AL-FAKHOORA
FREEDOM TO LEARN
PROGRAM
Country: Occupied Palestinian Territory.
Program Title: Al-Fakhoora Freedom to Learn Program.
Expected CP Outcome(s): (1) Postsecondary students, Al-Fakhoora Scholars, through the Al-Fakhoora Scholarship Program circumvent socioeconomic obstacles that deprive them from access to market-relevant educational advancement; (2) Al-Fakhoora Scholarship graduates, through empowerment, leadership development and life skills provided by capable and transparent institutions (academic institutions, civil society organizations, the private sector, etc.) have opportunities to engage productively in society and provide leadership within and outside of their own community; and (3) Al-Fakhoora Scholars are enabled through a visible multi-faceted, well-branded scholarship/empowerment advocacy campaign to influence global media channels to communicate better key challenges facing Palestinian youth’s right to education under occupation.
Expected Output(s): See Results and Resources Framework (RRF).
Executing Entity: UNDP/Program of Assistance to the Palestinian People (PAPP).
Implementing Agencies: UNDP/PAPP in close cooperation with academic institutions, civil society organizations, and the private sector.

**Brief Description:**
The mission of the Al-Fakhoora Scholarship Program is to build, from among Palestinian postsecondary students of underserved backgrounds, a cadre of educated and trained leaders who are civic-minded, intellectually able, and professionally skilled to become the community, business, and national leaders of the future. In doing so, the objective of the program is to avail opportunities for Palestinian postsecondary students to actualize their professional and leadership potential by overcoming socioeconomic, political and cultural limitations and becoming enabled to productively engage in society. Education and training is perceived to influence graduating students’ employment in three critical ways: 1) as levels of education rise, so do opportunities for labor force participation; 2) the level and type (specialization) of education affects the range of available job opportunities; and 3) higher levels of education increases graduates’ earning capacity, and consequently improves the livelihood of their families.

In doing so, the program will attempt to strike the right balance between the provision of strategic education, training and empowerment interventions, capacity development of intermediate educational and societal institutions, to create a globally acclaimed scholarship program that has a direct impact on improving the livelihood of the poor and better prepare its graduates for the labor market. A partnership platform will be established between the Fakhoora Program, UNDP/PAPP and various academic/non-academic institutions to enhance the program’s effectiveness; adapt tools and materials to the specificities of the Palestinian context; analyze and advocate on the key challenges facing Palestinian youth’s right to education; and develop networking and twinning arrangements with educational institutions. These partnerships will contribute to positioning the multidimensional scholarship/empowerment approach and attain effective measures to combat inequality and human poverty in the Occupied Palestinian Territory.

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<td>Program Title: Al-Fakhoora Freedom to Learn Program.</td>
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<td>Management Arrangements: The program will be managed by UNDP/PAPP.</td>
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| Total resources required: US$40 million. |
| Total allocated resources: |
| Government:                     |
| Donor:                          |
| Other:                          |
| In-kind contribution            |
| Unfunded budget:                |
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ABBREVIATIONS

Al-Fakhoora Senior Committee (FSC)
Al-Fakhoora Scholars Association (FSA)
Capacity assessment (CA)
Capacity Development (CD)
(CABU)
Centre for Continuing Education (CCE)
Civil Society Organizations (CSO)
Community Based Organizations (CMO)
Grade Point Average (GPA)
Gross Domestic Product (GDP)
High school general exam (Tawjihi)
Information Technology (IT)
Information Communication Technology (ICT)
Knowledge management (KM)
Leadership and Life Skills Employment Program (LLSEP)
Monitoring and Evaluation (M&E)
Ministry of Education and Higher Education (MoEHE)
Memorandum of Understanding (MoU)
National Program Manager (NPM)
National Program Professional staff (NPPs)
Non-governmental Organization (NGO)
Occupied Palestinian Territory (oPt)
Palestinian Central Bureau of Statistics (PCBS)
Palestinian National Authority (PNA)
Program Empowerment and Leadership Curriculum Advisory Committee (PELCAC)
Program of Assistance to the Palestinian People (PAPP)
Program Management Unit (PMU)
Request for Proposals (RFP)
Results and Resources Framework (RRF)
Student Revolving Loan Fund (SRLF)
Technical and Vocational Education and Training (TVET)
Terms of Reference (TOR)
United Nations Development Program (UNDP)
United Nations Work and Relief Agency (UNWRA)
World Food Program (WFP)
I. SITUATION ANALYSIS

The living conditions of Palestinians in the Occupied Palestinian Territory (oPt) have deteriorated noticeably in the past few years. Ten years after the onset of the Second Palestinian Intifada, the oPt is still facing a prolonged crisis, entailing socioeconomic, political, institutional and humanitarian consequences. In total, the Gross Domestic Product (GDP) per capita declined from US$1,612 in 1999 to US$1,129 at the end of 2006, and despite a noticeable advancement in the economic performance in the West Bank in 2008, the Palestinian economy is still functioning at about 70% of its full capacity in comparison with 1999.

1.1 The Present Situation of University-Level Students - The Nexus of Education and Poverty

The Palestinian society is a youthful population where youth account for 27% of the total population, of which 40% are adolescents (15-19 years) and 60% are young people (20-29 years). They are divided almost equally between the West Bank (61%) and the Gaza Strip (58.2%). Youth in Palestine are among the most affected societal groups who face many challenges, especially in terms of the personal and professional development of those enrolled in tertiary education or have recently graduated.

One of the glaring factors impacting the lives of Palestinian households is the increasing poverty levels due to worsening conditions. Indeed, poverty rates among Palestinian households reached 65.8% in the second quarter of 2006, of which 87.7% were located in the Gaza Strip and 54.6% in the West Bank. It was also estimated that 55.6% of Palestinian households suffer from absolute poverty; of which 79.8% are in the Gaza Strip and 43.2% in the West Bank.

Approximately 1.1 million people are currently receiving food aid from humanitarian organizations, primarily by the United Nations Work and Relief Agency (UNWRA) and the World Food Program (WFP). A recent report by the Palestinian Central Bureau of Statistics (PCBS) documenting the impact of Cast Lead (the recent Israeli war on Gaza) on the Gaza Strip’s socioeconomic situation shows that the ability of households to withstand economic pressures is withering as 59.2% of households note that they can only survive financially on a day-to-day basis, or that they cannot survive financially at all. UNRWA has also registered a 200% increase in the number of refugees living below the poverty line over the last period, with numbers rising from 100,000 to 300,000. As Cast Lead has resulted in a large-scale destruction of agricultural property and severely limited the fishing industry, and as the blockade regime has stifled private enterprises, more households in the Gaza Strip have begun receiving social aid to make ends meet. In the absence of clear prospects for the lifting of the blockade, socio-economic conditions...
in the Gaza Strip are not expected to improve. Cash assistance programs will continue to be needed to cater for the most deprived segments of the Gaza population.

This increasing poverty has meant that there are fewer resources for Palestinian families to spend on the education of their children. Although, very little data is available on the cost of higher education and the link with household poverty, the only estimates available indicate that household expenditure on education varies enormously. The poorest households within total consumption of less than US$284 per month spend only US$10 per annum on education while the richest households with monthly consumption of more than US$1,400 spend over 80 times this amount. This clearly indicates that access to higher education varies by household income, leading, in consequence, to the marginalization of students from poorer families who cannot afford the high tuition and education fees, especially in the absence of external financial assistance.

As a consequence, the participation of students from the lowest consumption quintile in higher education is less than one-half the higher education participation rate for students from the highest consumption quintile. In this, it is clear that socioeconomic status is additionally correlated with the years of education completed. Less than one-tenth of the West Bank and the Gaza Strip residents from the lowest consumption quintile have received a university degree, whereas more than one-third of those in the top consumption income quintile are university graduates.8

With worsening economic conditions and increasing poverty, many families find themselves simply unable to afford the cost of tertiary education. Although there is very little data available on the cost of education, evidence suggests that the cost of studying at Palestinian universities vary significantly according to the institution category (i.e. university, college, etc.), the academic specialization, and cost of living (tertiary education expenses and the cost of living in the West Bank are higher than in the Gaza Strip).9

In general, it could be estimated that the cost of one credit hour in a higher education institution (university) is about US$70 on average. With a required 15 credit hours per semester, the total cost for a four year university degree program would amount to US$8,400.10 Professional diploma programs offered by university colleges and community colleges cost significantly less. Depending on the college and the number of credit hours required for each specialisation, the costs of these programs generally range between US$1,000-2,000, which is unattainable by most families.

One alternative to the high cost of education is the training offered by vocational training centres which provide training free of charge. However, other direct costs associated with the training program prohibit some students from enrolment. For example, for the majority of the professions, students will need to have their own tools boxes to use during the training which can cost anywhere between US$300 and US$1,400. Moreover, in certain professions, students are required to purchase adequate insurance to cover against injuries.11 Thus, within the current economic conditions, the cost of tertiary education remains a significant stumbling block to the right to education for many Palestinians.

Needless to say the cost of studying varies depending on the course of study. The highest cost of studying are associated with health related professions. For example, the total tuition costs of

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9 Please see the costs of education at selected universities and programs in the West Bank and the Gaza Strip in the annexes.
10 An interview with Dr. Fahoum Shahb, Ministry of Education and Higher Education.
11 Centre for Continuing Education (CCE), Birzeit University, Tertiary Education Field Study, 2009.
studying medicine exceed US$25,700. Pharmacy and engineering costs are significantly lower and are in the range of US$5,700. The tuition costs for programs in economics, commerce, natural sciences, social science and the arts are in the range of US$3,500-4,300.

1.2 Shrinking Governmental Educational Allocations

The inability of many families to afford the cost of education is also magnified by decreasing governmental allocations to the education sector due to the impact of the continued Israeli occupation and other restrictive measures. While the total education expenditure as a percentage of GDP increased from 7.5% in 2000 to 11.5% in 2003, however, public support to tertiary education has weakened with the government’s share of total education expenditure falling from 42% in 2000 to just 34% in 2003. Although spending on education as a percentage of total public expenditures reached 16% of the total government spending in 2005, yet it needs to be noted that public financing for higher education remains very low.

Shrinking public allocations to education shifted the burden to families where the educational system became highly dependent on student fees amounting to 60-70% of universities' operating costs for the year 2008. However, because of the incessant deteriorating economic situation of Palestinian households over the past few years, a vicious circle exists where many university students have been unable to regularly and consistently pay their tuition fees, and as a result, universities' budgets suffer yearly deficits.

To reduce this deficit, the Palestinian National Authority (PNA) has made a formal commitment to an annual allocation in the amount of US$20 million to higher education. Yet, because of fiscal constraints only around 60% has been disbursed per year from 2002-2005 which amounts to around 5% only of university recurrent expenditures during this period.

This cost of higher education and the shift of the cost burden from Government to students and their families are argued by certain specialists as a positive development for an education system. However, the specificity of a society under occupation and the critical economic situation of the Palestinian population are in fact impeding families from paying their children's tuition fees and denying many economically disadvantaged students from access to higher education, consequently increasing human poverty.

1.3 Existing Educational Support Mechanisms

Demand for tertiary education among Palestinians has been significantly increased during the past decades. Enrolment rates tripled between 1995 and 2003 for the age group 18-24 years, growing from 10.2% in 1992, to 17% in 1999. An estimated 180,000 students were enrolled in higher education institutions, with a gross enrolment rate for the age group 18-24 years reaching more than 25%. More specifically, they have grown by more than fivefold at Al Quds Open University due to lower tuition fees and acceptance of lower grades for admission.

12 Centre for Continuing Education (CCE), Birzeit University, Tertiary Education Field Study, 2009, p. 43.
13 Centre for Continuing Education (CCE), Birzeit University, Tertiary Education Field Study, 2009, p. 43.
Students are being served by four main types of institutions: universities, university colleges, community colleges, and Al-Quds Open University, all of which offer diplomas, bachelor and master's degrees based on their accreditation by the Ministry of Education and Higher Education (MoHE) and in accordance with the Palestinian Law of Higher Education. In total there are 11 universities, 5 university colleges, and 26 community colleges operating in the West Bank and the Gaza Strip, most of which were established after 1971, and serving a population of 3.5 million people. Additionally, there are a number of Technical and Vocational Education and Training (TVET) institutions managed by three governmental agencies (the MOEHE the ministries of Labor and Social Affairs) in addition to UNRWA which targets Palestinian refugees, and private service providers.

The Gaza Strip higher education institutions only developed recently, particularly after the second Intifada in response to travel restrictions on students from Gaza to the West Bank's higher education institutions. There are four main universities that provide Diploma, Bachelor and Master’s degree in addition to the Open University which provides Bachelor degrees. These include the Islamic; Al-Azhar, Al-Aqsa, Al Uma, and Palestine universities as well as Al-Quds Open University. There are also a number of community and technical colleges that provide diploma degrees including the Information Technology College, University College for applied sciences, Gaza Women College, and Namaa College. It is worth mentioning that damages to universities as a result of the recent war on Gaza accounted for 77% of the total damages (USD$25 million out of USD$32 million).

