

# The Status of Vocational Counseling and Guidance Programs in East Jerusalem and their Relevance to the Real Needs of the Labor Market

Yahya Hijazi & Yousef Abu Ghosh



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Norwegian Ministry  
of Foreign Affairs



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# Introduction

Vocational guidance and counseling are considered one of the most important enabling and supportive tools for implementing and developing the educational system, so that it responds proportionally to the students' needs, abilities and orientations, in line with the requirements and needs of the labor market. Therefore, vocational guidance helps, in the long run, in the advancement of human development that works to reduce unemployment rates in society. The major changes in the labor market, coupled with the emergence and disappearance of new professions, and the existence of new educational paths, increases the need for continuous development of vocational guidance, to help the young generations in identifying the available vocational options and fields of work at an early age. This shall enable them to determine their professional choices without resorting to impulsiveness, social conditions, customs and traditions.

As part of PalVision's direction to contribute to the improvement of the education sector in general, and vocational education in particular, and to enhance the ability of children and youth in Jerusalem to make future decisions that are appropriate, and compatible with the needs of the market, PalVision has adopted, among its basic programs, the vocational guidance program "Tahfeez" (motivation), with the support and supervision of the United Nations Development Program (UNDP), through which PalVision seeks to contribute to creating a culture among the younger generation, that shall benefit from vocational guidance frameworks, especially in Jerusalem.

The limited role of the official Palestinian institutions in the Jerusalem governorate obliges us to support and assist students, youth and citizens in Jerusalem. It also requires us to contribute to bridging the gaps, building hopes and guiding the students and youth of Jerusalem towards a successful and secure future. To complement the work of PalVision that started in 2000- through which the institution has undergone many experiences, successes, and failures as well, in order to ensure progress towards development-we present to you today a study on the reality of vocational counseling and guidance programs and their suitability for the real needs of the market in East Jerusalem, in an effort to make our vision, as partners, clear, and our decisions in matters of counseling and vocational guidance correct, built on real needs and carefully studied.

We are facing today a real void concerning the vocational future of our children in Jerusalem, but we are also observing great hopes and institutional interventions that contribute to shrinking these voids. As part of our belief in the importance of partnerships, and concerted institutional efforts to serve the vocational future of our students in particular, and the importance of keeping pace with the needs of the global labor market, and the technological development and its inevitable repercussions on our society, we send, with this study, a message that making efforts within the right framework according to real needs, with solidarity and partnerships, contributes to building a better future for our children.

The study came as part of the current collaboration with UNDP/PAPP and through the Support to the TVET in East Jerusalem project, with funds by the Government of Norway, where we are aiming to deep our understanding for the current context, and propose recommendations to contribute in enhancing the living conditions of the Palestinian youth in East Jerusalem, this in addition, the ongoing efforts for providing assistance to enhance access for quality, competitive, attractive and market-driven TVET services in the City.

**Rami Nasser Eddin,  
Executive Director, PalVision**



## Background

In recent years, the need to develop school guidance and counseling programs and vocational qualification programs has become an urgent need, not only at the local level, but also at the global level in general. Assessing the suitability of all occupations that students learn in industrial schools, or vocational qualification institutions, has become an urgent matter, especially in light of the rapid development of the global labor market, and the change in the requirements of newly created professions and the needed skills to engage in professions successfully.

The challenge becomes more intense when conducting such a study in East Jerusalem, which has been under Israeli occupation for 55 years, and has been affected throughout those years by the policies of successive Israeli governments, which eventually forced the Jerusalem market to affiliate with the Israeli market. In the last ten years, the Israeli occupation policies, which worked on opening the labor market, integrating Jerusalemites into vocational training and qualification programs, and facilitating their enrollment in Israeli higher education institutions, colleges and universities, have been in line with the future directions and vision for the Israeli labor market. However, when reading government reports related to the integration of Jerusalemites into the labor market, we see that the adopted criterion for success in those reports is, for the most part, a quantitative criterion (the number of people involved in different specializations/professions) not qualitative, such as focusing on the type of specializations/professions. These reports do not consider the level of income expected from these professions, nor the extent of satisfaction of its professionals, or the extent to which the market needs these professions in the future, and do not mention the percentages of those who drop out during or after training or qualification.

School dropout is a social phenomenon that affects students' participation in the labor market, and it is a product of the difficult political and economic situation experienced by a city stricken by poverty. Many studies have addressed school dropouts, child labor and ways to deal with it, which ultimately affects the Jerusalem labor market, and produces minors who are unable and unqualified to integrate in the labor market on the one hand, and on the other hand, these minors have given up on their dreams because of their limited educational potential that prevent them from completing their vocational studies, and entering the labor market successfully, a market that requires 21st century skills.

In every study that examines this phenomenon, the researchers address the importance of developing vocational and counseling frameworks in regular or industrial schools, guiding students and introducing them to professions, and providing them with the necessary skills that enable them to make sound decisions in choosing appropriate professions. However, these attempts at development and change remained hesitant and traditional, and did not meet the real needs of students, nor did they correspond, in most cases, to the needs of the labor market.

These studies also did not address the psychological factors that affect the degree, form, and quality of integration of Jerusalemites into the Palestinian or Israeli labor market, and did not address, extensively, the vocational skills or the necessary personal and social skills that students should learn and acquire to improve their integration into the labor market.

Some schools in East Jerusalem, regardless of their administrative affiliation (Palestinian government, Israeli government, UNRWA, private) run vocational guidance and counseling programs. These schools help their students in learning about the world of professions, and determining the vocational options that are supposed to help them engage in academic studies later, whether in Palestinian, Israeli or international universities, or integrate into the labor market immediately after completing the compulsory education framework. However, these career guidance and counseling services are not available in many other schools. By asking those who work in the field of vocational guidance and counseling in Jerusalem, it becomes clear that there are no in-depth surveys, or accurate and sufficient studies, that evaluate these vocational guidance programs in terms of relevance, quality and effectiveness, and there are no researches that determine the suitability of these programs with the needs of the labor market in Jerusalem in particular, or the Palestinian, Arab, or Israeli market in general.

By conducting a quick survey of vocational training, and the professions offered in industrial schools in East Jerusalem, which are very few, we find that, they still did not go beyond the qualification framework for traditional occupations, just like their Palestinian counterparts, despite the advantage of technological upgrades in those professions. Moreover, they have not been able to change society's perception of industrial education, as it still targets the most vulnerable groups of students in terms of education.

In recent years, there has been an increasing debate worldwide in the field of vocational education, between the necessity of teaching professions and the importance of teaching the necessary skills that help a person succeed in any profession he or she chooses. This study will not only address the market's need for professions, but also the skills that students need to integrate into 21st century professions.

In order for us to determine the horizon for the desired guidance, counseling, and training, and the professions that industrial schools should teach, and the skills that other schools should provide to their students, it was necessary to determine the needs of the labor market based on our understanding of what is happening in the world in this field, and our awareness of education goals for the 21st century, while reviewing the policies of the Ministries of Education and Labor in both Palestine and Israel.



## Objectives of the study:

1. Analyzing the reality of schools and institutions in East Jerusalem that provide vocational guidance and counseling to high school students.
2. Examining the suitability of the programs and activities offered by the institutions working in vocational guidance and counseling in Jerusalem to the needs of the Jerusalem market (including analyzing the extent to which these institutions meet the needs, the quality of the programs and activities they provide, the gaps and unmet needs, and the lessons learned from the experience of these institutions...etc.).
3. Examining the skills addressed by vocational guidance and counseling institutions, and their suitability to the real needs of teenage students (Generation Z) and the advantages of the labor market in the 21st century.
4. Providing suggestions and recommendations to policy makers and funders of vocational guidance and counseling programs in East Jerusalem; in order to direct plans to develop programs that meet the real needs of the market in East Jerusalem in particular and analyze the ability of schools and institutions to implement of these recommendations.



## Limitations of the study:

- Geographical limits: define the geographical framework of the study in the institutions that offer vocational guidance and qualification in East Jerusalem.
  - Temporal limits: relate to the duration of the study, between September 2022 and January 2023.
  - Human limits: workers interested in career guidance and counseling; whether in regular high schools, industrial schools, and key figures engaged in the development of vocational programs; whether in government or private institutions, and young men and women from secondary schools, and managers of major recruitment agencies in East Jerusalem.
  - Topic-related limits: the study is limited to examining the reality of vocational guidance and qualification in East Jerusalem, and surveying the market need to offer more appropriate and realistic programs for institutions working in this field.
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## The political and economic reality in East Jerusalem

The political reality in East Jerusalem affects various aspects of life, including the choice of professions and the level of participation in the labor market. The stifling occupation policies, which aim to reduce the number of the Arab population inside the city by all means, come in line with a resolution taken by the Israeli government in 1985-before the Oslo Accords and years before thinking about building the apartheid wall- to annex the Eastern part of the city, to become part of a unified Jerusalem according to the Basic Law which pictures Jerusalem as the capital of Israel. The results of the Oslo Accords, which were signed in the 1990s, were contrary to what was planned, as the Israeli grip on life in East Jerusalem tightened. In addition, the Palestinian Authority was neutralized from any real developmental intervention in the city, which later had a negative effect on the work of its educational institutions, private schools, vocational schools and civil society organizations. The chronic security instability which can be seen in the raids and attacks on the homes and schools of Jerusalemites in East Jerusalem contributed to limiting the development of services in the city.



