preventive and corrective maintenance procedures - Understand maintenance procedures, understand the documentation of the maintenance process, understand the importance of ensuring proper maintenance on time to avoid production interruptions - Participation in maintenance activities: participation in preventive and corrective maintenance activities - Participation in the inspection of support systems - Filling out maintenance reports under the supervision of the maintenance employee. - Machine performance analysis in terms of maintenance and repair - Participation in the calculations of maintenance performance indicators - .Replacing part of the machine - 	6		

5.1.C – Training Plan (ICT) Template

PEF

TRAINING PLAN (for ICT Graduates)

For the period: / /202X TO / /202X

NAME OF STUDENT		NAME OF COMPANY	
Student`s contact			
Coach		Mentor	
Contact details		Contact details	

Introduction

This training plan has been developed to be a guide for the trainee, the training supervisor (Mentor), and the supervisor at PEF (Coach). This plan is designed to equip trainees with the skills that are needed according to the basic functions available in the company and covers the entire period of the on-the-job training interval. The evaluation of the trainee during the supervisory visits and the final evaluation will depend on the accumulated skills and expertise gained during the training. These skills and functions must be practiced during the training period. The dates mentioned in the plan are subject to change according to the on-the-ground situation in the company.

Field	Activities	Period weeks	Direct Mentor	Notes
Induction and Orientation	Introduction to the company Work environment Labour relations	1		

Orientation to the business environment	<ul style="list-style-type: none"> • To know the company and its core business (software development for local and international clients – outsourcing). • To receive a general overview of the services offered by the company. • To know the team at the Monitoring & Control unit and other relevant teams in the company. • Learn about new strategies and tools for network monitoring and control operations. • Learn about the new expansion projects. • Working on a new data migration system. • Learn about a new utility for network's performance monitoring. • Learn about Automation and digitisation tools for the operations (tech support, Networks & Systems, Data Centre) with emphasis on the AI and Big-Data integration. 	6		
Software Development	<ul style="list-style-type: none"> • Orientate the trainee to the basic concepts of Software development including, front end, back end and UI. • Attend online courses on software development through the digital library via HTML, CSS, and Microsoft .NET / .NET6 tools and APIs. • Assign the student with a simple project to Front-End (FE) and back-end (BE) web application integrating the learned concepts. 	6		
Database	<ul style="list-style-type: none"> • Learn and practice the basics of the databases and back-end (BE) development using Oracle / Oracle APPEX – Big Data. • Practice building databases, including the following skills: tables, relations, queries, retrieval and filtering, data transformation, plus other database operations like insertion, update, selection, delete, etc. • Link these skills with other departments as well i.e., networks, monitoring, HR-Payroll, Billing, etc. 	6		

Applications	<ul style="list-style-type: none">• Learn and practice the advanced concepts in full stack web & mobile development.• Learn Android, iOS, and Cross-Platform Development like Flutter / DART.• Perform Tasks related to Mobile development – work on real and dummy projects.• Learn to programme with APIs – BE dev on ASP.NET.	5		
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Form 5.2 – Contract Termination Message Template

TO BE COMPLETED AND ISSUED BY IMPLEMENTING ORGANISATION TO OFFICIALLY TERMINATE THE CONTRACT.

<p>PEF</p> <p>To: Mr./Ms.</p> <p>Known as part two in the contract</p> <p>Subject: Terminating the contract</p> <p>Dear Mr. ID #:</p> <p>This is to inform you that your training contract with PEF and the Company, signed on / 202X has been terminated for the following reasons:</p> <p>.....</p> <p>We wish you the best of luck.</p> <p>PEF</p> <p>Director General</p>
--

Form 5.3 – Letter of Experience Template

TO BE ISSUED BY THE COMPANY TO THE TRAINEE

COMPANY NAME

To Whom It May Concern

This is to certify that Mr./Ms has completed an on-the-job training programme at this company during the period / /202X to / /202X.

During this period, he/she has followed a training plan which covered the functions/ departments of;

The trainee has gained several skills during his training. 21st century skills which included;
and technical skills which included;

This certificate was given to him/her upon his/her request.