Due to the economic hardship faced in the oPt, several local, regional and international donors have established ongoing financial support programs for students. The majority of these programs encompassing students’ loans and scholarships programs target university students.

Students’ loans are dispersed through the Student Revolving Loan Fund (SRLF) which is the main mechanism selected by the MoEHE to provide financial support to students in addition to scholarships for the poorest families. In 2004-2005, more than 60,000 students benefited from these loans. However, the allocation of loans is done through the universities based on a formula that is essentially not equity-based, but is grades-based and is occasionally modified by the Fund’s Board with no clear criteria. It must be highlighted that although the students’ loans are of significant importance, they have been shrinking due to the inability of students to pay back their loans, inadequate funding from international sources to augment the Fund, and decreasing allocations from the national budget to the Fund.

On the other hand, there are governmental and non-governmental scholarships’ programs offered to students: Governmental scholarships are provided to high performing students based on their grades in the high school general exam (Tawjihi) which include the top highest grades and those who average over 90%. On the other hand, non-governmental organisations provide scholarships on economic needs’ basis (full detailed description of existing scholarships and assistance programs are in the annexes).

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21 Universities offer bachelor and master’s degrees, higher diploma programs, teacher qualifications diplomas and other professional diplomas.
22 University colleges offer diploma programs in professional fields such as information and communication technologies, secretarial work, interior design etc. These colleges are also accredited to offer bachelor degrees in limited fields as approved by the MoHE.
23 Community Colleges are only authorized to offer diploma programs in professional fields.
24 Al-Quds Open University offers bachelor’s degrees in a variety of fields.
26 Fouad Mougrabi, Palestinian Universities under Siege, Centre for International Higher Education, Boston College, summer 2004.
27 The Ministry of Education and Higher Education operates vocational schools which are considered part of the national education system. These schools train students on national curricula and prepare them for the national certification exams in vocational fields (Tawjihi). The ministries of Labor and Social Affairs also operate vocational training centres aiming at enhancing the skills of workers, improving their employability and reducing poverty for marginalised groups.
More than 1,000 students from the Gaza Strip apply to universities around the world each year. However, between July and September 2008, only 70 students managed to exit Gaza via Erez. The inability of university and post-graduate students to travel to pursue their academic studies in specialized fields stifles the intellectual development of young adults in Gaza and breeds frustration and despair, with serious long-term implications. The expansion of existing universities, developing alternative spaces for university lecturing and study opportunities, including e-learning, and diversification into tailored education programs such as vocational training, needs to be explored to cope with and overcome these constraints.

1.4 Dwindling Employment Opportunities

Other than the harsh Israeli occupation policies of exclusion, closure, blockade, etc. impacting the lives of Palestinians and particularly the youth, their inability to pursue their education has led them into deeper poverty. This is especially true for those groups who have lower educational attainment or vocational training as unemployment rates of individuals with 13 (and more) years of schooling are lower (around 16% in the West Bank and 25% in Gaza) implying that tertiary education offers greater opportunities for employment.

Indeed, this correlation between educational attainment and poverty levels is illustrated in the fact that 25% of those who live in households headed by adults with elementary education or below continue to live in deep poverty.\(^{29}\) The causes are rather clear: low educational attainment forces individuals into lower paying jobs, usually in the Israeli market. Being cut off from the Israeli labor market since the second Intifada, many of these individuals found themselves unemployed. With the limited absorption capacity of the Palestinian economy as a whole, and the economic decline caused by the intensification of the Israeli closure measures (checkpoints, Israeli Separation Wall, barriers, etc); unemployed Palestinians have been unable to secure alternative employment in the Palestinian market. In fact, employment of Palestinians in Israel has decreased from 16% throughout 1994-1999 as 110,000 workers were employed there, to 7% throughout 2003-2005.\(^{30}\) This drop in employment levels intensified with Israel’s continued closure mechanisms, and in particular for the Gazans who have been prevented completely from leaving the Strip by the second half of 2006.

As noted, Palestinian youth have been specifically affected by the disastrous conditions impacting on the lives of Palestinians. Youth accounted for 28.1% of the labor force in the second half of 2007, of which 45.4% suffered from unemployment.\(^{31}\) As of March 2008, this age group witnessed the highest unemployment rates with 36.3% unemployed within the 15-19 age groups and 30.8% of those aged 20-24.\(^{32}\) It is also evident from these statistics that females have higher unemployment rates than their male counterparts in the same age group.

The already weakened economy of Gaza has drastically deteriorated since the imposition of the blockade in 2007. Gazans have been severely impacted and unemployment rates havegrown dramatically. In the first quarter of 2009, over 140,000 Palestinians in Gaza, who were willing and able to work, were unemployed, constituting 41.85% of Gaza’s workforce, up from 32.3% in the second quarter of 2007.\(^{33}\) Youth aged 20-24 years suffered the highest unemployment rate since 62.2% of them werejobless during the first half of 2009, while youth 15-19 unemployment rate was 57.5% and the unemployment rate of those aged 25-29 was 45.3%.Meanwhile, women unemployment rates reached 46.4%, i.e. 4.6% higher than the average. This is a direct


\(^{32}\) PCBS, 1st Quarter 2008: Labor Force Survey.

\(^{33}\) The Palestinian Central Bureau of Statistics (PCBS),
consequence of the difficult economic circumstances that have forced more women to enter the labor market. The situation is compounded by decreased investments from the private sector and the increased burden on the already stretched public sector. Private investments dropped by over 15% between 2005 and 2006 with no significant increase traced in 2007, and private sector productivity have been progressively replaced by public spending and sustained donor funding. As a result of the above conditions, unemployment figures rocketed with an estimated 26% of Palestinians living in the West Bank who were unemployed or no longer engaged in active job search in 2008, and only modest changes in average employment levels have occurred.

1.5 Inconsistency between Educational Supply and Labor Market Demands

Although Palestinian students are well educated, education does not increase the probability of their employment, largely because educational outputs do not match labor market requirements. The educational system is not adapting to the rapidly changing needs of the labor market that resulted in the rapid increase of youth’s unemployment. The roots of youth unemployment were also inherited from the past civil service dominance of the economy where certain specializations guaranteed public sector employment. With the decline of public job opportunities, the graduates either have to undergo a long period of unemployment or underemployment with no specific job in sight, or have to look for employment in the private sector, at which point they discover that their specialization and skills are unsuitable.

Another factor limiting students’ ability for employment is the excess of graduates with the same specializations. There is an apparent distortion in students’ distribution among specializations and an incompatibility with needs. For example, at traditional universities in 2006, three key subject areas accounted for two-thirds of enrolments, namely education (23%), humanities and arts (21%), and social sciences, business and law (21%). This focus of the majority of youth on the same specialization in both tertiary and vocational training institutions has led to an oversupply of certain professions and the consequent high rates of unemployment. What is required is a closer examination of the appropriateness of educational specializations currently pursued by university students in relationship to actual labor market needs within both the public and private sectors.

It is important to note that the needs of the Education sector in Gaza go far beyond repairing the damages inflicted by the Cast Lead operation and these needs are not being met as a direct consequence of the continued blockade. Overcrowding in schools, lack of access to higher education opportunities, declining academic achievement, socio-economic constraints, a lack of facilities for adult learning and inadequate management of education continue to prevent the educational system from either reaching its full potential or being able to meet the enormous learning needs of Gaza’s population.

1.6 Deficient Career Advancement

An analysis of the challenges facing youth indicates that their limited professional experiences reduces their chances of getting satisfactory employment opportunities since they lack the competencies required by employers. This is due to the fact that they either lack the opportunities to enter into the labor market because of their deficient professional experiences as new graduates or because they did not have the opportunities to enhance their skills after graduation and prior to seeking employment.

Several factors have limited the opportunities for Palestinian Youth for gaining the skills required by employers. Most prominently are the difficult reality they live in and the inadequate capacities of existing career guidance/professional development institutions. There are few institutional structures that cater to enhancing youth skills and providing them with information on professional development and employment opportunities. These present additional challenges for employers and prospective employees alike. It can be assumed that employers on the one hand are unable to find potential employees with the skills they require to perform tasks at their enterprises and organisations, especially in terms of specialized professions in the social sector, safety net programs and the private sector and on the other hand, prospective employees are unable to find positions suitable for their skills and qualifications on the other.

Additionally, youth have very limited opportunities to enhance their capacities. Due to their distressed economic conditions, youth prefer to be engaged in paid employment rather than non-paying or low-paying internships. This leaves them without the technical skills that would allow them to enter and compete in the labor market.

The situation is worse for youth in unprivileged and remote rural communities. Despite the presence of many civil society organizations that provide a multitude of interventions for young Palestinians, however most Non-Government Organizations (NGOs) for example are clustered in urban centres (i.e. Ramallah and Gaza cities) thus the youth outside of these centres do not get the opportunities to take part in capacity development and other professional development/training programs offered. For example, youth in Ramallah have greater opportunities to participate in advocacy campaigns, awareness raising activities along with political and social community events. Additionally, youth inability to cover the transportation and related costs is another factor accounting for their lack of engagement in these limited opportunities for skills’ enhancement. Indeed, the geographical concentration of activities and events for youth in certain areas influences the level of impact on youth and their social and political empowerment.

II. PROGRAM DEVELOPMENT OBJECTIVES

The mission of the Al-Fakhoora Scholarship Program is to build, from among Palestinian students of underserved backgrounds, a cadre of educated and trained leaders who are civic-minded, intellectually able, and professionally skilled to become the community, business, and national leaders of the future. In doing so, the objective of the program is to avail opportunities for Palestinian postsecondary students to actualize their professional and leadership potential by overcoming socioeconomic, political and cultural limitations and becoming enabled to productively engage in society. Education is perceived to influence graduating students’ employment in three critical ways: 1) as levels of education rise, so do opportunities for labor force participation; 2) the level and type (specialization) of education affects the range of available job opportunities; and 3) higher levels of education increases graduates’ earning capacity, and consequently improves the livelihood of their families.

In doing so, the program will attempt to strike the right balance between the provision of strategic education and empowerment interventions, capacity development of intermediate educational and societal institutions, to create a globally acclaimed scholarship program that has a direct impact on improving the livelihood of the poor and better prepare its graduates for the labor market. A partnership platform will be established between the Fakhoora Program, UNDP/PAPP and various academic/non-academic institutions to enhance the program’s effectiveness; adapt tools and materials to the specificities of the Palestinian context; analyze and advocate on the key challenges facing Palestinian youth’s right to education; and develop
networking and twinning arrangements with educational institutions. These partnerships will contribute to positioning the multidimensional scholarship/empowerment approach and attain effective measures to combat inequality and human poverty in the Occupied Palestinian Territory.

In order to achieve this, the overall program result is for Palestinian students to have actualized their professional and leadership potential by overcoming socioeconomic and cultural limitations and becoming enabled to productively engage in society through achieving the following outcomes:

1. **Outcome 1:** Postsecondary students, Al-Fakhoora Scholars, through the Al-Fakhoora Scholarship Program circumvent socioeconomic obstacles that deprive them from access to market-relevant educational advancement.

2. **Outcome 2:** Al-Fakhoora Scholarship graduates through empowerment, leadership development and life skills provided by capable and transparent institutions (academic institutions, Civil Society Organizations, the private sector, etc.) have opportunities to engage productively in society and provide leadership within and outside of their own community.

3. **Outcome 3:** Al-Fakhoora Scholars are enabled through a visible multi-faceted, well-branded scholarship/empowerment advocacy campaign to influence global media channels to communicate better key challenges facing Palestinian youth’s right to education under occupation.

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**Program Outcomes**

### Education

**Outcome 1:** Postsecondary students, Al-Fakhoora Scholars, through the Fakhoora Scholarship Program circumvent socioeconomic obstacles that deprive them from access to market-relevant educational advancement.

**Output 1:** Establishment and operationalization of systems and procedures for the effective and transparent program implementation ensuring the identification of labor market-relevant educational specializations.

**Establishment of the Program’s Implementation Structure & Mechanisms**

For the purposes of implementing the program, UNDP/PAPP will designate a National Program Manager (NPM) as the main responsible official to facilitate the implementation of the program’s activities (see terms of reference (TOR) in annex 1). The NPM will work through a coordination apex unit, the Program Management Unit (PMU) that will develop and oversee the implementation systems and procedures (see TORs in annex 2). The PMU will be staffed by at least seven National Program Professional staff (NPPs) including the advocacy and communication specialist, the career development specialist, scholarship officer, monitoring and evaluation specialist, financial officer, information technology specialist, and a program administrative assistant (see TORs in annexes 3-9).
The Al-Fakhoora Senior (or Scholarship) Committee (FSC) will be established as a supervisory body responsible for overseeing all aspects of the program (see TOR in annex 10). The FSC will convene on an ad-hoc basis, an average of four times a year. The FSC’s role is to review and approve all issues related to policy and budget as regards to the Al-Fakhoora Scholarship Program. The FSC will also take the lead in fundraising for the program. The FSC should consist of a maximum of six senior-level representatives from relevant institutions including the hosting educational institutions in the West Bank and Gaza, a member of the executive board of the Businessmen Association, and a representative of UNDP/PAPP that will chair the FSC (all decisions made are by majority vote.) Following the first batch of graduates of the Al-Fakhoora Scholarship, an Al-Fakhoora Alumnus will be invited to sit on the FSC.