More than a third of the population of Jerusalem (Palestinian Jerusalemites) live on nearly 8% of the lands of municipal Jerusalem. The total area of East Jerusalem, according to the partition agreements, is shared by about 227,000 Israeli settlers<sup>2</sup>. There is no real architectural development, and the suffocating overcrowding<sup>3</sup> has been affecting the quality of life, in addition to the continuous demolition of homes and economic establishments, confiscation of lands, and the difficulty of obtaining building permits for thousands of new or unlicensed homes and establishments<sup>4</sup>. Thus, the Palestinians pay fines that paralyze their economic capacity, which keeps them, for years, under the clutches of endless poverty.

According to the statistics of the Municipality of West Jerusalem, the population of the city, within the municipal boundaries (Jews and Arabs), was about 938,427 people in May 2022, including 402,087 people under the age of 18 (43%). Therefore, Jerusalem can be considered a young metropolis, a fact that must be taken into account when planning and developing the current and future reality of education and work<sup>5</sup>. As for the number of Jerusalemites living in East Jerusalem, the statistics of the Palestinian Central Bureau of Statistics<sup>6</sup> indicate that there are 471,800 Palestinians living there, of whom approximately 304,400 live in (J1) within the municipal borders, and 167,400 Palestinians live in (J2) within the governorate borders.

Jerusalem was and still is the poorest city according to Israeli standards. East Jerusalem is the least fortunate compared to West Jerusalem, where the poverty rate among Palestinian Jerusalemite families, according to the 2022 Israeli Statistical Book of Jerusalem, reached 61%, and 70% among Palestinian Jerusalemite children<sup>7</sup>. The same data appeared in the West Jerusalem municipality statistics. One of the social scourges associated with the economic level of households is school dropouts, a dilemma suffered by the Jerusalemite community. The cumulative dropout rates among students reach about 20%<sup>8</sup>, mainly among high school students, especially those in the eighth and ninth grades<sup>9</sup>. Many students do not find appropriate supportive guidance frameworks to keep them in school before they drop out. They also lack the professional guidance to keep them in a safe environment where they would learn a trade from which they would benefit.

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2 European Union. (2021). Six-month report on Israeli settlements in the West Bank, including East Jerusalem (November 22, 2021)

3 The Israeli Information Center for Human Rights in the Occupied Territories (2019). East Jerusalem. [www.btselem.org/arabic/jerusalem](http://www.btselem.org/arabic/jerusalem). Information retrieved on: 11/20/22/14/.

4 United Nations, Office for the Coordination of Humanitarian Affairs in the occupied Palestinian territory (2021). Database on demolitions and displacement in the West Bank. [www.ochaopt.org/data/demolition](http://www.ochaopt.org/data/demolition), information retrieved on: 6/20/22/12/.

5 West Jerusalem Municipality (May, 2022), Statistical Data. From the West Jerusalem Municipality website: ([jerusalem.muni.il](http://jerusalem.muni.il)), information retrieved on: 25/20/22/12/.

6 Palestinian Central Bureau of Statistics (2022). Jerusalem Statistical Yearbook 2022. Ramallah: Palestinian Central Bureau of Statistics

7 Jerusalem Institute for Policy Research (2022). Jerusalem Statistical Book 2022, Jerusalem: Jerusalem Institute for Policy Research

8 Directorate of Education (8/20/20/19/). A request submitted on the basis of the right to freedom of information - data on education in East Jerusalem, Orientation No. 7314, Jerusalem Municipality

9 Department of Planning, Development and Evaluation - Department of Education in Jerusalem (2021). Data on student dropouts in East Jerusalem: a basis for an action plan.

## Participation in the East Jerusalem labor market

According to the 2022 Israeli Statistical Book of Jerusalem,<sup>10</sup> the participation of Palestinian Jerusalemite men in the labor market in 2021 reached 69% (see Figure 1). The reason for the unnoticeable difference between the rates of participation of Arab and Jewish men, in the labor market, according to Figure 1, is that a significant percentage of religious Jewish men do not work at all for religious reasons. On the other hand, the participation of Jerusalemite Arab women (2564- years) in the labor market in 2021 reached 26%.

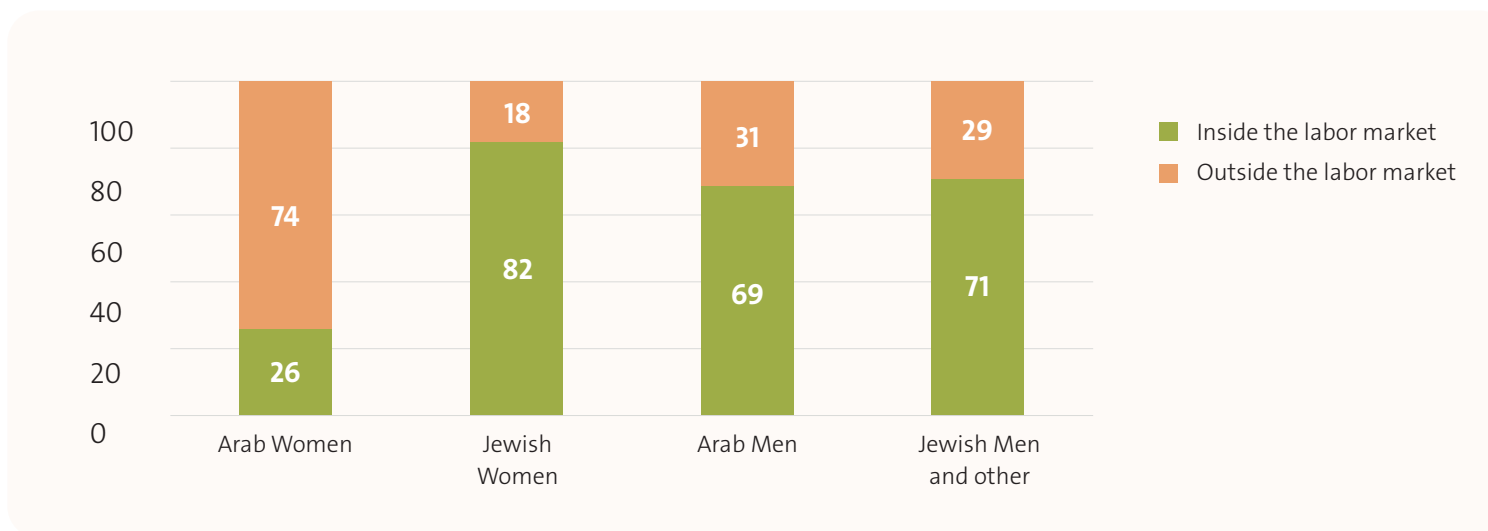


Figure 1: Distribution of Jerusalemites (2564+ years) according to gender and their integration into the labor market

As for the type of professions<sup>11</sup> occupied by Jerusalemite men and women in the labor market in general, the data still show a general stereotype of the distribution of professions according to gender in traditional societies (see figures 2 and 3).

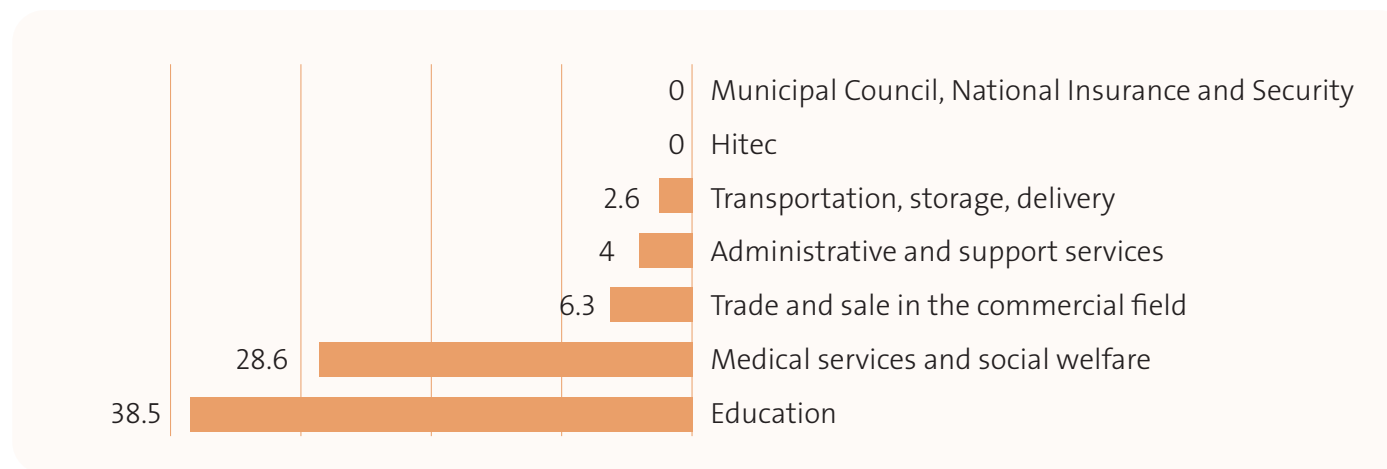


Figure 2: The professions occupied by Jerusalemite women in 2019

According to a survey conducted by Forzycki (2022)<sup>12</sup>, Jerusalemite youth spoke of a number of factors that hinder their integration in work:

1. The cultural gender factor, although girls are the most educated, unemployment rates among them are the highest.
2. The lack of suitable nurseries to care for children between the ages of 03- years
3. Public transportation in East Jerusalem and the difficulty of accessing workplaces.
4. Non-recognition of Palestinian university degrees or vocational qualification certificates by the Israeli authorities.
5. Discrimination against Arabs; in another study conducted by Sa'ar<sup>13</sup>, it mentions that Jerusalemite students, at different stages in their lives, felt that their abilities were underestimated compared to students who graduate from Israeli institutions, and that whoever was able to get over this feeling had greater opportunities to integrate into university and practical life later.