Sincerely Yours

Director General

Form 5.4 – Trainee Replacement Request

TO BE COMPLETED BY THE PARTICIPATING COMPANY IN THE FIRST THREE MONTHS OF THE ON-THE-JOB TRAINING IF THE CANDIDATE DOES NOT MEET THE REQUIREMENTS

<p>COMPANY X</p> <p>Replacement Request</p> <p>Dear;</p> <p>PEF</p> <p>Request to replace a trainee.</p> <p>Greetings,</p> <p>We kindly inform you that we wish to replace the trainee with ID number who has been assigned to a training job within our organisation through the STEP project run by your organisation, starting from this date of the contract for the following reasons:</p> <ol style="list-style-type: none">1.2.3. <p>Therefore, please agree to terminate the employee’s contract duly and by current laws and replace him or her in accordance with the project procedures.</p> <p>Company Manager Name:</p> <p>Date:</p> <p>Signature:</p>
--

Form 6.1 – Trainee Report Form

TO BE COMPLETED BY THE TRAINEE, ON A WEEKLY BASIS FOR THE FIRST MONTH, THEN ON MONTHLY BASIS, AND SIGNED OFF BY THE MENTOR (COMPANY) BEFORE BEING SENT TO THE COACH (IMPLEMENTING AGENCY)

Date: / / 2023

Period: / /2023 TO / /2023

Name of Trainee: ID #:

Name of Company: Name of Mentor:

TIME SHEET

Day	Day of week	Working hours	Notes
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			
21			
22			
23			
24			
25			
26			
27			
28			
29			
30			
31			

Periodic Report and Time Sheet

Activities Performed:

Activities Performed	Departments Served

Lessons Learned:

- 1.
- 2.
3. etc.

Suggestions / Recommendations to Company:

- 1.
- 2.
3. etc.

Suggestions / Recommendations to PEF:

- 1.
- 2.
3. etc.

Mentor`s notes if any:

- 1.
2. etc.

Name and signature of company mentor	Signature of trainee

Form 6.2 - Coach / Coordinator Visit Report

TO BE COMPLETED BY THE COACH DURING THEIR VISIT TO THE TRAINEE IN THE COMPANY, WITH ADDITIONAL INPUT FROM MENTOR

COACH / PEF CORRINATOR VISIT

Date of visit:

Commenced by:

Training period time span: / /20XX TO / /20XX

Name of trainee: Name of company:

Persons Met:

Position	Name	# Phone	Email	General Notes
Trainee				
Mentor				
Co-mentor 1				
Co-mentor 2				
Co-mentor 3				
Others				

Workplace environment and conditions

- Workplace suitability:
- Safety degree:
- Workplace comments:

Hours, attendance and remuneration

- Weekly working hours:
- Absent days:
- Monthly absence (%):
- Salary payment:

Decent Work Compliance Checklist

(To be completed by the Coach / Coordinator during each visit)

Please tick if compliant or X if not compliant, and include notes for any gaps.

No.	Principle	X	Notes / Corrective Action
1	Company complies with national labour law and STEP MoU requirements.		
2	Trainees receive at least the national minimum wage on time.		
3	Working hours and conditions meet legal and programme standards.		
4	Workplace is safe, clean, and equipped with appropriate protective measures.		
5	Trainee is treated with respect and free from harassment or discrimination.		
6	Trainee has access to grievance or feedback mechanisms.		
7	Mentor and company demonstrate commitment to learning and inclusion.		

Overall Assessment:**- Fully Compliant****- Minor Issues – Action Required****- Non-Compliant****Training**

- Is training up to the plan?
- Is there a need to modify the plan?
- New skills needed by the trainee:
- Main activities performed (by the trainee):
- Corrective actions needed:

Quick evaluation by Mentor:**(5 best, 1 lowest)**

#	Item	1	2	3	4	5
1	Ability to work on assigned tasks efficiently within allocated time.					
2	Ability to work in a team effectively and a communication method with team members.					
3	Ability to learn independently.					
4	Quality and quantity of accomplished work – product of the student.					
5	Social interaction and skills of the workplace.					

Will the trainee be permanently employed by the company (Yes/No)**Final Notes:****Signature:****Date:**

Form 6.3 – Final Evaluation by Company

THIS FINAL EVALUATION WILL BE COMPLETED BY THE COMPANY ON COMPLETION OF THE TRAINING PERIOD

PEF – FINAL EVALUATION FORM BY COMPANY

Trainee Name: **Date of report:** / /202X

Company name: **Training Period:** / /202X to / /202X

Mentor`s name: **Position in the company:**

Contact information: phone, email

Criteria	Mark	Remarks
Attendance Arrives on time. Works at the start of shift and after breaks. Provides advance notice for absence.	/4	
Quality of Work (The accuracy and thoroughness with which the <i>employee</i> performs tasks) Competency. - Neatness. Attention to details. - Completes assignments on time and with accuracy.	/4	
Working Relationships Ability to maintain a positive and harmonious attitude in the work environment. Willingness to ask for appropriate help and guidance.	/4	
Productivity/ Reliability Maintains fair workl oad. Takes on additional responsibilities as needed. - Manages priorities. - Develops and follows work procedures.	/4	

1. Leadership Skills - Takes initiative - Strong goal orientation - Cooperative and supportive - Trustworthiness and positivity.	/4	
Total	/20	

Any additional notes or remarks:

.....