**Matching Educational Outcomes to Labor Market Needs**

To actualize this intervention, several studies will be undertaken. A senior macroeconomist will be contracted to undertake a labor market survey to identify prospective projected employment sectors and potential high-demand expanding economic sectors for employment (see TORs in annex 11). He/she will be assisted by a junior macroeconomic researcher to undertake the necessary surveys and interviews (see TORs in annex 12). Due to its comprehensive and theoretical nature, this study will take place in parallel to the scholarship program. Results of the study will be incorporated into future revisions of the Al-Fakhoora Scholarship Program as deemed necessary.

Concurrently, a labor market expert will be contracted to carry out a needs assessment survey of prospective employers’ to determine the profile of the students they are likely to employ in terms of education specialization, academic institution, and skill set (see TORs in annex 13). He/she will be assisted by a junior social science researcher to undertake the necessary surveys and interviews (see TORs in annex 14). The results of the needs assessment survey will enable the Al-Fakhoora Scholarship Program, and its implementing partners, to play a more effective role in guiding Al-Fakhoora Scholars into fields of education and training that will meet the needs of the labor market, may it be academic, vocational or technical, and incorporate the required soft skills training and professional development, to enable a successful entry into the labor market.

Another survey will be carried out with prospective High School (Tawjihi) and current universities/colleges students’ to determine their attitudes toward identified employment sectors taking into consideration that current labor market needs might indicate that socially acceptable and traditionally desired fields such as Education and Engineering might be impacted, hence graduates in those fields have limited employment opportunities. Students and their families need to be educated in their career options. Results of the survey will be used in creating awareness and understanding through a comprehensive awareness campaign when promoting the Al-Fakhoora Scholarship Program. In addition, this would provide an entry point for the conceptualization of longer term strategic frameworks.

For example and as part of linking educational outcomes to labor market needs in Gaza, the survey results could confirm that it will be worthwhile to invest training Al-Fakhoora Scholars in the ICT sector that is showing a promising future, in particular under the current circumstances. Given the relatively high level of education, it is estimated that outsourcing and software development have particular potential to attract investments and generate skilled employment in the Gaza Strip. Women and young workers, and workers with special needs, could be the primary beneficiaries of jobs created in this sector if interventions are carefully planned to target these groups.
Finally, a comprehensive survey of all existing Palestinian postsecondary institutions, to include academic universities and colleges, specialized institutes, vocational and technical training institutions. The survey will establish all fields of education and training programs offered and at what level, as well as entry and graduation requirements. A capacity assessment will be carried out to identify capacity gaps and capacity assets based on an identified selection benchmarks (see annex 18). The results of this survey will enable the Al-Fakoora Scholarship Program, through the PMU, to sponsor Al-Fakoora Scholars to pursue their education and training at the most appropriate training program based on labor market needs, Al-Fakoora Scholars’ interests and capabilities.

A workshop for sharing the outcomes of the baseline studies will be organized with higher education institutions, the Ministries of Labor, MoEHE and Women’s Affairs and other stakeholders to ensure that all relevant parties are aware of the studies and can use the results in their respective strategic planning to address the gap areas indicated in the study and to ensure stronger synergies between the suppliers of education and training and the labor market needs.

**Implementing Partners**

In order to ensure an effective institutional system for the scholarship’s implementation process, the results of the education and training institutions survey will be used to determine the selection Scholars into their program of study. Institutions that offer the identified specializations required to carry out the process of students' placement will be given preference. Selecting implementing partners will be based on a number of criteria including track record; outreach to communities; accountability; management structure; and oversight, based on the criteria for the selection of Al-Fakoora’s Scholarships Program implementing partners (see suggested TORs in annex 16).

**Output 2: Impartial identification, selection and placement of economically, physically and societal disenfranchised postsecondary students through Al-Fakoora Scholarship Program.**

**Al-Fakoora Scholarship Program**

The objective of the Al-Fakoora Scholarship is to avail access of postsecondary Palestinian students from poor households to educational attainment. Through the Al-Fakoora Scholarship Program, the targeted students will be able to overcome one of the main obstacles that prohibit them from having access to tertiary education and vocational training. As many students are
unable to continue their education as a result of the increasing poverty rates in the West Bank and the Gaza Strip, this objective gains importance since it will contribute to building the human capacity of Palestinian youth. Secondly, in addition to their academic/technical training received, Al-Fakhoora Scholars will receive professional leadership and empowerment training that will enable their successful entry into the labor market, creating a highly sought after commodity.

Scholarship recipients may pursue an academic, technical or professional degree in the field of their choice, though consideration will be given to those interested in pursuing the identified specializations in the macroeconomic and labor market studies carried out by the program.

The program will avail an xx number of scholarships (in its 12 years duration) to: 1) students who have successfully completed their secondary education; 2) students who are currently enrolled in postsecondary educational institutions but require financial support to complete their studies, and 3) enrolled students in specialized in demand professions who require additional professional training, i.e. professional licensing, etc.

The Al-Fakhoora Scholarship will cover tuition for the designated program of study, accident and health insurance, housing, a monthly stipend to cover basic living expenses, books and equipment required by the program of study and for special needs scholars. The cost of the comprehensive scholarship are listed here is identified in the budget.

As such, the Al-Fakhoora Scholarship Program is a need-based scholarship awarded to Palestinian students to pursue postsecondary education and training in any field and level (vocational, college, university and professional.) At the outset, the criteria for the scholarship will be a-fiscal need (as determined by the poverty score card, etc.); b-passing any stream of the Tawjihi (Literary, Scientific, Vocational, Technical); c-a preference will be awarded to female applicants; d-a preference will be awarded to special needs applicants, and e-a nominal preference will be awarded to applicants interested and able to pursue an education in a field designated by the employers’ needs assessment. The study will be used as a guiding not a controlling tool. By awarding some preference in selection, it would build a positive incentive for students and their families to consider education and training in non-traditional fields of study.

**Students’ Profiles and Eligibility Criteria**

The PMU, through the Scholarship Officer, with the assistance of a contracted Educational Specialist (see suggested TORs, annex 15,) will develop the Al-Fakhoora Scholarships Program Students’ Eligibility Criteria and required documentation, to be approved by the FSC. During the first stage of the program; the focus will be on students’ from the Gaza Strip. It is expected that following a mid-term review the program will be expanded to include students from the West Bank. The following are the suggested criteria:

**Nationality:** Potential applicants must be Palestinian, residents of Palestine, holding a valid Palestinian passport or identification card (please include the documentation needed to qualify.)

**Financial Need:** The selection should ensure financial need among the beneficiaries of the program. To verify this criterion it is recommended to use a poverty score card based on socio-economic indicators that ranks households according to their poverty level.

**Students with Special Needs:** Among the yardsticks by which to measure a society's respect for human rights is by looking at the status that it accords to those members of society who are
most vulnerable, people with special needs. Poor people face a greater risk of impairment or
disability. In addition, the birth of a special needs child, or the occurrence of disability in a
family, often places heavy demands on family morale, thrusting it deeper into poverty. The
concept of a caring society is strengthened and deepened when it recognises that people with
special needs enjoy the same rights as other members of the society do and that society has a
responsibility towards the promotion of their quality of life. Special needs people must be seen
as capable individuals who are contributing to the development of society.

A human rights and development approach to special needs focuses on the removal of barriers
to equal participation and the elimination of discrimination based on disability. Due to the
existence of special needs, the program will target at least 10% to special needs individuals from
poor households by awarding a higher weight on the selection.

**Gender Parity:** The scholarship coverage should also ensure gender parity in selection. This
program is based on the assumption that a vibrant economy requires the participation of as
many members of a society as possible, including the equitable participation of men and
women, in the labor market. A traditional strategy to positively affect labor force participation is
to increase the levels of formal educational attainment. For women, high levels of educational
achievement are perceived not only to increase the likelihood of labor force participation, but
also to extend employment opportunities beyond traditional spheres of specialization.

**Academic performance:** The program should ensure that students benefiting from its support
maintain satisfactory academic performance. At the same time, the criteria used should not act
as an exclusion mechanism for students from poor households. It is therefore recommended to
set a Grade Point Average (GPA) of 75% on any stream of the Tawjihi, or its equivalent, as the
minimum GPA required of high school graduates to qualify for the Al-Fakhoora Scholarship and
to continue to receive it in the future. For students that are already enrolled at universities in
their first or second year, a similar GPA will be required.

**Exclusivity of the Scholarship:** The PMU should ensure that the recipients of the Al-Fakhoora
Scholarship are not receiving any other form of support from any other source with the
exception of institutional excellence awards (Honours Lists). In such case the amount of the
tuition costs for that semester is not transferred to the university, but other fees which are not
covered by the Award will be covered by the program. This point will be clearly stipulated in the
contracts between the PMU and the Al-Fakhoora Scholarship recipient.

**Students’ Selection**

The selection and review of Al-Fakhoora Scholarship applications should be done in a consistent
manner to ensure a fair and transparent assessment. Based on a clearly defined target audience
and selection criteria, a marketing and promotion plan will be developed by the PMU and
approved by the FSC. A dissemination strategy will be implemented by the PMU, NGO’s and
implementing partners and through multimedia methods, such as radio and television public
service announcements, press releases, feature articles, internet blogs, on-line social networks,
etc. to ensure that all targeted students are informed of the program. NGO’s, who have an
established presence in the targeted communities, can be contracted to assist in reaching the
targeted audience to create awareness of the Al-Fakhoora Scholarship Program, its goals and its
requirements. NGO representatives should receive a comprehensive orientation of the Al-
Fakhoora Scholarship Program so that they may play a role in answering questions, and
assisting potential candidates in preparing the required documentation. The PMU will set up a
hot line, manned by temporary staff, to answer all queries coming in through walk in visitors,
telephone, email, facsimile and mail. Web-based, on-line and hard copy applications, along with
a listing of required documentation and deadline dates, should be made available to potential
applicants from the outset of the promotion campaign. Once an application is complete, the PMU staff, Scholarship Officer and Administrative Assistant, will compile, record and review each application. The PMU staff should be responsible to ensure that all applications are complete and ascertain that the candidate has met all the minimum requirements, including an assessment of their socio-economic status, which could be done with the assistance of the NGO in that candidate's region, using the poverty score card. Only applications that have met all the minimum requirements and submitted all the required documents by the deadline will be referred to a review panel. An external review panel will be convened to review and score each application based on the documentation submitted. Each criteria will receive a weighted score enabling candidates with designated preferences, such as females and special needs applicants, to be given priority. The external review panel will consist of a total of six people, comprised of 1-2 PMU staff, 1-2 UNDP staff, 1-2 educational institution representatives, 1 private sector representative (see suggested TORs annex 20.) Ideally, those sitting on a review panel should be willing and able to offer the time needed to review and score hundreds of applications 2-3 times within a given year. The PMU staff will tabulate the scores and a cut off point is determined by the review panel, short-listing the candidates to be interviewed by the review panel. The same review panel will then interview each candidate, in person, or by teleconference, to ensure continuity in assessment. Again, a second score sheet, covering criteria relevant to the interview, will be completed by each panel member and tabulated by the PMU. The Review Panel will discuss the list of prioritized candidates and determine the cut off point to establish a final list of scholarship awards. The final list of scholarship awards should be reviewed and approved by the FSC. Checklists and scoring sheets will be developed for each stage, taking into consideration a weighted score for high priority criteria such as socio-economic status, gender, special needs, etc.

Once a list of Al-Fakhoora Scholarship recipients is finalized, the PMU will notify each applicant by issuing a certificate of the Al-Fakhoora Scholarship Award. Though, at this point, a scholarship has been awarded, there remains one stipulation that the recipient secure an admission at one of the designated institutions, if not already in hand. To ensure compliance to program requirements, the Scholarship Officer at the PMU will meet with each candidate, in person or by phone, to offer them guidance on where and how to apply. Al-Fakhoora Scholarship recipients should take responsibility for securing their own admission, as long as they do have sufficient information on their options based on their interests, and qualifications.

To ensure the effective implementation of the economic background checks, a request for proposals will be placed to contract NGOs that can conduct background checks (see suggested TORs annex 21). UNDP seeks to collaborate with national as well as international NGOs that have adequate staff and reasonably sound financial status; have experience in working with external organizations or donors; and, importantly, have the necessary capacities within their fields of expertise to carry out activities and achieve results on behalf of UNDP. In order to do so, UNDP must ensure that the designated institution has the necessary capacities. Management by an NGO is appropriate in the case of this program since it involves close interaction with target groups such as the poor and vulnerable; would benefit from established contacts with grassroots associations; or calls for expertise in the use of participatory methods. The NGO must have the legal status to operate in accordance with the laws governing NGOs in the oPt. UNDP will sign a standard Project Cooperation Agreement with the designated NGO, and this serves as the basic legal agreement between UNDP and the NGO.