<sup>11</sup> Jerusalem Institute for Policy Research (2022). Embarking on a new path - implementing government decisions to reduce gaps in East Jerusalem.

<sup>12</sup> Forzeki, Neta (2022). Human capital survey among young men and women in East Jerusalem. Jerusalem: The Jerusalem Institute for Policy Research.

<sup>13</sup> Sa'ar, Efrat (2021). Integration of East Jerusalem students in the Israeli labor market. Jerusalem: Jerusalem Center for Policy Research

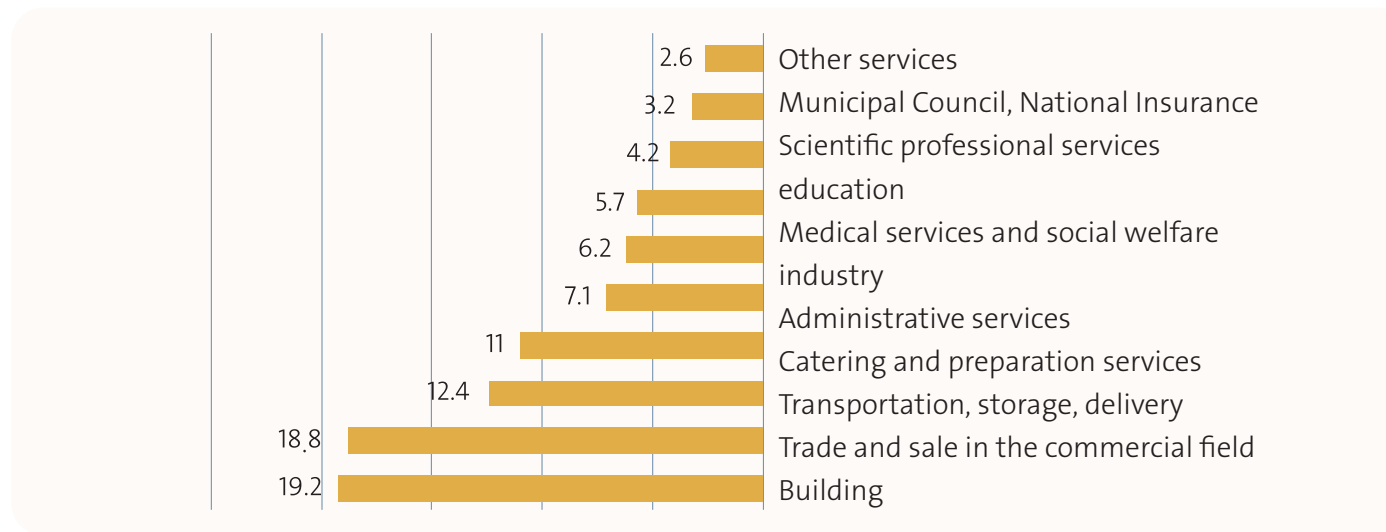


Figure 3: Professions occupied by Jerusalemite men in 2019

## Supply and demand in the labor market in Jerusalem

It is difficult to determine the number of job seekers for a specific job at a specific point in time, but it is possible to identify the market's need for professions by surveying the jobs offered in the most prominent employment and workforce sites, such as: JOB MASTER, ALL JOBS, JOBS.PS and (DRUSHIM) website,

The highest demand, according to the above websites, was on the following professions: sales, economics, administrative jobs, engineering professions, industry, electricity and electronics, education, construction, computing and networks, and working in warehouses.

With a simple analysis of the data mentioned in the statistical books, previous figures and the most demanded professions in main employment sites, we see a large gap between the professions that Jerusalemites turn to and the professions offered in the market. Likewise, a gap can be seen between the requirements of the market and the specializations that Jerusalemites seek, especially women (such as social work, childcare, etc.). Those professions that are not in demand raise the risk of unemployment after graduation among Jerusalemites.

# Trends in the labor market in the 21st century

Before discussing trends in the labor market, we must address the skills mentioned by the Organization for Economic Cooperation and Development (OECD) which are related to learning goals, as they focus on the need for students to acquire a set of skills, in addition to teaching educational specializations, and those skills are:

1. Life and professional skills.
2. Learning and creative skills.
3. Informatics, media and technical skills

As for the most important variables that affected and are affecting the labor market in the world in general, and in East Jerusalem in particular, and are undoubtedly linked to each other, research, that will be referred to later, indicates three main variables that explain the rapid changes in the labor market at the global level, regional and local level: technological and scientific development, demographic variables, and societal variables. As for the Jerusalem reality, we can add a fourth variable, which is the psychological factors resulting from joining the Israeli labor market.

## Technological and scientific development:

Frey and Osborne<sup>14</sup> characterize the obvious impact of technological development on the labor market, as technology has become an important part of many professions, and the skills associated with it have become an essential part of the work of millions of employees. In many industries, even in commerce, education, etc., we see an acceleration in replacing people with robots and social intelligence in many fields of work. Although the concerns expressed by John Maynard Keynes, the British scientist, in the 1930s, and his warning of widespread unemployment due to technology, were exaggerated, we can say that the entry of modern technology into the labor market produced new jobs and reshaped current professions, especially traditional ones<sup>15</sup>.

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14 Frey, C. B. & Osborne M.A. (2013). *The Future of Employment: How Susceptible are Jobs to Computerization*. Oxford Martin School, Oxford University.

15 Arntz, M., T. Gregory T., & Zierahn, U. (2016). *The Risk of Automation for Jobs in OECD Countries: A Comparative Analysis*. OECD Social, Employment and Migration Working Papers, No. 189, OECD Publishing, Paris.



Computerization has always threatened many traditional professions with extinction, but many professions are still fighting to stay. Nevertheless, in recent years, they have had to adapt to find a place for themselves among the world of professions, including: salespersons, bank employees, insurance underwriters, and so on. In research conducted at the Taub Center, the results showed that in 2015, 40% of employees are still working in occupations that are highly threatened by computerization.<sup>16</sup>

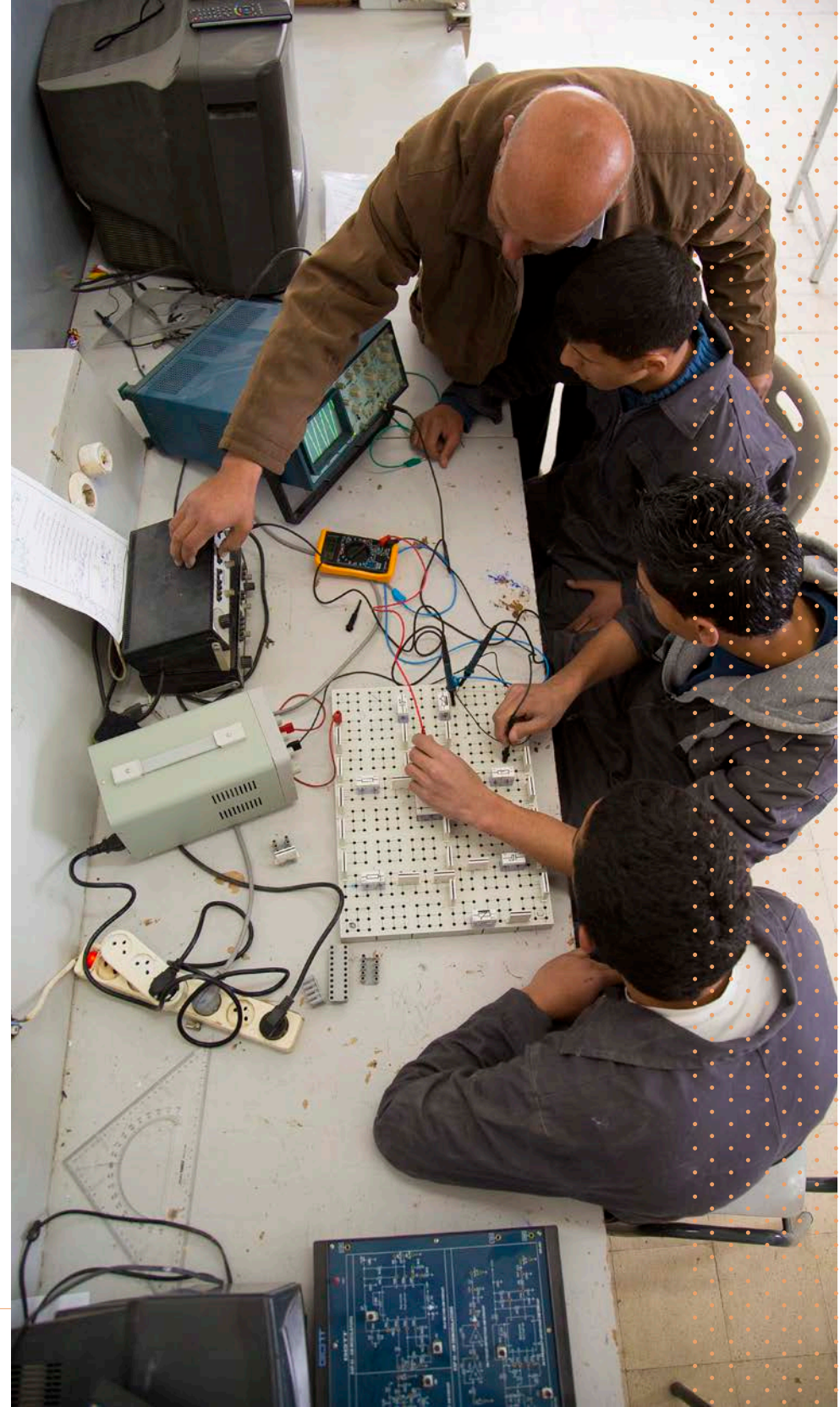
The conclusions we draw from this change match the expectations of OECD reports published years ago, that the professions that are more likely to survive are the professions that will integrate digitization, technology and information systems. Which will require companies to develop their systems and qualify their cadres to deal with these changes if they want to survive<sup>17</sup>. However, it is also clear that the change in the labor market, and the disappearance of some professions due to technological development, creates a polarization in the labor market, and mainly affects its vulnerable segments, such as the Jerusalemite Palestinians in the case of Jerusalem, and the ultra-Orthodox Jews.