Signature: **Date:**

Form 6.4 - Trainee Experience Survey

TO BE COMPLETED BY TRAINEES AT THE MIDPOINT (WEEK 12), AND END OF TRAINING (WEEK 24)

Section A: General Information

- Trainee Name: _____ owledge have you gained?
- Trainee Name: _____
- Company Name: _____
- Mentor Name: _____
- Coach Name: _____
- Date: _____
- Survey Type: Midpoint Endline

Section B: Training Experience

Please rate the following statements on a scale of 1–5 (1 = Strongly Disagree, 5 = Strongly Agree):

Statement	1	2	3	4	5
The 21st century skills and orientation training prepared me for this placement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understand my role and tasks clearly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The training matches my educational background and skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My mentor provides adequate guidance and support.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My coach is accessible and supportive.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The company provides a safe and respectful working environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section C: Learning and Development

- What new skills or knowledge have you gained?
.....
.....
- Which skills do you feel still need improvement?
.....
.....
- Have you received constructive feedback during your placement?
 Yes No If yes, from whom? _____

Section D: Overall Satisfaction

- How satisfied are you with your overall experience in the STEP programme?
 Very satisfied Satisfied Neutral Dissatisfied Very dissatisfied
- Would you recommend this programme to other job seekers?
 Yes No Not sure

Section E: Signature

Trainee Signature: _____
Coach Signature: _____
Date: _____

Form 6.5 – Total Final Evaluation

THIS TEMPLATE SHOULD BE COMPLETED BY THE COACH TO CALCULATE THE TOTAL FINAL EVALUATION ACCORDING TO PREVIOUS ACCUMULATED EVALUATIONS

PEF

Total Final Evaluation

Trainee Name:

Coach Name:

Company:

Date:

The total final evaluation process is an integral accumulated process depending on previous and concurrent evaluations. The total final evaluation can be calculated as follows:

#	Criteria	%Weight	Trainee Score
1	The first month visit of the coach (as in 6.3)	15	
2	The repeated visits during the training period (as in 6.3)	20	
3	The quality of trainee`s monthly reports (as in 6.1)	15	
4	The final evaluation made by the company / mentor (as in 6.5)	20	
5	The attendance sheet which shows the actual working days (as in 6.4) {every working month is equivalent to 5 points, and monthly absence is deducted from 5}	30	
	Total	100	

Recommendations to the Trainee:

Lessons Learned for the Future:

Signature

Form 6.6 - Employer Feedback Form

THIS FORM WILL BE COMPLETED BY THE COMPANY MENTOR OR HR REPRESENTATIVE AT THE END OF TRAINING PERIOD TO CAPTURE EMPLOYER PERSPECTIVES ON PROGRAMME IMPLEMENTATION. IT WILL HELP IMPROVE MATCHING, TRAINING, AND EMPLOYER ENGAGEMENT.

Section A: General Information

Company Name: _____

Sector: _____

Mentor Name: _____

Trainee Name: _____

Date: _____

Section B: Programme Feedback

Statement	1	2	3	4	5
The STEP trainee met our expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The coach/implementing agency maintained regular contact and support.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The administrative and contractual process was clear.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We would consider hosting STEP trainees again.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section C — Decent Work Commitment Review

Section C — Decent Work Commitment Review

Please indicate your level of agreement with the following statements on a scale of 1–5

(1 = Strongly Disagree 5 = Strongly Agree).

Statement	1	2	3	4	5
Our company fully complies with Palestinian Labour law.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trainees receive wages on time and not below the national minimum wage.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working hours, breaks, and overtime comply with the law.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The workplace provides a safe and healthy environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trainees are treated with fairness, dignity, and without discrimination.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our company has a process to handle trainee feedback or grievances.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We support equal opportunities and inclusion in all trainee recruitment and supervision.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section D: Comments and Recommendations

- What worked well in this placement?

- What improvements would you suggest?