The PMU will assess the capacity of the NGO to carry out the project. Based on the assessment, the PMU will specify any exceptional support measures required to ensure that the NGO can meet UNDP requirements for managing projects (see annexes 22 and 23). Based on the findings and competitive selection and MOU will be signed with the implementing NGO.
Additionally, the PMU capacity development expert will conduct training to social workers on the utilization of the assessment (see TORs in annex 24). Upon the training received, social workers at the selected NGOs will conduct field visits to verify the information in the applications received and pre-selected. The purpose of this activity is to ensure that only deserving students receive the Al-Fakhoora Scholarship. All households on the long-list should be visited. This will entail verifying the socio-economic conditions of the household, student selection criteria, etc.

**Implementing the Al-Fakhoora Scholarship Program**

**Program Monitoring**

Once a student is awarded a scholarship he/she is established as an Al-Fakhoora Scholar pursuing a degree in X field of study. The Scholarship Officer at the PMU and/or the NGO located in the student's community will guide the student in determining the most appropriate institution to pursue his/her designated program of study. If needed, the Scholarship Officer and/or the NGO in question will assist the student in securing an admission to the relevant program. Once an admission is secured, the PMU will be required to sign off on it to ensure conformity to the program. At this point, the Al-Fakhoora Scholar signs a contract with the PMU outlining his/her entitlements and responsibilities (See Annex 25.) He/she is recorded into the system as attending Y institution, with a set starting date and an estimated completion date. An estimated budget is set up based on the entitlements of the Al-Fakhoora Scholarship Program. A letter is issued by the PMU to the educational institution confirming that the student is an Al-Fakhoora Scholar and requesting that all tuition invoices be directed to the PMU, and all program reports, such as transcripts be supplied to the PMU.

The study that will be carried out on Palestinian education and training institutions will assist in determining the most appropriate institution for the placement of each Al-Fakhoora Scholar. The study will also establish which institutions cater to special needs students and are in cooperation with the Federation for the Disabled and other institutions, such as Al-Najah University program for the Visually Impaired. Based on this study, placement of Al-Fakhoora Scholarship recipients will be carried out. Specific infrastructural and equipment support will be provided to ensure the implementation of this component.

At the end of each term, the Al-Fakhoora Scholar is expected to submit a copy of his/her transcript to the PMU. If the Al-Fakhoora Scholar has not maintained the required 75%, she/he is issued a letter of warning. If, by the following term she/he has again not been able to comply with the scholarship regulations of maintaining a minimum overall average of 75% the PMU must review the case and determine if the scholarship should be terminated.

If an Al-Fakhoora Scholar has not fulfilled his/her obligation in completing the requirements as specified in the agreement they risk losing the scholarship. If there are valid reasons for the lack of progression (such as family crisis or personal health, etc.,) a letter including a detailed explanation, with supporting documents and a plan to compensate lost time must be submitted to the PMU within two weeks of the end of term. The case will be reviewed by the PMU. The PMU will inform the Al-Fakhoora Scholar and the educational institution he/she attends of the final decision and its implications. The Scholar's records, i.e. adjusted estimated date of completion, budget, etc. will be updated to reflect the changes made to the program.

Any special requests such as special equipment, learning aids needed must receive approval from the PMU. Approval will be determined on a case-by-case basis evaluating the relevance and feasibility of the request and the availability of funds in the individual's budget.

A comprehensive database that will allow the PMU staff to track each stage of the program will be developed. Such a database will allow the PMU to track each record from the time a potential
candidate applies, is reviewed by the panel, approved by the panel and the FSC, and placed into their program of study. The database will maintain all records of progress reports, tuition disbursements, monthly stipend disbursements, special requests/approvals, individual student budgets, expenditures, training, internships, graduation, job placement, alumni, etc. In addition, to facilitate the management and oversight of each Al-Fakhoora Scholar, the database will enable efficient data collection required for reporting, monitoring and evaluation of program benchmarks.

The database will be designed by the PMU’s IT specialist. If required, the development of the database will be outsourced to a professional software development company. Bids will be reviewed in response to a Request for Proposal (RFP) prepared by the PMU. Any other forms for Al-Fakhoora Scholarships requiring web application will also be developed. The Management Information System (MIS) will be maintained by the PMU.

Financial Monitoring
The hosting educational institution will be provided with a list of scholarship awardees and the cost covered for each student. In turn, the hosting institution will keep the PMU abreast of students’ progress and development and all financial matters will be invoiced to the PMU. The PMU will transfer the tuition fees of the selected students directly to universities, colleges, technical and vocational institutions once invoiced. Additionally, given the occupation constraints and various sudden changes in financial transfers, there should be a clear section on flexibility while signing with MoUs with the selected institutions/universities. The university will provide a receipt for each student, stating as well the total amount received from the program. The detailed process, including precautions to avoid the duplication of the scholarship,

Each Al-Fakhoora Scholar will begin receiving their monthly stipend, and housing allowance if applicable, at the onset of their study program, once they have supplied the PMU with their current bank details. If there are any additional expenses, the Al-Fakhoora Scholar must submit a formal request. If approved, the amount stipulated will be transferred with the monthly stipend.

The database developed for monitoring the program will enable to PMU staff to maintain up-to-date records of all financial disbursements. In addition, the database will be created with built in checks and balances to ensure an efficient, smooth, processing of payments and minimizing human error such as double billing, etc.

Suggested features to be included in the database to ensure efficient financial controls and implementation are as follows:
Name of student
Confirmation that a student is active
Name of institution attending
Field of Study and Degree pursuing
Actual date degree program begins
Estimated completion date
Updated contact details (telephone, email & mailing address at study location)
Updated bank details
Individual student budget
University bank details
Confirmation to Finance to issue the initial payment entitlement to cover annual travel allowance, first month stipend prorated from ten days before the start of degree program
Confirmation to Finance to issue the monthly stipends on a monthly basis
Recording of receipt of tuition and fees invoice (date received, date paid)
Confirmation to Finance of any additional entitlements on a case-by-case basis (requests for attending conferences, etc.)
Confirmation to Finance that a Scholar is on temporary hold following relevant approvals, in which financial disbursements are suspended for a given period of time
Confirmation to Finance that the Scholar is no longer on the program (graduated, withdrew, etc.)
All financial disbursements should be allocated to the Scholar and deducted from their individual budget.
Program should generate the following reports:
List of active Scholars (total, alphabetically, by institution, by degree program, by start dates, by estimated completion dates)
List of graduates
List of all candidates (current scholars, applicants, rejected, approved, active, drop outs and graduates)
Updated individual budgets and expenditures to date
Updated overall budgets and expenditures to date

Alumni Network and Support
The Al-Fakhoora Scholarship Program will facilitate the establishment of the Al-Fakhoora Scholars Association (FSA), comprising of graduates of the program. An alumni group of Al-Fakhoora Scholars will create a powerful network supporting change and development in the region. Graduates will be encouraged to maintain contact to support each other through the Al-Fakhoora Scholars Association. Alumni will become mentors to potential applicants.

Outcome 2: Al-Fakhoora Scholarship graduates through empowerment, leadership development and life skills provided by capable and transparent institutions (academic institutions, Civil Society Organizations (CSO), the private sector, etc.) have opportunities to engage productively in society and provide leadership within and outside of their own community.

Output 1: Graduates are empowered with knowledge, leadership and life skills for meaningful engagement in society.

In the present day Palestinian reality, the pressure to respond to emerging but pressing issues such as the economic hardships, occupation, crisis and such other is lived on daily basis. Moreover, the educational system does not match the fast rate of social, economic and political transformation that has been taking place during the past decade. This has led to a situation where the change in the quality of the labor force in terms of skills, training, and education is well below that required by the parallel structural changes. There are three main explanations for such imbalances: the difficulty in adapting the education outputs to the rapidly growing labor market; the length of time required for any education policy to have an impact on the labor supply; and the lack of sufficient resources for adequate investments in education.

Education and learning systems play a pivotal role in shaping societies, changing societal attitudes and behaviours and promoting transformation. The main aim of this component is to invest in the productive capital base of Palestinian postsecondary students which will translate into improvement in their livelihoods and that of their families.

In order to develop the Leadership and Life Skills Empowerment Program (LLSEP) mechanisms, a human resource professional development expert will be contracted to design a training program for postsecondary students’ empowerment and review proposals solicited from implementing partners (see TORs in annex 26). He/she in cooperation with the Career
Development specialist at the PMU will establish a Program Empowerment and Leadership Curriculum Advisory Ad-hoc Committee (PELCAC) (see TORs in annex 27).

The HR expert in cooperation with the PELCAC will undertake bilateral consultations with various stakeholders to develop the empowerment strategy. Following the consultations the team will engage in designing the main structure of the strategy and development of the first draft structure and main elements of the strategy. This will be a team work based on all the data collected so far. A workshop will be organized at the national level to include a wider representation of stakeholders to discuss the main elements of the strategy. The empowerment/leadership strategy will be disseminated broadly and an RFP will be issued inviting institutions to partner with the program for the implementation of the strategy and MOUs will be established with the partner institutions.

**Leadership Skills Development**

Leadership capacities are needed to respond to and manage the challenging environment under occupation; or to promote (and catalyze) processes of transformation. Leaders are central to building effective states, forming coalitions of aligned interests, strengthening partnerships, planning for actions and implementing such plans. In other words, leadership is a key ingredient of any process of transformation. This, therefore, calls for strengthening the capacities of postsecondary-level students *that can act as leaders and change agents*. In this context, leadership is defined as the ability to influence, inspire and motivate people, organisations and societies to achieve – and go beyond – their goals. An important characteristic of leadership is the ability to anticipate, catalyse, be responsive to, and manage change to foster human development.

There are common elements that characterize leadership: Leadership is not exclusively an individual trait, but it also manifests in collective processes; it is not an innate quality, but is a capacity that can be developed/learnt; it involves influence since it is about the ability to inspire, motivate and mobilise individuals, organisations and societies to act and pursue their goals; and finally it is driven by the desire for change or the need to manage changes in one’s environment, be these internally or externally driven.\(^{38}\)

However, cultural, historical and political factors not only influence the way leadership is exerted and shape it in different forms and styles; contextual factors also call for different types of leadership. The type of leadership needed and exercised during processes of nation building or in crisis contexts is different from the type of leadership needed for running a successful business; therefore the Palestinian context may demand emphasis on a different set of leadership skills. While recognising that effective leadership is founded on a set of fundamental functional capacities - including the capacity to create a vision, the capacity to communicate, the capacity to negotiate, to form coalitions, to manage and implement, it is important to also be aware of the impact of cultural, political, historical and structural factors on forms of effective leadership for higher impact and results. The set of leadership capacities targeted by these methodologies are: strategic thinking, visioning, negotiation skills, managerial skills (i.e. time management, planning, budgeting, implementation capacities) and the ethical values system.

Exercising leadership for women present more challenges than for their male counterparts. Whether women exercise leadership in the context of their community, small or large organisations, local councils, etc., they face a number of challenges that men do not need to confront. These comprise, just to mention a few, pressure of gender roles, inequality, prejudice, lack of educational opportunities, as well as family and community pressures and demands.

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These obstacles make it all the more difficult for women to reach positions of leadership and to deliver results in the exercise of their leadership roles. Therefore, at least 40% of the scholarships will be allocated to young girls/women and the program will also ensure gender-sensitive budgeting to take into consideration gender-related needs such advocacy to encourage families to enrol their girls in universities, providing dormitories and other measures.

Participants of the LLSEP will be selected by the PMU from the pool of Al-Fakhoora Scholars to participate, according to the following criteria:

- High academic performance in the scholarship program.
- Proven track record and active participation in leadership and/or university activities.
- Willingness and commitment to take and apply the leadership skills to be learned during the training.
- Has exhibited a sphere of influence in their respective areas to make a difference.

**Training Content**

On the basis of the proposed selection criteria, a select number of Al-Fakhoora Scholars will be enrolled in the LLSEP. The PMU, with the support of the HR expert and PELCAC, will identify implementing partners to implement the series of three-day workshops that will feature lectures, group discussions, and various exercises.

The training curriculum will be designed around the modules that have been developed and tested by LEAD International, including systems thinking for transformational change; conflict resolution and negotiation; cross-cultural communications for leadership; and team building and networking. A series of three-day workshops will feature lectures, group discussions, and various exercises focusing on seven key modules:

- Systems thinking for transformational change.
- Exploring Behaviour over Time.
- Facilitating Self-Sustaining Change
- Anticipating Resistance
- Negotiation for Sustainable Development
- Cross-cultural Communications for Leadership
- Team building and networking

In addition to these sessions, there will also be a leadership panel, where invited three eminent leaders will be invited to be part of a panel discussion: tell their stories, the challenges they faced, etc., and then engage with the participants in a dialogue on what it means to be a good leader.

The PMU prepares the RFP for the development of specialized training programs for postsecondary students. During this process a short training will be delivered to the various implementing partners (specialized training institutions, universities, CSOs) interested in making applications for this component. This training will provide an overview of the requirements of the desired programs and the methodology to be applied in their design in order to ensure their effectiveness.

The PMU, through the Career Development specialist, the HR expert and PELCAC will review the technical and financial proposals upon their submission by the implementing partners. Each proposal should include a clear need assessment of the specified interventions as well as implementation plan and budget breakdown.