The insufficient integration of Jerusalemites in the field of high-tech is due to the lack of relevant school awareness programs or guidance. Industrial schools are still using conservative approaches that do not focus on this aspect, in addition to the lack of high-tech companies in the city to attract graduates. There are only two small high-tech companies among 350 companies in the West Bank<sup>18</sup>.

<sup>16</sup> Madhala-Barik, st. (2015). Occupations at Risk: Trends in Computerization in the Israeli Labor Market. N. Weiss, A.; Ochernikhovsky, S. (2015). Report of the social, economic and political reality of society for the year 2015. Taub Center for the Study of Social Policies in Israel. pp. 4580-. (Hebrew).

<sup>17</sup> OECD (2013). OECD Skills Outlook 2013: First Results from The Survey of Adult Skills, OECD Publishing, Paris.

<sup>18</sup> Jerusalem Institute for Policy Research (2021). Hitech in East Jerusalem.



However, if we compare this situation with the Arab community in Israel, we see an increasing surge in the integration of Arab students in the fields of high-tech, reaching 12% in 2018 of the total number of students in Israel<sup>19</sup>.

To name a few, a survey conducted by Forzycki<sup>20</sup>, included 1,500 Jerusalemites (1835- years old), and was considered, according to the researcher, the largest among the surveys carried out in East Jerusalem to date. The results showed that the percentage of young people who were able to integrate into the labor market were linked to several variables, including the type of high school diploma. 73% of those who completed the Israeli matriculation exams (Bagrut) were able to enter the labor market, compared to 42% of those who completed the Tawjihi exams. The results also showed that the institution where students complete their qualification certificate also affects their integration into the labor market. The percentage of working youth among graduates of Israeli universities and academic colleges is double that of workers from Palestinian universities and academic colleges.

In the same survey, the researcher showed preference for professions over others when entering the labor market. Figure 4 shows the percentages of young Jerusalemites already integrated into the labor market in general, according to specialization (not necessarily working in the same specialization). We can conclude from these data that there is a preference for accepting graduate students from Israeli institutions, either because of the recognition of the specialization certificate, or because of knowledge of the Hebrew language. This in addition to their high-tech knowledge, which must be thought of as a basic skill required by school students, as it undoubtedly increases their chances of being integrated into more professions, whether in the Israeli market or Palestinian market.

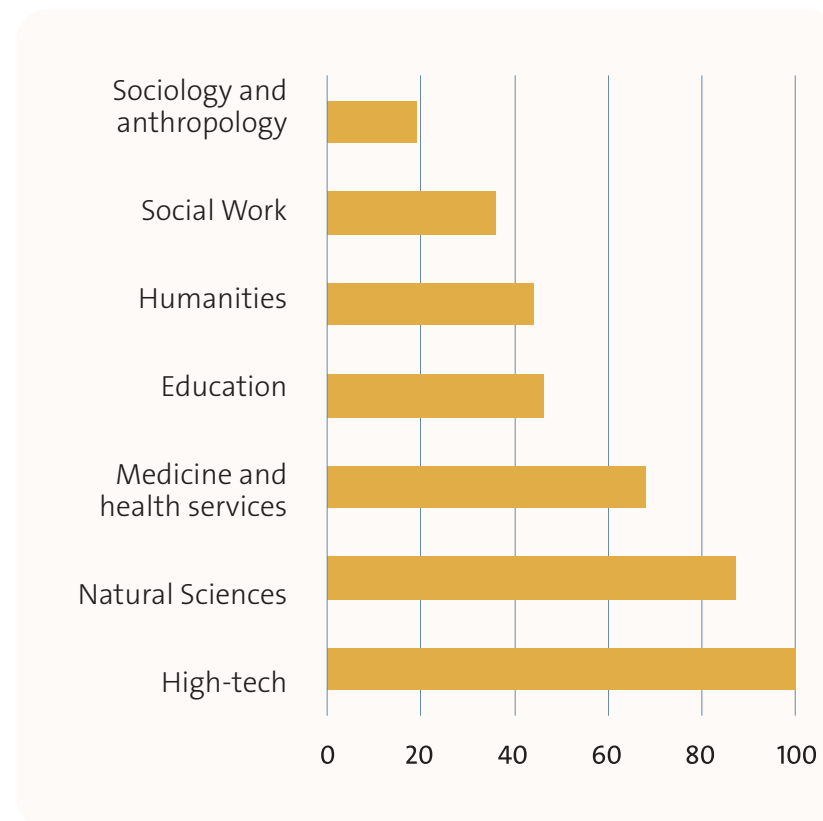


Figure 4: integration rates of educated youth in the labor market by specialization

<sup>19</sup> Higher Education Council (2019). The Hi-Tech Revolution in Arab Society, (che.org.il) accessed on: 12/20/2022.

<sup>20</sup> Forzeki, Neta (2022). Human capital survey among young men and women in East Jerusalem. Jerusalem: The Jerusalem Institute for Policy Research

## Demographic variables

The higher quality of life in many developed countries, the change in the requirements of life, the types of needed professions, the flexibility of occupational requirements, the change in the status of extended families in the lives of young people, and the high cost of living, have clearly contributed to the general drop in birth rates on the one hand, and the high percentage of workers aged 65 and over on the other hand<sup>21</sup>. We also note the current changes in the population pyramid and the birth rate in many developing countries<sup>22</sup>, including the Palestinian Territories<sup>23</sup>, where statistics show a decline in fertility rates (see Figure 5), and Jerusalem is not isolated from what is happening in the world in this regard, where fertility rates are also significantly low<sup>24</sup>.

However, as we mentioned earlier, the Jerusalemite society today is still a young society, despite the remarkable decrease in the number of births.