Section D: Signature

Mentor / HR Representative Signature: _____

Coach Signature: _____

Date: _____

Form 6.7 - Certification and Completion Record

Palestine Employment Fund Certificate of Completion

is hereby granted to:

[name here]

to certify that he/she has completed to satisfaction

Internship Training (6 months)

Granted: December 19, 2022



{name, title}

Form 6.8 – Tracer Study Form

TO BE COMPLETED BY THE IMPLEMENTING AGENCY 6 OR 12 MONTHS AFTER THE COMPLETION OF TRAINING.

PEF

Tracer Study Form

Trainee Name:

Training Period:

Training Company:

Area:

#	Status	Yes	No
1	Was the trainee employed in the company immediately after training?		
2	Was the trainee employed in the company later after a job opportunity was available at the company?		
3	The trainee is/ was not employed in the same company.		
4	The trainee was employed in another organisation based on the experience gained in the training.		
5	The trainee has not been hired yet.		
6	Is there a need for additional trainings?		

Other notes from the Training Follow-up Officer:

.....

Recommendations

.....

Name of Training Follow-up Officer

Date

Form 6.9 — Institutional Partner Feedback Form (TVET/Academic)

THIS FORM WILL BE COMPLETED BY FROM PARTNER EDUCATIONAL INSTITUTIONS. IT WILL TYPICALLY BE COMPLETED BY THE INSTITUTIONAL FOCAL POINT (E.G., CAREER SERVICES OFFICER OR TVET COORDINATOR) ONCE PER PROGRAMME CYCLE.

Section A: General Information

- Institution Name: _____
- Contact Person: _____
- Position/Title: _____
- Date: _____

Section B: Collaboration and Communication

Statement	1	2	3	4	5
Communication with PEF/implementing agency was timely and clear.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The institution received sufficient information about programme timelines and requirements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The selection of trainees was well-coordinated with the institution.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feedback from our graduates was collected and shared.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section C: Training Relevance and Outcomes

Statement	1	2	3	4	5
The training content aligns with current labour market needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Employer feedback is used to adjust institutional curricula.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The STEP model strengthens our institution’s employability services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section D: Comments and Recommendations

- What worked well in the collaboration?
- What could be improved in coordination or information flow?

Section E: Signature

Institutional Representative Signature: _____
 Implementing Agency Representative Signature: _____
 Date: _____

Form 6.10 - Implementing Agency Performance Review Template

THIS FORM IS USED TO ASSESS THE IMPLEMENTING AGENCY'S EFFECTIVENESS IN COORDINATING, DELIVERING, AND MONITORING THE PROGRAMME.

Section A. General Information

Field	Details
Programme Cycle / Year	
Review Period	
Implementing Agency	
Coordinator / Department Completing Review	
Date of Completion	

Section B. Operational Performance

Please rate each item from 1 (Poor) to 5 (Excellent) and provide short qualitative comments.

Performance Area	Rating (1-5)	Comments / Evidence
Timeliness of programme implementation (cycle milestones met)		
Coordination between departments (internal communication)		
Clarity and consistency of communication with partners and trainees		
Adequacy of staffing and technical support (coaches, admin, finance)		
Efficiency of contracting and payment processes		
Responsiveness to issues and dispute resolution		
Effectiveness of data collection and reporting systems		
Compliance with labour law and donor requirements		

Section C. Stakeholder Feedback Summary

Summarise findings from Forms 6.4, 6.6, 6.9 and any additional stakeholder consultations.

Stakeholder Group	Main Findings / Feedback	Actions Proposed by Implementer
Trainees		
Employers / Mentors		
TVET & Academic Institutions		
Government / Donors (if applicable)		

Section D. Programme Outputs and Outcomes

Indicator / Output	Target	Achieved	Variance	Remarks
Number of trainees enrolled				
Number of trainees completing training				
Number of companies participating				
Number of trainees hired post-training				

Indicator / Output	Target	Achieved	Variance	Remarks
Average time between matching and start date				
Employment retention after 6 months / 1 year				

Section E. Key Challenges and Lessons Learned

Challenge	Root Cause / Contributing Factor	Lesson Learned / Recommendation

Section F. Follow-Up Actions for Next Cycle

Priority Action	Responsible Department / Person	Timeline for Completion

Section G. Endorsement

Reviewed By	Position / Department	Signature / Date

Notes:

- This review should be completed within one month after each programme cycle ends.
- Findings should feed into planning for the next cycle and be shared with key partners and funders.
- The form may be complemented by focus-group discussions, internal debriefs, or structured "After-Action Reviews."