The selected training implementer will be asked to develop a set of supplementary professional development programs that support students in existing education and training programs...
better match their skills with the needs of the labor market. These programs will supplement the academic and technical programs provided by hosting institutions through focusing on skills and knowledge that is required on the job, thus allowing the participants to design a sound career path and be ready for it before graduation. The training programs would also include soft skills such as communication skills, leadership, creativity and innovation, time management, report writing, English language, analytical thinking etc.

In addition to the Al-Fakhoora Scholars’ benefiting from the LLSEP, it is expected that at least 20% of the students in the targeted hosting institutions participate in at least one personal or professional development activity. It is also envisaged that the participating institutions contribute at least 30% in funding the career development program in the fourth years of the program from their own resources or from other donors.

The PMU will support capacity building in this component through sharing the outputs of each implementing institution with other institutions. The sharing of these courses will provide a wealth of labor market relevant professional development programs that can be deployed at the institutions. It will also ensure that each institution will develop courses in which they have a comparative advantage with other institutions and benefit from courses developed by other institutions.

Considering the specialized nature of the activities, the design of the program recommends that the PMU solicits Palestinian universities to assess the needs of the students, plan and implement these activities. In order to ensure that this component is performed in accordance with the needs of the program, a short training will be delivered to interested university units during the RFP process.

Al-Fakhoora Scholars selected to participate in the LLSEP will be expected to participate in at least two of the following activities over the course of their degree program:

- ✓ A six-week public service/volunteer experience internship in the summer between freshman and sophomore year;
- ✓ An academic course on leadership and civic engagement in the fall of sophomore year;
- ✓ A locally or regionally-based three-month public sector internship or volunteer experience in the summer between sophomore and junior year;
- ✓ A semester in another university matriculating at a partnering institution and participating in a part-time, semester long volunteer/community service component;
- ✓ A practicum at the home institution in the fall of the senior year, in which the scholarship recipient plans, with the guidance of a mentor and in consultation with other colleagues, his/her own six-month civic services project(s);
- ✓ Support for each scholarship recipients’ own six-month, self-designed civic service project that would ideally be supported by the second sequential class – the first class supported solely by the implementing university’s own endowment);
- ✓ Over the course of the scholarship experience, participation in regular (e.g., quarterly) events, to include: roundtables led by public and private sector leaders; professional presentations and discussions with current students on the scholarships as well as host institute alumni, and, where possible, alumni from other scholarship-funded programs; other networking events
- ✓ Participation in a two-direction mentorship program that includes meeting, on a regular (i.e. quarterly) basis, with a public or private sector community leader serving as the recipient’s mentor. Current scholarship recipients should also serve as mentors to incoming recipients;
- ✓ Participation in regular (e.g., quarterly), community-wide volunteer/service events planned by the university throughout the academic tenure.
Upgrading Professional Skills

The program will target professionals employed in public and community institutions working in the area of social services (health, education), and safety net programs which are much needed fields that require the upgrading of professional capacities. The funding of this component will provide the opportunity and access for many young Palestinians to specialize in these areas and develop their professional skills further, through scholarships abroad, continuous training, and exchange visits at regional and international levels. In fact, the development of human resources in these areas is a high priority for the Palestinian social service providers in view of their paramount importance in the provision of quality services to the population that could impact positively on their livelihoods.

Empowerment and Life Skills Development

The objective of this component is to increase the positive (short term) and sustainable (long term) employment of students by developing, testing and evaluating a replicable (and sustainable) program and curriculum empowerment model of technical training that is quality centred, gender relevant and responsive to labor market demands. To achieve both the short and long term employability of youth, the model will embrace occupational/employment sector skills for specific employability, universal (for example, critical thinking, problem solving, computer literacy, English language, teamwork, and personal management) skills for general employability, and entrepreneurship skills for self-employment.

The program will offer leadership skills development and interventions that target students through a multi-modular approach, having to work on different sets of skills, including: leadership skills, managerial skills and technical skills in addition to individuals' ethics and value systems which are needed to strengthen integrity, equality values, compassion for those who suffer and are marginalised, to develop gender sensitivity, and others.

Managerial skills are complementary to leadership skills and equally critical, as they provide leadership with the capacities to realise their vision and achieve their goals. Managerial skills include the whole range of functional capacities, including the capacity to formulate policies, strategies and plans; the capacity to budget and to implement programs, policies and plans; the capacity to monitor and evaluate programs and policy implementation; the capacity to manage time and risks. Closely associated with management skills, are the technical capacities, such as an overall understanding of human resource management processes, financial management and procurement as follows: capacity to formulate and communicate a vision; capacity to mobilize people around a shared agenda, to inspire and motivate action; capacity to network and form partnerships with stakeholders and to mobilise support; capacity to listen and communicate, manage conflicts, build trust and gain legitimacy; capacity to negotiate and finally leadership shall be embedded in a system of ethical values, which inspire vision and inform the nature of the action.

Output 2: Selected Al-Fakhroora Scholarship Students are provided with opportunities for professional development and productive engagement.

Direct and indirect interventions are complementary and mutually reinforcing; while leadership training and empowerment (direct interventions) might strengthen leadership and managerial capacities of students, the availability of opportunities to exercise and further augment those capacities and skills are critical.

In order to prosper, strengthen their capacity and achieve high level of human development, societies must rely on highly educated and skilled people, with the capacities to meaningfully participate in development management, and to support and promote processes of change. This
is all the more true during processes of nation and state building or crisis; when institutions need to be built, developmental coalitions promoted and the tissues of society re-established. These processes require effective and able individuals with knowledge, skills and value systems that make them go beyond their personal interest for achieving results that benefit the wider community.

The program for the empowerment curriculum development model will be developed, tested, evaluated and revised. The program will contribute to the institutional strengthening and capacity building of the selected students through the establishment of labor market linkages and development of human (training) and physical resources (curricula and instructional materials). The program adopts a sustainable framework because it focuses on upgrading the skills of pilot programs’ students. These same students are provided with the opportunity to immediately practice their newly acquired skills, and ultimately to share these skills with other formal and non-formal training providers.

The aim is to bridge the gap between the requirements of the labor market and the outputs of the educational system. Students will be able to meet their future employers’ requirements and the growing demands of the market. University students will benefit from training, capacity development and counselling services, including career guidance that will improve their life skills and ensure they make sound decisions regarding their education and future career.

While the students can be powerful catalysts for organizational and societal change through leading by example and inspiring others to follow, organizational and societal culture too can bring about transformation at the level of the students. Driving change or adapting to change at the societal level is the most complex of all, as it calls for the concerted efforts of a number of different societal actors, including civil society organisations, government and non-government institutions, education institutions and others. Recognizing the linkages between the individual, the organisational and the societal level will help make capacity development actions for leadership/empowerment more effective.

Within the program, civil society organisations will be involved with service delivery as the trusted partners. Their capillary presence at the grassroots level and deep understanding of local informal institutions, give them a comparative advantage over national level institutions for servicing the program. While the number and relevance of civil society organisations is increasing, most of them still lack fundamental capacities to catalyse change. The objective of this component is to provide the institutional capacity that is required to ensure that the scholarship program is gender-inclusive and designed to meet and adapt to the changing labor market needs.

This output would also include a job placement component in which the students will be placed in private sector and non-profit organisations. Through these placements, the students will be expected to develop their skills in a specific career that corresponds to their specialisation.

**Internships**

The program will address the empowerment of students, which will not be one-off events. In order to foster and promote the utilization of skills gained by the students, various mechanisms/approaches will be utilized including an, incentive systems (i.e. paid internships, on the job-placements; financing for implementation of initiatives), access to information and information technology, the establishment of networks and communication mechanisms. The Al-Fakhoora Scholarship Program will develop a network of employers in the private and NGO sectors that are willing and able to offer meaningful, and professionally beneficial, paid internships to Al-Fakhoora Scholars. Each candidate placed in an internship will be paid a nominal monthly salary shared equally by the Al-Fakhoora Scholarship Program and the hosting
company. No commitment is made for full time, permanent employment, but the likelihood of a permanent job offer being made increases if 1. The candidate is up to par and 2. an opportunity is available. This formula will create an incentive to companies to buy-in to the concept of internships, which is an underutilized concept in this region. Not only is it necessary to encourage and educate students on the benefits of internships, it is necessary to educate and develop internship opportunities among local employers. Employers generally feel that hosting interns is a burden. Rightly so, as a successful internship must incorporate planning, monitoring and management to ensure that the intern has benefited from the experience and doesn’t just spend his/her time idly in the office and in the way of busy staff. Such a situation, as it often is, can in fact be very counterproductive both for the graduate, who will get frustrated and demoralized, and for the company, who will feel his/her presence as a burden. Companies need to be educated on the long-term benefits of investing their time and money to set up a proper internship program. Properly planned and supervised internships can offer added productive participation, and an ideal way of building one’s employee base more effectively by having direct contact and oversight of potential permanent employees. If companies cost share in the nominal salary they 1. Have a stake in making the internship worthwhile for all, and 2. Have an incentive to participate with an organization that is footing half the bill and has access to a pool of well-prepared employment candidates.

**Career Placement**

Taking into consideration that one of the purposes of the Al-Fakhoora Scholarship Program is to offer Al-Fakhoora Scholar opportunities to engage productively in society and provide leadership within and outside of their own community, support will be given to the Al-Fakhoora Scholars to secure relevant employment opportunities upon their graduation. To do so, the PMU will build a network of organizational contacts in Palestine who are potential employers of Al-Fakhoora Scholars. An on-line directory of Al-Fakhoora Scholars’ resumes will be made available to all potential employers.

**Supporting Entrepreneurial Initiatives**

The program will increase opportunities for poor and vulnerable groups to start meaningful livelihood activity through developing entrepreneurial initiatives. The career development specialist at the PMU will have the capacity to guide Al-Fakhoora Scholars to develop business plans and secure funding from private investors or Micro Finance Institutions.

**Coaching and Mentoring**

The program will also involve the group in hands-on activities (‘action learning’) and will promote continuous learning. The program will support this training through coaching, mentoring and monitoring of performance and achievements.

Coaching and mentoring are leadership development approaches intended to enable the students achieve their full potential, through dedicated guidance. While coaching and mentoring are both learning and development activities which share the same principles, there are subtle but significant differences in aim, emphasis and style that distinguish them. Coaching is primarily focused on performance and emphasises development tools, while mentoring focuses on longer-term goals and on developing capabilities.\(^\text{39}\)

Coaching and mentoring inspire, energise and empower people by promoting their self-confidence and self-esteem, productivity, talent and self-direction. Coaching and mentoring are

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\(^\text{39}\) Clutterbuck, 2001 in Deans, Oakley et al., 2006.
also part of a life-long learning approach to knowledge, rather than being one-off events. Coaching and mentoring is also considered an important tool in developing women leadership capacity: coaching and mentoring is increasingly used in leadership development programs for women, especially because they can develop self-confidence and self-belief.

**Actualize the Empowerment Program**

The PMU through its experts will carry out a pre-assessment for the desired professional training and scholarships abroad for young professionals. The program will target professionals employed in public and community institutions working in the area of social services (health, education), and safety net programs and conduct a selection of the most eligible for internships/further training. Accordingly, the PMC will coordinate with implementing partners for the placement of the professionals and through the PELCAC monitor their placement and progress.

With the support of the PELCAC, the PMU will organize twinning arrangements/external placements to provide specialized professional training and scholarships abroad for young employees who work mainly in education and health sectors / Internships. Additionally, it will solicit proposals from CSOs or public organizations based on pre conducted need assessments detailing the need for specialization and continuous education of young professionals; assess the proposals submitted, sign agreements with the institutions and transfer grants for on the job placements and paid internships. Furthermore, the PMU will coordinate experience exchange visits with regional and international universities; training centres and specialized experts etc. and identify mentors for the program.

It must be noted that there seems to be a lack of awareness among the young to search for internships in their profession. This is generally true because they would prefer to engage in paid employment rather than non-paying or low-paying internships. However, this leaves them without the technical skills that would allow them to enter and compete in the labor market. An incentives system must be put in place to encourage students to want to develop their skills more. This could be done either by providing paid internships (the Fakhoora program can provide stipend for those who are doing unpaid internships) or by matching them with companies, institutions, organizations that will promise a paid job directly after a certain period of training.

**Outcome 3:** Al-Fakhoora Scholars are enabled through a visible multi-faceted, well-branded scholarship/empowerment advocacy campaign to influence global media channels to communicate better key challenges facing Palestinian youth’s right to education under occupation.

**Output 1: Advocacy campaign developed and implemented**

This component aims to enhance capacity of young Palestinians in activism in support for the right to education. Young Palestinians become advocates of Palestinian issues and priorities with regards to the right to education. The members of Al-Fakhoora Scholars Association will lead activities that promote the right to education for Palestinians creating coalitions and drawing supporters, locally and internationally, through advocacy campaigns and events.