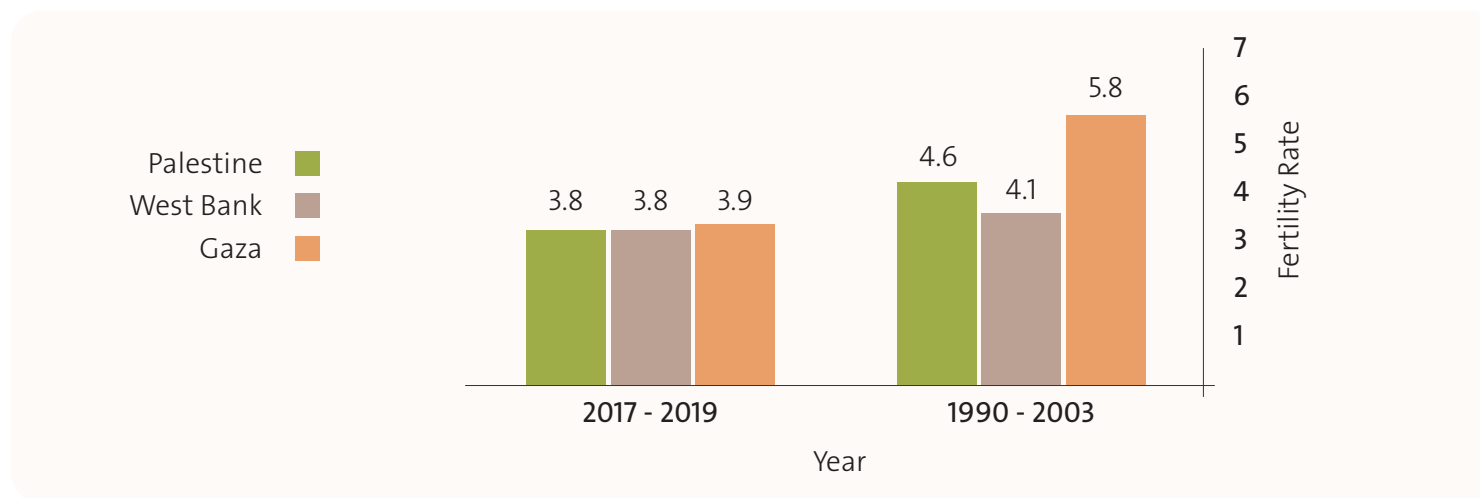


Figure 5: Fertility rate in Palestine, the West Bank and Gaza in recent years

21 OECD (2014). Migration Policy Debates, OECD Publishing, Paris.

22 Stormer, E., Pascha, C., Prendergast, J., Daheim, C., Rhisiat, M., Glover, P. & Beck, H. (2014). UK Commission of Employment and Skills: The Future of Work: Jobs and Skills in 2030. Evidence Report 84.

23 Palestinian Central Bureau of Statistics (2021). Multiple Indicator Cluster Survey Database, Ramallah

24 Palestinian Central Bureau of Statistics (2022). Jerusalem Statistical Yearbook 2022, Ramallah.

In 2015, the National Council for the Israeli Economy pointed out the expected demographic changes and the anticipated sharp rise in the percentage of orthodox Jews and Arabs in Israel<sup>25</sup>. These segments, especially orthodox Jewish men and Arab women are considered the least integrated in the labor market, and have low professional capabilities, compared to the rest of the population. Consequently, the state must take all precautions and build plans aimed at providing frameworks that contribute to their involvement in higher education institutions and the labor market until 2030. This is what Israel has committed to as a condition to join the OECD states<sup>26</sup>, which has been reflected, at least quantitatively, since then, by raising the numbers of Arab students, including Jerusalemites, in education and work, and allocating budgets to this item in the agreement<sup>27</sup>, which was reflected in the last ten years, and in the last five-year plans of the Israeli government and municipal programs.

## Societal variables

The Covid-19 pandemic raised all people's concerns in many fields, including the business field, but many of those concerns quickly turned into opportunities that the labor market would benefit from later, as they would change the face of business markets and the advantages of professions significantly. Some of these advantages were not new to some professions, such as high-tech professions, as the new model was used in professions which we never imagined such model could be applied to. However, the pandemic caused many career shocks<sup>28</sup> that will change the world of professions forever. For instance, we see people turning away from professions that require a lot of effort, time and commitment, in favor of professions in which individuals can create a balance between their professional and personal lives<sup>29</sup>, and search for flexible jobs, through which they can achieve their professional and personal goals<sup>30</sup>. Reports from European Union countries showed, for example, that 48% of employees work from home in varying percentages, compared to other years, and that 12% of employees in those countries work permanently from home in 2020<sup>31</sup>. As for Israel, the percentage of Arabs and Jews working from home increased in different percentages after the Covid-19 pandemic, from 3%-6%, according to the same report. People's desire or necessity to stay at home produced

25 National Economic Council (2015). Evaluating the reality of an economic and social strategic plan. Jerusalem. (Hebrew).

26 OECD (2010). Agreement on the Terms of Accession of the State of Israel to the Convention on the Organization for Economic Co-Operation and Development, March 11th 2010.

27 Fraser (2020). Israel in the OECD: Addressing the Reality of Arabs and Haredim. Research and Information Center, The Knesset. (Hebrew).

28 Linda M. H. & Kimberly S. M. (2020). Careers after COVID-19: Challenges and changes, *Human Resource Development International*, 23 (4), 427-437.

29 D'Andrea, S. (2022). Implementing the work-life balance directive in times of COVID-19: new prospects for post-pandemic workplaces in the European Union? *ERA Forum* 23, 7-18.

30 Hirschi, A., Zacher, H., & Shockley, K. M. (2022). Whole-Life Career Self-Management: A Conceptual Framework. *Journal of Career Development*, 49(2), 344-362.

Tipping, S., Chanfreau, J., Perry, J. & Tait, C. (2012). The Fourth Work-Life Balance Employment Survey. *Employment Relations Research Series* 122. BIS: London.

31 Taub Center staff (2022). Work at home in Israel. September 2022, Taub Center for the Study of Social Policies in Israel

various specialized electronic platforms, through which they were able to work within their specialties with clients from several countries, such as the global (FIVER) platform, and the Arabic “Khamsat” platform.

The entry of Generation Z into the working world<sup>32</sup> is an important variable that led to changes in the face of employment, work environment, and the expectations of employers, as those born in the 1980s and 1990s are considered the first generation to grow up into a technological environment and the world of social networks. This generation understands virtual space well, and is aware of the power of the virtual community. This generation is participatory and socially open, needs flexibility in different levels of life, and cannot commit to one task for a long time. In a survey conducted by Deloitte in the United States of America, where the values of this generation were identified, it indicated that flexibility, speed and ability to deal with changes, are the most important factors necessary to form work patterns suitable for this generation<sup>33</sup>. This requires all employers and qualification programs to adapt to facilitate the integration process and make the most of the advantages of this generation.

One might ask: If digitization is a central element for this generation’s life, why do they use it mainly for entertainment, and have no idea how to invest in it professionally? We may be able to answer this question by understanding the age factor on the one hand, as adolescents generally do not develop vocational orientations until later. There is also the lack of guidance programs and appropriate vocational education, which is supposed to broaden students’ horizons, introduce them to the Internet and its potentials, and make optimal use of it at every age.

Another change that appeared in recent years in the course of the linear professional life of employees (staying in one job for a long time), especially among young people, is that the variable of job stability in one profession is no longer a preferred professional value for the new generation, and that the mobility and diversification value has become one of the advantages of job seekers. On the other hand, we see that many private and governmental companies and institutions prefer temporary contracts over permanent contracts, or contractors<sup>34</sup>.

## Psychological factors affecting the integration of minorities into the labor market

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32 It is the generation that was born in the first ten years of the second millennium, and grew up with the development of the Internet and social media, and whose members spend hours using this technology, whether for entertainment, study or work. This generation grew up in a phase of a radical change in the development of the labor market in the world due to the entry of technology into the world of professions, which changed the face of the global economy.

33 Deloitte (2017). The impact of occupational trends on employers in 2022 (Hebrew).

34 Future of Work Institute (2012). The Benefits of Flexible Working Arrangements.

Despite the importance of capabilities and skills, there are important psychological factors that affect the integration of the individual into work, especially when talking about the integration of minorities. Employment institutions reflect their surroundings and the power struggle between the different social groups within the social space around them, which in turn is reflected in their facilities and staff.

In recent years, research in social psychology, have emphasized the importance of multiple psychological factors for the integration of minorities into the working world. One of these elements is the feeling of belonging to the institution. According to social psychology, this component is linked to the extent to which the individual identifies with the collective identity in the institution and its values<sup>35</sup>. This feeling is very complex for minority groups whose values sometimes do not conform to the values of the institution, as in the Palestinian-Israeli case. The corrosive damage to the sense of belonging makes the individual feel alienated, and thus may affect their mental or emotional performance<sup>36</sup>, and make them reluctant to work<sup>37</sup>.