For effective implementation of this component, the Al-Fakhoora Scholars through the implementing partners will be asked to design an advocacy campaign for the Palestinians’ right to education that engages students in such activism. These campaigns will be based on true stories regarding education under occupation or their socioeconomic and other challenges. The implementing institutions will plan for local, regional and international activities in this field. The PMU’s Advocacy Specialist will prepare the “RFP” document for this component assisted by
a number of selected scholars, and will invite institutions to submit their proposals after delivering information sessions for interested organisations. Following the same granting process adapted in the aforementioned components, the Advocacy specialist will supervise and monitor the implementation of the approved programs.

Although this component will be supervised directly by the PMU it will be coordinated with other advocacy activities implemented by Al-Fakhoora Scholars Association. In particular, these activities will be coordinated with CABU and Fenton Communications activities. Overall activities to be conducted by the institutions include the following:

Establishing advocacy groups from Palestinian youth activists among regional and international countries: through national, regional and international partnership and connections with networks, the university will establish advocacy groups consisting from members of Al-Fakhoora Scholarship Association along with other young Palestinian activists. These represent the cornerstone for bringing social change in their societies through the mobilization of supporters to advocate the right to education at national and international levels.

Through national, regional and international partnership and connections with networks, the implementing partners will establish advocacy groups consisting from members of Al-Fakhoora Scholarship Association along with other young Palestinian activists. These represent the cornerstone for bringing social change in their societies through the mobilization of supporters to advocate the right to education at national and international levels.

To enhance the skills of the established advocacy groups, a capacity building program will be delivered in cooperation with journalists and media associations and communications/media departments in universities. This will include the training and the delivery of advocacy related material by the universities themselves. The selected universities will provide technical counselling and supervision as well as on-going coaching to the young activists regarding the implementation of their designed advocacy campaigns.

III. TARGET BENEFICIARIES

The immediate beneficiaries of the program are high school graduates and future prospective labor market entrants who participate in the program, thereby acquiring educational qualifications and specific, universal and entrepreneurship skills needed for self-employment or immediate and long-term employment by others.

The program is also expected to benefit employers who will be able to recruit graduates postsecondary institutions with the high quality, sector specific, adaptable and universal skills that are desired by the particular occupation/employment sector.

The program will also benefit educational institutions’ staff and advisory committee members who, at the end of the program, will have acquired effective and up-to-date academic and pedagogical skills in program and curriculum empowerment development that can be used, adapted and shared with other educators and policy makers.

These institutions and CSOs will benefit from the program through an increased and institutionalized capacity to produce technically proficient professionals who meet the future demands of a dynamic economy.

IV. EXPECTED END OF PROGRAM SITUATION
By the end of the program, a qualitative change would have been introduced to educational and empowerment capacities/opportunities offered to postsecondary-level Palestinian youth. Present access to education will increase and capabilities would be upgraded and enhanced, and new modalities for societal engagement introduced. Within the framework of strengthening the capacities/opportunities of students, few initiatives would have been activated including:

✓ At the first level, markets, employers, and student survey studies would be conducted and finalized in order to assess feasibility and direction for enrolling prospective students in specific education specializations;
✓ At the second level, the institutional capacities of implementing institutions would have been upgraded to administer the program and to offer educational placements/career counselling;
✓ At the third level, a strategy for students’ advising, selection and placement in educational institutions within an accountability selection criteria would have been endorsed and effective;
✓ At the fourth level, a strategy and implementation mechanisms for enhancing postsecondary-level students’ empowerment/leadership capacities would be developed;
✓ At the fifth level, capacity development interventions would be implemented to enhance the capacities of education and training institutions staff/CSOs and other implementing partners to provide empowerment and life skills to program students;
✓ At the sixth level, opportunities will be availed to students to actualize their training and leadership potential;
✓ At the seventh level, a promotional campaign would be instituted, and a graduate tracking system designed.

Following from this objective, the key indicators for the program success include:

- At least 90% of scholarship recipients have successfully completed their degree program
- At least 80% from the program graduates are employed within one year from their graduation
- At least 50% of the program graduates are able to contribute to their family household’s expenditures within one year of their graduation.
- At least 90% of the program direct end beneficiaries articulate significant improvement in their social life due to the scholarship they have received.
- The main social services providers utilized at least 5 new techniques that have significant impact on the life of their target groups.

V. PROGRAM PHASES

The program will be implemented over a period of 12 years, covering three implementable stages corresponding to 4 years each. The program reflects an approach that is adaptive and sustainable. The program will be implemented in four distinct, incremental phases to allow for reflection and adjustments. The program development model is presented as a framework that can be shaped and adapted by those involved with the program throughout its development and pilot-testing. Contingent on an evaluation of its effectiveness, the program and development model can be replicated and/or modified. To facilitate replication, the processes of developing, testing and evaluating the model will be documented in the form of various reports during the program cycle.

The first phase, to be completed in the initial five months of the program, encompasses two distinct surveys and studies. This phase is directed at identifying emerging high demand
employment areas as the basis for students’ placements, in accordance with the employer and student surveys.

The **second phase**, covering a 6 month period, encompasses the selection and placement of institutions, including concluding partnership agreements with the implementing partners and hosting academic institutions.

The **third phase**, covering a period of about 4 years maximum (depending on the academic institution category), consists of pilot delivery of the academic program and the developed empowerment curricula and evaluation of the pilot delivering the first graduating class. It will also include information dissemination (awareness advocacy campaign) about the program and curriculum development model, and the transfer of skills and knowledge from the pilot programs’ staff to other educators and policy makers.

The **fourth** and final program phase, covering about 2 years, focuses on the implementation of empowerment, leadership and life skills capacity development programs and opportunities for testing them.

### IMPLEMENTATION PHASES OF THE PROGRAM

#### The Preparatory Phase
- Establish institutional mechanisms
- Conduct meetings to familiarize all partners with the implementation process
- Approve working plan.
- Draft the implementation strategy framework.
- Conduct relevant studies

#### The Dialogue Phase
- Present the draft strategy to stakeholders
- Hold a series of short consultation workshops with specific stakeholders to receive feedback and input

#### Scholarship Strategies
- **Institutional Arrangements**
- **Students’ Selection, Advising and Placement**
- **Advocacy Program**

#### Empowerment/Leadership
- Establish institutional mechanisms
- Conduct studies on curricula and curricula development
- Training, coaching, mentoring, twinning arrangements
- Placements on-the-job training, etc.

### VI. IMPLEMENTATION ARRANGEMENTS

#### The Program’s Implementation Approach

To address Palestinian students’ access to education, empowerment and productive employment opportunities, the program will be carried out in a consultative manner engaging all stakeholders from various institutions. Accordingly the program implementation will make sure to be in line with UNDP/PAPP program and action plan and more importantly to be in line with the initiatives undertaken by the Ministry of Education and Higher Education. Consequently the program will make sure to lead the following approach:

- **Support to and alignment with the Government’s Action Plan:** UNDP as the government’s partner will work closely with central and local governments in line with national and operational policies for supporting the program’s objectives in order to make sure that
all concerns are well expressed at this level and get orientation on government’s future plans;

- **Take stock of ongoing successful initiatives and lay the foundation of medium and long-term vision:** In order to enhance the effectiveness of the longer-term intervention process, it is important that some of the basic building blocks (such as adequate implementing institutions’ capacity, delivery mechanisms, monitoring and evaluation systems) are taken into consideration while taking stock of the ongoing successful setup;

- **Partners’ balance:** It is important that all consultations undertaken under this program for the development of the planning/implementation strategy respects partners’ balances by ensuring that they are represented through active members in committees or through stakeholders’ engagement.

- **Use of local institutions and resources wherever possible:** The program will make use of local resources and institutions to the extent possible. This will ensure that the knowhow and expertise are to some extent transferred and local capacities strengthened to lay the foundation of sustainable implementation and long term risk reduction.

- **Support for civil society initiatives:** The program will work with relevant national and local civil society organizations, primarily NGOs, in the preparation and design of the program’s implementation strategy while taking into consideration the academic nature of the program. There will be a need to ensure that inputs from the program’s implementation will ensure benefit and support to civil society work with the youth.

**UNDP’S CAPACITIES CONTRIBUTION**

UNDP will provide the following support in the area of capacity development:

- Capacities for the implementation of a comprehensive scholarship program.
- Capacities for identifying labor market-relevant educational fields and designing curricula.
- Capacities to facilitate access to global scholarship/empowerment programs ‘best practices.
- Capacities of educational institutions, private sector and CSOs to offer life-skills and leadership skills training.
- Capacities to coordinate and ensure synergies of youth-related educational/empowerment programs.
- Capacities of educational institutions, CSOs and the private sector to provide opportunities for youth societal engagement.
- Capacities to coordinate access to relevant training, exchange, placement programs.
- Capacities for accountability systems design.
- Capacities of institutions for career advising & placement.
- Capacities of national academic institutions for the implementation of university-related holistic education projects.
- Capacities for results-based and accountable project management implementation.
- Capacities for advocacy enhanced.
- Capacities for resource mobilization.
- Capacities for branding.
- Capacities of students and implementing partners for networking and partnerships.

**The Program’s Staff**

**National Program Manager** (NPM) will be responsible for the day-to-day, financial and human resource management and decision-making for the whole program. His/her prime
responsibility is to ensure that the program meets the results specified in the log frame within the required standards of quality and within the specified constraints of time, according to UNDP's policies and procedures.

The NPM will also be responsible for coordinating with all counterparts ensuring progress of activities and their achievement in an efficient and effective manner. She/he is expected to prepare detailed program and action plans, as well as follow up monitoring and evaluation activities throughout the program's period supported by a monitoring and evaluation specialist. In addition, the NPM's responsibilities include reviewing and approving all liquidity and financial reports prepared by the financial officer, directing and motivating the program team, agreeing on technical and quality strategy with the donor, preparing all program reports, submitting all necessary reports and information to the donors.

**Program Management Unit (PMU):** the PMU will oversee the entire program, under the direction of the NPM. It will be essentially responsible for ensuring the achievement of program’s set objectives, follow up and monitoring of day to day operations and progress for each component ensuring it meets the standards of efficiency and effectiveness, through ensuring that the contribution made by the designed outputs resulted in achieving the program purpose. The PMU will be also responsible for the complete coordination and follow up with the implementing agencies and counterparts.

Within this framework, the PMU will hence handle all granting and contracting activities for the program's components. The PMU will also be responsible for preparing all necessary program documents i.e. Program's Operational Manual, Terms of Reference (ToR), and Request for Proposals (RFP) as well as supervising and monitoring the implementation of the work plan. All financial and procurement transactions associated with the program are expected to be handled through the PMU based on UNDP’s standard operation procedures. The PMU will consist of a specialized technical, administrative and financial team.

The PMU will exercise its coordination functions through a partnership platform, the Program Management Committee (which meets annually) and the Technical Taskforce (which meets regularly). Both the PMC and the Technical Taskforce will comprise a wide range of stakeholders across the government, academia, and civil society, engaged in the program. The main role of the partnership forum is to function as champions of change.

The PMU will develop **informal networks of supporters** of the program, to form broad-base coalitions around the program objectives. They will rely on pre-existing national and international networks, mobilise national civil society alliances, government agencies and international networks of organisations engaged in supporting youth education and empowerment.

The program will benefit from the participation of available national expertise through the recruitment of **National Program Professional Staff (NPP)** totalling 7 staff including a Program Administrative Assistant, finance officer, capacity development specialist, monitoring and evaluation officer, scholarships’ officer, IT Specialist and advocacy/communication officer who will work with the NPC in a spirit of team approach (see TORs in annexes). PAPP will provide all the inputs as described in this program document, and will make available necessary supervision, management, and accountability frameworks.

**Figure 1: PMU Proposed Structure**
Al-Fakhoora Senior Committee (FSC): UNDP will designate two program site locations at the recommendation of the FSC (see TORs in annexes). Counterpart educational institutions involved in implementing the program activities will make available facilities, such as office premises, training space, and instructors at the concerned colleges.

For the purposes of oversight of the Al-Fakhoora Scholarship Program, the Al-Fakhoora Senior Committee (FSC) will be established. The FSC should consist of a maximum of six senior-level representatives from relevant institutions including the hosting educational institutions in the West Bank and Gaza, a member of the executive board of the Businessmen Association, and UNDP/PAPP that will chair the FSC (all decisions made by majority vote). Following the first batch of graduates of the Al-Fakhoora Scholarship, an Al-Fakhoora Alumnus will be invited to sit on the FSC.

The FSC is responsible for overseeing program implementation and will have a supervisory capacity over all aspects of the program (see TORs).

The FSC will convene in the first quarter of the first year of program operations and is expected to meet approximately once every three months (especially, and possibly more regularly, at the end of each program phase) for one day throughout the duration of the program (a minimum of 20 work days commitment on behalf of each FSC member). The intensity and frequency of meetings will vary relative to developments in the program cycle. For example, it is anticipated that the FSC meetings will be more frequent during the initial (labour market surveying) and final (evaluation and publication) stages of the program than during the intermediary period (program and empowerment development and implementation) where the individual Program Empowerment/Leadership Advisory Committees (PELCAC) play a more critical role (see below).