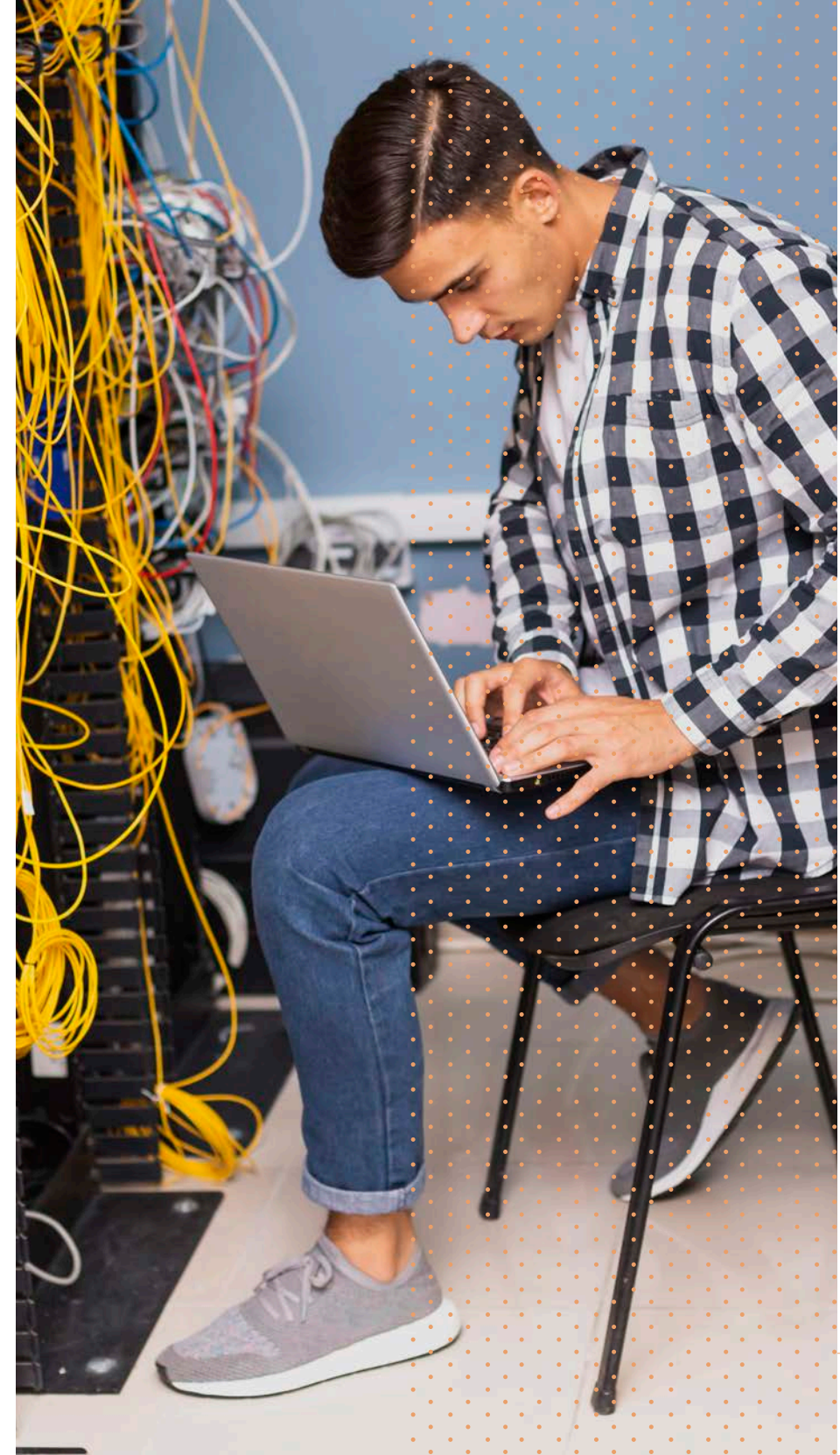
The ability of individuals to express their opinion, positions, religious, national, and gender identity (their voice) also affects the feeling of being comfortable in the workplace. If the individual feels that he\she cannot speak up, this may undermine their psychological immunity<sup>38</sup>. Fairness is also an essential factor in integrating minorities and is reflected in the extent to which the individual

35 Baumeister, R. F., & Leary, M. R.(1995). The need to belong: Desire for interpersonal attachments as a fundamental human motivation. *Psychological Bulletin*, 117(3), 497-529.

36 Scorgie, K. & Forlin, C. (2019). Social inclusion and belonging: Affirming validation, agency and voice. In Scorgie, K. & Forlin, C. (Eds.), *Promoting social inclusion: Co-creating environments that foster equity and belonging: Vol 13. International perspectives on inclusive education* (pp. 315-). Emerald.

37 Laddha, A., Singh, R., Gabbad, H., & Gidwani, G.D. (2012). Employee retention: An art to reduce turnover. *International Journal of Management Research and Reviews*, 2(3), 453-458.

38 Casad, B.J. & Bryant, W.J. (2016). Addressing Stereotype threat is critical to diversity and inclusion in organizational psychology. *Frontiers in Psychology*, 7, 118-.



feels that the institution to which he\she belongs is fair to him\her. Fairness is considered an essential part of the psychological contract between the employee and the employer. In the eyes of employees, the institution must show the same level of commitment to its employees<sup>39</sup>. It must provide incentives and take care of their basic needs as part of this agreement<sup>40</sup>.

In the case of Palestine, we see that the Israeli employment policies represented by practices such as requiring certificates of good conduct (as a disciplinary tool), wage discrimination, professional advancement, or arbitrary dismissal - since many workers do not fully know their rights - are all practices that create psychological tensions and personal insecurity<sup>41</sup>.

In looking at the Jerusalem context, there is a special political reality that makes the issue of identity conflict complicated within the framework of work, especially since the political and identity conflict is still an open conflict. Therefore, any security event outside the framework of work generates negative feelings among work groups, which may affect productivity, and shake the individual's sense of personal security.

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39 Morrison, E., & Robinson, S. (1997). When employees feel betrayed: A model of how psychological contract violation develops. *Academy of Management Review*, 22(1), 226-256.

40 De Boer, E.M., Bakker, A.B., Syroit, J.E., & Schaufeli, W.B. (2002). Unfairness at work as a predictor of absenteeism. *Journal of Organizational Behavior*, 23 (2), 181-197.

41 International Federation of Trade Unions (D.T). *Workers' Rights in Crisis - Palestinian Workers in Israel and the Settlements*.

## The future of professions

With the beginning of the computing revolution, speculation abounded about the future of the working world and the permanence of some professions, with widespread expectations about the disappearance of many jobs. For example, many reports predict the disappearance of sales jobs, taxi driving, and banking, but these speculations were no more than predictions, and were not based on any research other than that technology will replace human resources in these professions. Despite the introduction of self-checkout machines in many shops, there is still a great demand for sales staff. The change in the tasks of bank staff- which depended on direct customer service and became focused on marketing and relations - did not erase the need for the physical presence of employees in this sector.

Researchers Nedelkoska and Quintini<sup>42</sup> of the University of Oxford hypothesize that 47% of occupations in the United States are threatened with extinction due to automation<sup>43</sup>. As for the types of endangered professions, they assumed that those working in food preparation, cleaning, escorts, mining, construction, manufacturing and transportation are the most vulnerable to disappear due to technological development.

Between 2012-2019, OECD conducted a quantitative study<sup>44</sup> on 21 of its member states, to check the validity of predictions about the future of the labor market. In this study, they relied on measuring the impact of automation on the main tasks of occupations. The study showed that there is no conclusive evidence that technological development has an impact on the future of most professions. On the contrary, it found that most professions will continue and prosper in the countries involved in the study. On the other hand, the increase in demand for occupations less threatened by technology was 18% higher than for occupations threatened by technology which was 6%. The study - which is the largest in the world - confirms that the fear of losing many professions is exaggerated, but, on the other hand, it stressed that the groups most affected by the change in the labor market are the uneducated segments.

Based on the previous study by OECD, we cannot say for sure what professions are threatened by automation, but we can assume that the essence of professions, with their main tasks, will change. Therefore, talking about the demise of professions has become less important compared to talking about the skills needed by the labor market in the future. Construction workers and cleaners may continue in their jobs, but the skills they need will be completely different from the skills used by those who preceded them in the same professions. So, we see that even OECD focused on the importance of acquiring the skills needed for the labor market in the future.

42 Nedelkoska, L. & Quintini, G. (2018), "Automation, skills use and training", OECD Social, Employment and Migration Working Papers, No. 202, OECD Publishing, Paris.

43 Frey, C. B. & Osborne, M.A. (2015), "Technology at Work: The Future of Innovation and Employment", Citi GPS: Global Perspectives & Solutions, February 2015.

44 OECD (2021). OECD Social, Employment and Migration Working Papers 2021: What happened to jobs at high risk of automation?, OECD Publishing, Paris.



## The required capabilities and skills for succeeding in future professions (I PRO model)<sup>45</sup>

In recent years, the importance of developing capabilities and skills has been highlighted in vocational guidance and counseling, especially soft skills, as they predict individual success in future professions characterized by dynamism and continuous change.

Despite the difference in defining abilities and differentiating between them and skills, Deming<sup>46</sup> talked about a basic set of abilities necessary for professional adaptation, among them: the ability to understand complex ideas and the ability to adapt to the environment. Anghel and Bayart<sup>47</sup> added the ability to learn from experience, and the ability to overcome difficulties and develop language abilities, in addition to social abilities such as communicating with others, working in a team, and leadership. In addition, Borghans et al. reported on emotional abilities, such as the ability to manage emotions and self-control<sup>48</sup>. Recently, ICT (Information & Communication Technology) capabilities have been added, which include the ability to work in a computerized environment and programming skills.

Joint-Tevet developed the I PRO model in order to update the knowledge and tools for assessing and developing the capabilities in the operating programs according to the trends of change in the labor market. The form consists of six main sections that contain most of the capabilities that help the individual to integrate effectively into the world of work. At the center of the model is the section (I AM), which includes the inner motivation of a person, and the section (I Can), which includes three languages through which an individual can communicate in the workplace. As for the other four sections, they contain the capabilities that the individual needs for integration, continuity and progress. Each of the sections affects the other, in the sense that certain abilities in one section are necessary to develop abilities in another.

The different sections of the model:

- I AM (internal capabilities): This section is at the heart of the model and includes the internal factors that contribute to enhancing the rest of the capabilities in the other sections, namely: motivation, positive orientation, initiative, endogenous capacity- and operational ability.

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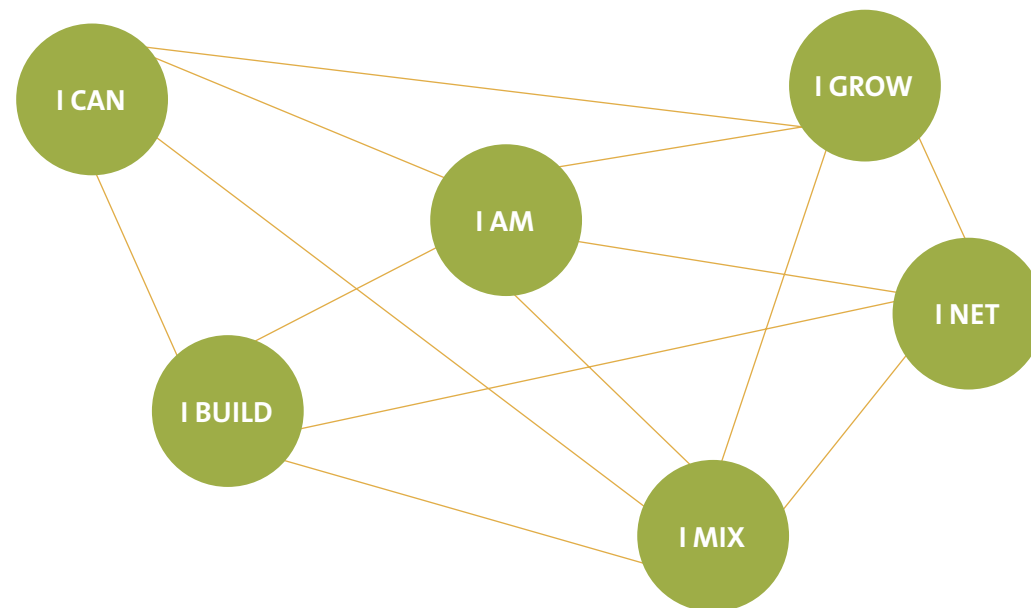
45 Joint Israel-TVET (2017). IPRO Skills: Skills for the Professional World, at IPROmodel.pdf (thejoint.org.il), accessed 12/2022/31/.

46 Deming, D. (2015). The growing importance of social skills in the labor market. Cambridge: National bureau of economic research.

47 Anghel, B. & Bayart, C. (2017). Non-Cognitive skills and Individual Earnings: New Evidence from PIAAC. SERIES, 8(4), 417473-.

48 Borghans, L., Lee Duckworth, A., Heckman, J. J. & Weel, B. T. (2008). The economic and psychology of personality traits. Journal of human resources, 43(4), 9721059-.

- I CAN (basic skills - three languages): This section addresses three languages necessary for integration into the world of work and public life. The three languages are: the ability to read and write in Hebrew, the ability to read and write in English, and the ability to understand and make informed decisions.
- I BUILD (Self-Management): A dynamic and stressful work environment requires individuals to know how to manage their time, in addition to the need to deal with complex situations and quickly adapt to changes. The abilities covered in this section are: the ability to manage time (self-management), prioritization, the ability to adapt, work in an uncertain environment, the ability to balance work and other areas of life.
- I GROW (Continuous Learning): Contrary to popular belief in the past, individuals, in our time, must develop continuously. In the past, workers gained qualifications only at the beginning of their career, but today, workers are forced to update their knowledge and abilities during the course of their career. The ability to learn is essential to succeed in the changing world of work. The abilities covered in this section are: the ability to see a future picture of professions, the ability to learn continuously, and the ability to learn from experience.
- I MIX (Relationships and Social Abilities): the ability to work effectively with a team, and the ability to develop positive relationships with others. Capabilities in this department require cultural sensitivity and effective communication.
- I NET (community and operational marketing): the ability to market oneself and form a network of relationships in and outside social media platforms, including: the ability to market oneself, and work and communicate in various media platforms and communities.



# The Palestinian and Israeli approaches to developing the labor market within the strategic plans related to East Jerusalem

## Directions of the Palestinian government

It was clear to the Palestinian Ministry of Labor the importance of aligning vocational education and training with the real needs of the market, in addition to supporting the students' orientations, to enroll in vocational education, especially females, to bring about real development in the working world. Therefore, it referred clearly to these two issues, at the beginning of its strategic plan for 2021-2025-. As for East Jerusalem, the Ministry spoke in its plan of challenges due to legal obstacles and occupation practices that make it difficult to carry out any real development in the area, but it took it upon itself to develop, strengthen and support the private sector as much as possible, to be able to raise its competitiveness and improve working conditions<sup>49</sup>.

In recent years, the Palestinian Ministry of Education developed vocational education curricula for the seventh, eighth, and ninth grades with the aim of familiarizing students with the world of professions, with the help of a qualified staff of vocational teachers who are supposed to teach these subjects. These curricula also aim to familiarize students with basic skills in some main professions such as electricity maintenance and others, which may help students, later, to choose the profession that matches their capabilities in case they wish to complete their studies in an industrial school<sup>50</sup>. The Ministry also manages industrial school exams and enables students to enroll in technical colleges and Palestinian universities.

Within its directions, the Ministry of Education facilitated the enrollment of students who completed their education in scientific disciplines in an industrial secondary school, except for medical sciences, in addition to facilitating the enrollment of those who completed vocational competency courses in technical colleges. However, with reference to the total number of professions taught by technical colleges and training

49 Ministry of Labor (2021). The National Employment Plan 2021-2025-.

50 Nazzal, Busina (under publication). Policy Paper, Towards the Institutionalization of the Vocational Guidance Process (Exposure and Guidance) in Schools of the Jerusalem Directorate, Technical and Vocational Education and Training Support Program in Jerusalem (UNDP).

centers in Palestine, these professions are still traditional and service-oriented, and focus mainly on the construction and automotive sectors, and basic digital professions (networks, programming and graphics).

As for the development of the vocational education curriculum for the preparatory stage, the professions taught are still affected by gender variables, and are still traditional, despite their importance. However, when reviewing the textbooks, it was clear that their contents are knowledge-based, to enable students to acquire some basic professional skills, such as measurement skills. They are also supposed to familiarize students with the world of professions through field visits. However, they lack the teaching of precise professional skills (such as communication, problem-solving, and working in team). ...) and do not provide the students with information about professional rights, etc., especially those pertaining to the reality in Jerusalem. This in addition to the lack of staff in schools, especially engineers and vocational teachers, makes the implementation of the curriculum, in its optimal form, unrealistic.

## Directions of the Israeli government

Within the previous five-year plan 2018-2022, and based on Government Decision No. (3970), the development of East Jerusalem was financed with an amount of 2.1 billion NIS. This amount also includes the development of services provided to Jewish settlers living in Arab neighborhoods in East Jerusalem. As for the new five-year plan (2023-2027), the government decided to finance the development of East Jerusalem in the next five years with an amount of 4 billion NIS, but it is not clear how much the Palestinian citizens will ultimately benefit from this amount.

For years, the Israeli government has talked about building a Silicon Valley (Plan No. 977694) in Wadi al-Jouz neighborhood, to house high-tech companies, on the ruins of homes and shops on a 127,000 m<sup>2</sup> area<sup>51</sup>. Whether government Resolution No. 1367, which was approved in April 2022<sup>52</sup>, is implemented or not, and regardless of whether it will ultimately serve the people of East Jerusalem, or the settlers inside East Jerusalem or its vicinity, it is necessary to invest in qualifying Jerusalemites in this regard, because most professions will not develop without the high-tech component in the future, which will open many job opportunities in Jerusalem, other West Bank cities, the Arab region or abroad.

Within the framework of the Israeli Ministry of Industry and Trade plan, the Vocational Qualification Department has set a goal for the coming years to develop schools of excellence and creativity in the Bedouin community, and in East Jerusalem in particular, focusing on teaching technical skills in secondary schools, and developing specializations such as building computing networks, repairing mobile phones and PCs,

51 Ir Amim (2022). Position Paper: Plan 977694 the Hi-Tech District in Wadi Al Joz - Silicon Valley, 62022/14/.

52 Government Decision No. 1367, Developing Modern Neighborhoods in the City of Jerusalem, Prime Minister's Office, 42022/10/.

the basics of design, electricity, etc. New bids have been published for the current academic year 2022/2023/, as the support provided by the Ministry to these schools included helping them to restore and equip classrooms as needed<sup>53</sup>.

In addition, the Ministry has set up a special vocational program that targets minority women and men, through which the Ministry covers about 80% of the costs of the targeted vocational courses to encourage people to enroll in them, such as: developing virtual games, developing applications on Android systems, social media network managers, bus drivers, truck drivers, vehicle painters, lifeguards in swimming pools, sign language interpreters, personnel providing services for people with special needs, CNC, and others (all professions are listed on the Ministry's website)<sup>54</sup>.

As part of its plans, the Israeli Ministry of Jerusalem Affairs and Heritage was able to obtain the approval of the Israeli government to develop two high-tech and bio-tech projects at a value of 3 million NIS, one of which will be in East Jerusalem, according to the decision<sup>55</sup>.