Implementing Institutions

The implementation of the program’s three components directly with the targeted beneficiaries will be through the program’s Palestinian and international counterparts, either through the provision of contracts or grants. These are composed of the Ministry of Education and Higher Education, Ministry of Labor, the private sector, Qatar Red Crescent, Palestinian postsecondary education and training institutions, civil society organizations, social service providers.

Implementing institutions (academic and non-academic) will be entrusted with the implementation of the empowerment, leadership and life-skills components of the program because: a) it was reported that the highest rates of unemployment were those of who
did not attain university education and therefore the program may decrease such high rates of unemployment among Palestinian youth; b) universities can be an ideal venue for short-term programs for up-grading the skills of participants in the labor market.

The intended mandate of these academic institutions and participating civil society organizations is to provide post-secondary, non-university, mid-level, short term, career-oriented technical education and training. The structure of the training is believed to be particularly well suited for assisting youth to effectively adjust to the rapidly changing needs of the labor market.

The involvement of Palestinian tertiary education institutions in the program will be from the outset in the review of the labor and economic studies, discussions over the students’ selection criteria, section and advising for students and placements.

In addition, universities and colleges will be responsible for the implementation of the student career development programs at their own institutions. They are required to conduct a need assessment with their students to address the main areas of intervention. Afterwards each institution is expected to prepare a technical and financial proposal. After approving the submitted proposal each university or college is expected to implement the student career development program proposed while handling the required monitoring and reporting mechanisms.

The advocacy component will also be implemented by universities. This component should include identification of regional and international partners who will work with these universities on implementing the formulated programs. Each of the partner university will establish an advocate groups from members of the AlFakhoora Scholars Association and other youth activists, conduct a capacity building program in advocacy and implement advocacy campaigns.

**Program Empowerment/Leadership Advisory Committees (PELCAC):** In order to institutionalize linkages between labor market supply (education and training institutions) and labor market demand (the employment sector responsible for hiring trained program graduates), an internal (college-based), Program Empowerment/Leadership Advisory Committees (PELCAC) will be established. Comprised of six members, the PELCAC will consist of two occupational/employment sector specific or industry-based representatives, a CSO representative whose activities are related to the specific fields, a pilot college administrator (the Dean or Assistant Dean), a pilot college instructor, and a former college graduate employed in a related field (if applicable). As an advisory body, the preeminent role of the PELCAC is to guide the program in the development and subsequent validation of occupational/employment sector specific empowerment and leadership curriculum.

The PELCAC will be established by the PMC and should meet upon the request of the Career Specialist at the PMU. The time commitment of the PELCAC is expected to be most intense during the periods of program implementation, curriculum development, and implementation. The “life” of each PELCAC is linked to the duration of the program.

**Non Governmental Organizations:** The NGOs will be involved in the implementation of the program in many aspects, particularly in promotion and awareness. NGOs who are engaged in the poverty alleviation will be responsible for targeting poor students in need for scholarships. These NGOs will be selected based on targeting criteria mentioned in the program’s Operational Manual. Each NGO is responsible for assisting in the processing of applications of students under their mandate. A progress reports should be submitted by the NGOs to the Scholarship officer at the PMU.
Empowerment, Leadership and Life Skills Providers: Civil society organizations, private sector, universities or public institutions will be responsible for the implementation of the empowerment/leadership development component. These organizations are responsible for submitting a proposal that reflects a real need for the professional development of the students based on the studies carried out under the program. The proposals submitted can address vocational training and short raining courses or experience exchange visits. After signing the agreements, services providers will be responsible on handling implementation, monitoring and reporting for these programs.

For example, for the Health Sector, the Qatar Red Crescent Society can be responsible on managing the scholarships for doctors and nurses, conducting vocational training courses and arranging visits for the experience exchange.

VII. MONITORING AND EVALUATION

Monitoring Framework

Effective monitoring of activities supported through the program will be implemented through on-site monitoring, regular reporting, and financial expenditure tracking. The monitoring framework will be implemented to achieve the following purposes.

- **Results-Oriented:** Ensure appropriate measurement and assessment of program performance in order to more effectively improve performance and achieve results.
- **Quality Assurance:** Ensure quality in project activities supported through the program to ensure best possible benefit for beneficiaries, through monitoring program delivery and identifying issues that need corrective action and ensure that additional assistance is provided early.
- **Accountability:** Ensure accountability in the use of program resources through heavy emphasis on financial reviews to make sure that funds are being appropriately used to achieve program outputs, and that the responsible parties/delivery agents have sufficient controls in place to demonstrate that funds are being used appropriately.
- **Transparency:** Ensure transparency in program activities, finances, and results to all stakeholders.
- **Learning:** Ensure that the program has mechanisms to ensure learning for purposes of improving ongoing implementation and guiding new initiatives, and to identify key lessons learned and successes stories from program implementation to feedback into planning and implementation processes of UNDP and development partners;
In order to achieve these purposes, the monitoring framework for the program will seek to apply the following measures:

- **Appropriate Resourcing of Monitoring**: The program will dedicate staffing to ensure proper implementation of monitoring systems, including monitoring officers and financial monitoring assistants, as well as financial resources for monitoring purposes.

- **Lessons from previous Projects**: The program will seek to address lessons from previous evaluations and assessments of UNDP and Government Projects regarding monitoring systems.

- **Field-Based**: Priority is placed on active on-site field monitoring and regularly scheduled field visits to all activities supported by the program, to ensure close interaction with responsible parties and delivery agents.

- **Template Based System**: The program will seek to apply a template based system to structure monitoring information and ensure its collection on a regular basis.

- **Joint Monitoring**: Monitoring should include joint monitoring activities with their partners at various levels.

- **Operational Effectiveness**: Ensure proper application of UNDP's internal control framework, and reviews of operational effectiveness

### Audit

The program will be audited in line with the rules and regulations of UNDP for DEX UNDP supported Projects.

### Arrangements for Monitoring and Evaluation

The proposed initial program’s M&E system will include three key pillars as follows:

1. Internal regular monitoring and reporting by the PMU.
2. External monitoring and reporting by the program’s counterparts.
3. Midterm and end of program external evaluation.

### Monitoring and Reporting Mechanisms

**Internal monitoring and reporting**

The PMU will be responsible for aggregating and analyzing data on the program’s overall indicators. A Management Information System (MIS) will be developed at the PMU by the IT specialist with the support of all technical team members in order to track all information for indicators using the forms prepared and presented in the Operational Manual of the program. In addition, the PMU will be responsible for the preparation of the following reports as follows:

- Detailed action plan (annual by quarters) explaining the activities and responsibilities for each program component.
- Quarterly progress reports that include an updated outcome indicators.
- Annual cumulative progress reports that describe all program achievements under the four main components. This report should focus on trend towards achieving the expected outcomes of the program.
- At the end of the first five years, the National Program Coordinator should submit an Implementation Completion Report (ICR) for the three components: University Student Personal Capacity Development, Professional Development for Young Employees and Advocacy Components. The same will be submitted at the end of the fifteen years for Al-Fakhoora Scholarships component.
**External monitoring and reporting**

The external monitoring will provide timely assessment of the activity implemented by the counterparts according to their developed detailed action plan. The counterparts will be responsible for filing the data at the developed MIS mentioned above. A variety of monitoring tools will be used including the following:

- **Programs Work plans prepared for each sub program.** These work plans help in monitoring progress against planned deliverables within the agreed upon time frame and budget.
- **Counterparts’ narrative and financial progress reports** that will be used to monitor progress of programs implemented and financial components. These reports should include lessons learned, challenges and opportunities facing the program throughout the implementation phase as well as details of expenses.
- **Monitoring visits** that will be conducted by the technical team will be considered as an important source of information. The technical team may conduct semi-structured interviews with any of the beneficiaries or stakeholders.
- **Each implementing institution will be responsible for conducting a self evaluation at the end of program.** The self evaluation should be carried out by the program team using different participatory techniques i.e. focus groups, interviews with the targeted beneficiaries. The report should include recommendations and lessons learned.

**External Evaluation**

Midterm and final external evaluation should be conducted. ToRs will be prepared by the PMU’s National Program Coordinator and specialized consultants will be contracted to handle this task. The technical consultant will assess the compliance of the implemented components with the overall technical specifications. Relevance, effectiveness, efficiency and sustainability will be assessed through the external evaluation.

The proposed program has a high sustainability potential both for the beneficiaries and the implementing organisation. The desired impact on the target group will be to equip them with the skills and competencies that would allow them to enter the labor market. Once the beneficiaries have acquired those skills, their employment potential will increase. Over time, they would accumulate the experience and capacity to remain in the labor market and deliver quality services to their beneficiaries.

On the other hand, tertiary education institutions, civil society organizations and social service providers will benefit greatly from the experience of implementing the proposed program. The program itself will provide them with the capacity to sustain such delivery in the future even after the program funding has ceased as the necessary infrastructure in terms of human capacity, organisational networks, know-how, training material and other infrastructure will be in place to sustain the program in the future. It is expected that universities will continue to provide personal capacity development training to their students and civil society organizations will have the experience in advocating youth issues and concerns as well as in the design of advocacy campaigns. The training material developed for the purpose of this program by the counterparts will also be available for delivery at any time after the program’s life time has ended. This will significantly lower the cost of delivery of training in the subsequent periods making it possible to deliver it at marginal costs.

The youth themselves are expected to utilize the skills developed in the design of advocacy campaigns to lobby for their concerns through the formed youth advocacy groups at national and international levels.
VIII. MANAGEMENT OF FUNDS

UNDP will be directly implementing the Project activities based on the DEX modality. A project unit will be established in UNDP to carry out the day-to-day operations, monitoring and oversight.

Three of the roles – project manager, approving manager, and disbursing officer – will exercise an authority for UNDP expenditure transactions. The requirement for three authorities is considered especially important from an internal control perspective as described hereunder.

- The first authority is the person with primary responsibility for managing the resources being spent namely by the National ProgramManager. The National ProgramManager approves requisitions (for PO transactions) and requests for nonPO payments (for nonPO transactions). The National ProgramManager is also responsible for documenting satisfactory receipt of goods/services, though the National ProgramManager may choose to delegate this function to other project staff.
- The second authority, referred to in this document as the “approving manager”, approves POs (for PO transactions) and non-PO payment vouchers (for non-PO transactions).
- The third authority, referred to as the “disbursing officer”, approves the pending disbursements.

While all expenditures are registered in the Combined Delivery Report (CDR), the Implementing partner will maintain records locally to reflect accumulated expenditures per budget line, budget balances and outstanding obligations. These records serve to monitor the program
financial situation and to share financial information with other stakeholders. The National Program Manager will coordinate with the administrative units of the country office on the follow up of disbursements against obligations.

According to DEX the Combined Delivery Report (CDR) is mandatory and should be issued quarterly and/or adjusted based on the current program duration. The CDR reflects all disbursements made by the program in a certain period. The final CDR at the end of the program must be signed by the designated authorized official of the Implementing Partner.

Management of Assets

All assets acquired within the program should remain the assets of the program of the UNDP office. Equipment purchased with the program funds should be utilized for the program activities and will be reflected in the UNDP office equipment inventory.

IX. PARTNERSHIPS

- Coordination with other UN agencies working in the sectors as agreed in the UN Country Team will be sought in order to strengthen the community-driven development approach applied by the Program.
- Partnerships with academic institutions will be key entry point for the Program. The already close working relations with these institutions will facilitate a quick Program startup.
- Opportunities for cooperating with the private sector, specifically with the major market employers will be actively sought.
- Particular partnership will be ensured with civil society organizations who have been very actively working in the field and close cooperation with care centers will also be adhered to.

X. LEGAL CONTEXT

This Program Document shall be the instrument envisaged in Article 1 of the Agreement between xxxx

The following types of revisions may be made to this Program Document, with the signature of the UNDP Resident Representative only, provided he or she is assured that the other signatories of the Program Document have no objections to the proposed changes:

1. Revision in, or addition of, any of the annexes of the Program document;
2. Revision which does not involve significant changes in the immediate objectives, outputs or activities of the Program, but are caused by the rearrangements of inputs already agreed to or by cost increases due to inflation, and;
3. Mandatory revisions that re-phase the delivery of Program inputs or increased experts or other costs due to inflation or take into account expenditure flexibility.

XI. MANAGEMENT ARRANGEMENTS

The management arrangements takes into consideration and makes reference to the application of the norms of article 105 of the Letter of the United Nations and the ones contained in the Convention of the Privileges and Immunities of the United Nations.

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Refer to DEX/DIM policies and procedures under “Management of Assets” section
**Governing Principles**

The following principles will govern management and implementation arrangements:

- The program provides the needed technical support to the development of the Scholarship/empowerment program;
- The initial focus of the program is on rapid delivery of assistance within the context of meeting immediate needs of the government to organize and coordinate services provide to students in an efficient and effective manner;
- A multi-stakeholder approach to program development and implementation will be employed, through partnerships with Government, UN agencies, and with options for engaging a range of delivery agents including national and local NGOs, international NGOs, the private sector and others;
- Implementation of the program will seek to employ modalities that strengthen sustainable capacities within government, civil society and the private sector;
- The management of the program will promote strong collaboration and complement with other national and international assistance working in the field through joint priority setting, implementation and monitoring/evaluation

**Organizational Arrangement**

The Program will be implemented over a period of 15 years comprising all three phases mentioned earlier. Given the limited expertise in the country and the time sensitivity of the intervention, the Program will be implemented under Direct Execution (DEX) modality.

Most of the planned interventions will have fixed costs. As such the Program will provide a fixed budget that will be used for the intended expenses in mobilizing expertise and consultants as well as conducting consultation events and associated expenses. A Program office will be established in UNDP/PAPP from which the Program will expand its intervention to other concerned stakeholders.

The Project will be headed by a National/International National Program Coordinator to whom the authority for daily Program management will be delegated. A small Program team (2 – 3 staff) will be put in place as soon as possible to provide needed support in logistics and data collection as well as event organization. Additional short-term consultants will participate in the development of the strategy and design of the implementation plan in order to provide in-depth knowledge and expertise.

**Oversight and Implementation Arrangements**

The National Program Coordinator will be based in the offices of UNDP and will ensure proper delivery on Program outputs. Assigned UNDP senior staff will have oversight on Program operation as well as lead discussions with the central government in coordination with the National Program Coordinator. The responsibilities of the National Program Coordinator will be:

1. Provide day-to-day management of the Program;
2. Prepare implementation plans, including monitoring and evaluation;
3. Ensures timely mobilization of short term experts;
4. Process expenditures through competitive bidding according to UN rules and regulations;
5. Process invoices upon receipt, certify goods and services and liaise with Finance Unit(s) to ensure timely payment;
(6) Maintain record and control systems; 
(7) Prepare progress and financial reports on achievements and disbursements of funds; 
(8) Prepare the final Program report; and 
(9) Manage the asset inventory.

The table below presents the arrangements for monitoring and evaluation.

**Table 1: Monitoring and Evaluation Matrix**

<table>
<thead>
<tr>
<th>Result chain</th>
<th>Indicator</th>
<th>Sources of verification</th>
<th>Frequency</th>
<th>Responsibility for data collection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Program Objective</td>
<td>Impact: To improve the livelihood outcomes of Palestinian households</td>
<td>% of households which graduated from poverty</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>% of households whose income increased</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purpose</td>
<td>Outcome</td>
<td>% of individuals who got vocational training are employed</td>
<td>Annual post-implementation survey</td>
<td>PMU</td>
</tr>
<tr>
<td></td>
<td></td>
<td>% of households started their own business</td>
<td>Annual post-implementation survey</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>% of program graduated are employed within one year of their graduation</td>
<td>Annual post-implementation survey</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td># of organisations who benefited from the capacity development program</td>
<td>Annual post-implementation survey</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td># of universities which indicate a positive change in the educational climate has resulted from the advocacy</td>
<td>Annual post-implementation survey</td>
<td></td>
</tr>
<tr>
<td>Outputs</td>
<td>Output 1. Financial assistance to 1100 university and vocational training are provided to students (Scholarships)</td>
<td>At least 90% of the selected students are members of poor households</td>
<td>Review of the program data base yearly and progress reports from the partner NGOs.</td>
<td>PMU NGOs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>At least 90% of the candidate graduate within the time frame without drop.</td>
<td>Yearly and quarterly progress reports</td>
<td></td>
</tr>
</tbody>
</table>
**Output 2.**
Student career development programs functioning at institutions

- At least 20% of the students in the targeted universities participated in at least one capacity development activity and the participating universities contribute at least 30% in funding the capacity development program in the fourth years of the program form their own resources or from other funders.

- Review the progress report of the partner universities and the university profile review.

- Yearly and quarterly progress reports

- PMU Universities

**Output 3.**
Young employees at public and community service sectors have professional advancement (Access to continuous education)

- # of young employees from the basic social services providers who received scholarships for vocational training or participated in short training courses or participated in exchanged visit

- Capacity building progress reports

- Yearly and quarterly progress reports

- PMU Counterparts

**Output 4.**
Palestinian youth-led advocacy campaigns for the right to education

- # of youth activist who received training and coaching as advocators for Palestinian issues and # of advocacy events implemented and the # of recruited supporters and pro-Palestinian from the word

- Progress reports of the partner NGOs and the review of the program data base

- Yearly and quarterly Progress reports

- PMU NGOs

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**XII. DETAILED RESULTS AND RESOURCES FRAMEWORK (SEE RRF)**

**XIII. PROJECT ACTIVITIES, BUDGET AND WORK PLAN**

**Project Budget**

The following table presents the proposed program budget by component.

<table>
<thead>
<tr>
<th>Program Component</th>
<th>Budget Allocation in USD</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Al Fakhoora Scholarships</strong> (for 10 years)</td>
<td></td>
</tr>
<tr>
<td>Students tuition Fees</td>
<td>$ 12,000,000.00</td>
</tr>
<tr>
<td>Students Stipends and other indirect cost expenses</td>
<td>$ 9,000,000.00</td>
</tr>
<tr>
<td>Subtotal</td>
<td>$ 21,000,000.00</td>
</tr>
<tr>
<td>-----------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>University Students Personal Capacity Development</td>
<td></td>
</tr>
<tr>
<td>Capacity development programs</td>
<td>$ 5,000,000.00</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td>$ 5,000,000.00</td>
</tr>
<tr>
<td>Professional Development of Young Employees</td>
<td></td>
</tr>
<tr>
<td>Abroad Training Scholarships / Internships</td>
<td>$ 2,500,000.00</td>
</tr>
<tr>
<td>Grants for Professional Training</td>
<td>$ 1,000,000.00</td>
</tr>
<tr>
<td>Exchange Visits Fees</td>
<td>$ 500,000.00</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td>$ 4,000,000.00</td>
</tr>
<tr>
<td>Strengthening the Advocacy for Young Palestinians</td>
<td></td>
</tr>
<tr>
<td>Advocacy activities</td>
<td>$ 5,000,000.00</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td>$ 5,000,000.00</td>
</tr>
<tr>
<td>Program management, Monitoring and Evaluation</td>
<td></td>
</tr>
<tr>
<td>Program management office (Furniture, Equipment and Rent)</td>
<td>$ 200,000.00</td>
</tr>
<tr>
<td>Program Management Staff Salaries</td>
<td>$ 3,000,000.00</td>
</tr>
<tr>
<td>Consultants services</td>
<td>$ 1,000,000.00</td>
</tr>
<tr>
<td>Supervision (audits, management reviews, etc.)</td>
<td>$ 800,000.00</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td>$ 5,000,000.00</td>
</tr>
<tr>
<td>Total</td>
<td>$ 40,000,000.00</td>
</tr>
</tbody>
</table>
## XIV. RISK LOG

<table>
<thead>
<tr>
<th>#</th>
<th>Description</th>
<th>Date Identified</th>
<th>Type</th>
<th>Impact (I) and Probability (P) (1=Low, 5=High)</th>
<th>Countermeasures / Management response</th>
<th>Owner</th>
<th>Submitted, updated by</th>
</tr>
</thead>
</table>
| 1  | Enforcement of transparency in student selection and placement framework.     | Program formulation | Regulatory                | Failure in reaching proper enforcement of framework impacting program effectiveness and sustainability of solutions.  
P = 3, I = 5 | Introduce incentives for compliance with framework.                          | UNDP                | UNDP                     |
| 2  | Poor coordination among different partners and agencies in implementation.   | Program formulation | Operational, Strategic.     | Duplication of activities impacting efficient results.  
Waste of funds.  
P = 3, I = 3 | Discuss Program activities and reach consensus in identifying overlaps and coordination needed with assigning lead administration to do the coordination.  
UNDP and partners.  
UNDP                                                                                     | UNDP                | UNDP                     |
| 3  | Weak or delayed implementation of the program.                               | Program formulation | Operational, Political.    | Poor allocation of funds.  
Frustration of selected students  
P = 3, I = 5 | UNDP could take the lead and advocate for quick approval of the implementation  
UNDP and implementation                                                              | UNDP                | UNDP                     |
<table>
<thead>
<tr>
<th></th>
<th>Lack of Sufficient funds for implementing program</th>
<th>Program formulation</th>
<th>Financial</th>
<th>Mechanism</th>
<th>Implementing Organization</th>
</tr>
</thead>
</table>
| 4 |                                               |                     | ▪ Hinder implementation and results  
▪ Reduce impact  
P = 3, I = 3 | Alternative sources of funding through proper Program proposals and focused approach | UNDP |

| 5 | Deterioration in the political implementati | Program implementati | Operation | Obstructs program | Flexibility in the |
|   | on                          |                     |           |              |                         |
|   |                                            |                     |           |              |                         |
|   |                                            |                     |           |              |                         |
|   |                                            |                     |           |              |                         |
| and economical situation in the West Bank and the Gaza Strip hinders the achievement of program's Development Objective. | on al | implementation and progress | program's design and periodic country portfolio reviews will improve program resilience or allow for restructuring in case of foreseen risks. |
| Participating counterparts do not have the capacity to effectively implement the program, and have not assessed the needs of their target beneficiaries. | The PMU should have the required technical assistance during program preparation to support their counterparts. The program will finance capacity-building for social workers in NGOs. The proposed intervention of counterparts should be evaluated based on their experience, capacity and the relevance of their interventions based on the |
needs of the target groups (needs assessments conducted). However, any capacity building requirement needed throughout the program implementation should be reviewed and incorporated in the program design.

Palestinian universities, social providers and civil society organizations do not continue their internal development with the program’s relevant issues.

Monitoring and evaluation mechanisms are incorporated into the program to detect any shift in this regard.

Financial situation of the targeted universities deteriorates significantly and in consequence tuition fees increase drastically.

Change in program’s design and grants allocated should be incorporated to meet the changing financial needs of counterparts and underprivileged.
| ed students. |
## XV. PROPOSED IMPLEMENTATION PLAN

<table>
<thead>
<tr>
<th>Output</th>
<th>#</th>
<th>Activity</th>
<th>Responsibility</th>
<th>Year (1)</th>
<th>Year (2)</th>
<th>Year (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Q1</td>
<td>Q2</td>
<td>Q3</td>
</tr>
<tr>
<td>Preparation</td>
<td>a.1</td>
<td>Rent and Equip Program office and space</td>
<td>National Program Manager</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a.2</td>
<td>Recruitment of PMU Team</td>
<td>National Program Manager</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Financial assistance to 1100 university and vocational training are provided to students (Al Fakhoora Scholarships)</td>
<td>1.1</td>
<td>Developing Al Fakhoora Program Scholarships Operational Manual</td>
<td>Scholarship Officer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.2</td>
<td>Selecting implementing partners “NGOs” and sign Memorandum of Understanding</td>
<td>Scholarship Officer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.3</td>
<td>Developing and managing web based application and Program Database on program website</td>
<td>IT Specialist</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.4</td>
<td>Soliciting applications from students and select long-list</td>
<td>PMU and NGOs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.5</td>
<td>Conducting training for social workers</td>
<td>Career Development Specialist</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.6</td>
<td>Conducting field visits to ensure accuracy of information</td>
<td>Field Works at NGOs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.7</td>
<td>Conducting Interviews and agree on final list of students</td>
<td>External Review Panel, Scholarship Officer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.8</td>
<td>Transferring funds to universities and vocational institutions</td>
<td>Scholarship Officer, Financial Officer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.9</td>
<td>Reimbursing of other educational costs for students</td>
<td>Scholarship Officer, Financial Officer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.10</td>
<td>Transferring subsistence stipend to students</td>
<td>Scholarship Officer, Financial Officer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.11</td>
<td>Monitoring students’ academic performance</td>
<td>Scholarship Officer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. University</td>
<td>2.1</td>
<td>Preparing Request for</td>
<td>Career</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ty Students</td>
<td>Application of university grants</td>
<td>Developmen t Specialist</td>
<td></td>
<td></td>
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<td>------------</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>2.2</td>
<td>Receive technical and financial proposals</td>
<td>Career Developmen t Specialist</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.3</td>
<td>Evaluating and selection of best proposals</td>
<td>Career Developmen t Specialist</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.4</td>
<td>Sign agreements with Universities</td>
<td>Career Developmen t Specialist</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.5</td>
<td>Monitoring and evaluation</td>
<td>Universities + Career Developmen t Specialist</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.1</td>
<td>Providing professional training scholarships abroad for young employees who work mainly in education and health sectors</td>
<td>Training institutions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.2</td>
<td>Conducting training on life skills</td>
<td>Training Institutions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.3</td>
<td>Coordinating experience exchange visits with regional and international universities; training centres and specialized experts etc.</td>
<td>Career Developmen t Specialist</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.1</td>
<td>Establishing advocate groups from Palestinian youth activists among regional and international countries</td>
<td>Human Right NGOs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.2</td>
<td>Conduct a capacity building program for the specified advocacy groups</td>
<td>Advocacy Specialist, Human Rights NGOs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.3</td>
<td>Design of advocacy campaign</td>
<td>Advocacy Specialist, Human Right NGOs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.4</td>
<td>Support the groups in the implementation of the advocacy campaigns</td>
<td>Advocacy Specialist, Human Right NGOs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### XVI. ANNEXES