As for the Israeli Ministry of Education, it has contracted, in recent years, with a group of colleges and universities in order to qualify graduates in the fields of high-tech, to work as teachers in schools, due to a significant shortage of high-tech and IT teachers. The Ministry covered the education costs for those accepted through full scholarships<sup>56</sup>.

The Ministry of Education has also expanded the areas of technical and industrial specializations within the Bagrut program. The Industrial Education section lists 24 majors (computerized production systems, computer engineering and management, industry and management, communication technologies, water systems, electricity, energy systems and control, ICT, electronic and computer engineering, bio-technology, tourism, health systems, leadership and entrepreneurship, advertising and media, hotel management, advanced transportation, construction engineering, business administration, art design, education, hair and make-up, mechanical engineering, communications, and integration of females in technology)<sup>57</sup>.

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53 Ministry of Economy and Industry (2022). A model for offering a tender for the establishment and operation of schools for youth under the supervision and funding of the Vocational Qualification Department: creative education (in the Bedouin areas, the Negev and the north, and for the Arab population in East Jerusalem, starting from the academic year 2022/2023/).

54 Ministry of Economy and Industry (Dr.T). employment possibilities. On the (labor-shovarim.co.il) website. Website accessed: 8/2023/1/

55 Ministry of Jerusalem Heritage (2022). The government decided to establish two modern in Jerusalem: for the first time, a high-tech area in East Jerusalem. (Published on 4/2022/24/) on the Ministry's website | Jerusalem and Morshat (www.gov.il). Website accessed: 12/2022/22/.

56 The Israeli Ministry of Education (Dr. T). Hi-tech graduates and English majors: come and teach the new generation. (edu.gov.il) accessed on: 12/2022/26/

57 The Israeli Ministry of Education (D. T). Department of Technologies - Distribution of Hours, Leading Careers and Majors, Department of Technological Education. (edu.gov.il) visited on: 12/2022/26/.



## The reality of vocational counseling and education in East Jerusalem

Industrial schools and vocational colleges in Palestine provide education and vocational training services, supervised by Palestinian governmental agencies, UNRWA, and other private organizations. In addition to industrial schools and vocational colleges, there is an impressive array of vocational training centers affiliated with the Palestinian Ministry of Labor, which prepares skilled workers in various professions, by providing short and medium-term courses. Apart from the Palestinian industrial schools in Jerusalem, there are industrial/technology schools affiliated with the Israeli Ministry of Labor, and private technical and vocational centers supported primarily by the Israeli Ministry of Labor. In recent years, a single vocational training center was established in Jerusalem Governorate, serving everyone, including Jerusalemite school students. As for the educational and vocational training frameworks in Jerusalem, Table 2 shows the total number of regular, vocational and industrial schools, and vocational colleges according to administrative affiliations. The information was collected by reviewing the publications, reports issued by institutions, and based on personal interviews.

Table 2: The total number of institutions operating in Jerusalem with the funding agency and the majors they teach

Institution	Affiliation	Majors
<b>Secondary schools with industrial/technical branches</b>		
Tala'e al-Quds School (Faisal al-Husseini)	Palestinian Government	Smart buildings (installation of cameras, alarms and remote controls for gates and shutters)
Islamic Boys' School	Palestinian Government	Management and entrepreneurship
Shabat Girls' School	Palestinian Government	Management and entrepreneurship
Al-Aqsa Girls' Secondary School	Palestinian Government	Management and entrepreneurship
Abu Bakr al-Siddiq Girls' School	Palestinian Government	Management and entrepreneurship, home economics, graphics
Al-Nahda Girls' Secondary School	Palestinian Government	Home economics, beauty and cosmetics
Science and Technical School Beit Hanina	Israeli Ministry of Labor	Biotechnology, computer and electronic engineering, content engineering
Ibn Khaldun School	Israeli Government	Cookery, hotel management
Ras Al Amud Girls' School	Israeli Government	Hair and makeup
Ras Al Amud School	Israeli Government	Auto mechanics, auto electrics
Abdullah Bin Al Hussein School	Israeli Government	Hair, make up, ECDC
Beit Safafa Secondary School	Israeli Government	Biotechnology, hotel management, communications
Shufat Secondary Boys' School	Israeli Government	Telecommunications
Sur Bahir Girls' School	Israeli Government	ECDC
Afaq School	Israeli Government	Hair and makeup, Robotics, ECDC

Institution	Affiliation	Majors
Ibn Rushd School	Israeli Government	Control and power systems
<b>Palestinian industrial/technical high schools</b>		
Secondary Industrial School – Dar al-Yateem al-Arabi	Al Yateem Al Arabi Society	Graphic design (males and females), computer maintenance (males and females), hotel management (males and females), carpentry and decoration, plumbing and air conditioning, electricity, auto mechatronics, renewable energy, smart buildings
Dar al-Aytam Islamic Industrial School affiliated with the Directorate of Education	Palestinian Government	Air conditioning and electricity
Dar al-Aytam Industrial School	Ministry of Islamic Endowments	Bamboo craftsmanship, woodworking, typography, and graphic design
Al Thori Technical School	Palestinian Government	Land surveying and construction, electricity, smart buildings, renewable energy, interior design
The Lutheran World Federation Vocational Training Center, Apprenticeship Program	Lutheran Federation	Electronics and communications, carpentry and decoration, blacksmithing and aluminum, auto electricity, auto mechanics, sanitary ware and heating, food preparation and serving, ceramics and handicrafts
Vocational and Technical Girls' School - Sakhnin	Israeli Government	Graphics, beauty, ECDC, optics
Sakhnin Technical Secondary Boys' School	Israeli Ministry of Labor	Auto mechanics, electronics, industrial drawing



Institution	Affiliation	Majors
Al-Fanar Technical School for Boys	Israeli Government	Electrical technician, air conditioning and refrigeration technician, computer and mobile devices maintenance, cooking
<b>Qualification and technical training colleges</b>		
Vocational Training Center - Al-Eizariya	Licensed by the Palestinian Ministry of Labor	Aluminum works, graphic design, fashion design, crafts (tiling, carpentry, mechanics...), hair, beauty and fashion
YWCA	International	consultations, skills development and professional examinations
YMCA	International	Office Management, Photography and Filmmaking, Graphic Design, Modern Kitchen
Burj Al-Luqluq Community Center	Private	Mobile phone maintenance, drawing on ceramics, photography
Rayyan Center	Licensed by the Israeli Ministry of Labor	preparatory workshops, computers, Hebrew language, various vocational training courses
MATI Center	Licensed by the Israeli Ministry of Labor	Preparing and qualifying entrepreneurs, obtaining rights, ECDC, marketing, directing groups, project management
Al Anwar College	Licensed by the Israeli Ministry of Labor	Medical secretary, computer, account management, education, marketing and advertising, mobile phone repair, smart home, application development, photography, equipment tester, library licensing, office manager, 3D printing, childcare, makeup, training firefighters, graphic design, foreman
Haifa College	Licensed by the Israeli Ministry of Labor	Medical secretary, paramedics, Hebrew language, computer, alternative medicine, special education assistant, medical equipment technician, literacy, kindergarten teacher assistant, special education teacher assistant, skincare, veterinary nurse

Institution	Affiliation	Majors
Meufov Jerusalem	Licensed by the Israeli Ministry of Labor	qualifying entrepreneurs, digital marketing, access to rights, project management, international trade, professional advice
Al Riyada College	Licensed by the Israeli Ministry of Labor	Hydrotherapy, fitness instructors, yoga instructors, preparatory year for Israeli universities, aerobics trainers, interior design, equestrian trainers, cycling instructors, guides
Shihab Jerusalem College	Licensed by the Israeli Ministry of Labor	Administrative secretary, executive secretary, office management, office automation, decoration, childcare, engineering, Hebrew
STATION-iq	Private	Providing training in fine skills, in addition to support and advice to those who seek to develop their initiatives and projects
PalVision	Private	The institution has developed an electronic platform that helps students identify their professional orientations and introduces them to university majors and professions in training colleges. As well as training educational counselors to use this platform, which has been used by about 4,000 students so far.
The institution also arranges student visits to industrial schools, Palestinian universities and colleges.		

## Efforts of Palestinian and international institutions to support education and vocational guidance in East Jerusalem

Israeli governments have always worked to limit and stifle the development of Palestinian institutions in East Jerusalem and hinder their access to appropriate human and financial resources, by canceling work permits for Palestinians living behind the wall, and not recognizing certificates among other things. This is all because of political reasons related to East Jerusalem, and the attacks of successive governments that aim to Israelize and Judaize the place. Civil institutions worked hard, in cooperation with international organizations, especially (UNDP), (COOPI), Taawon, and others, to organize vocational education on the one hand, and to assist colleges and universities in developing their vocational and operational programs on the other hand.

Palestinian community institutions, in cooperation with international institutions, have also worked to bridge the gap that the Palestinian Authority and its relevant ministries cannot bridge - as they are forbidden from carrying out activities and events in East Jerusalem - in providing guidance to educational counselors in regular schools, developing majors, providing the necessary tools and equipment and maintaining facilities in industrial schools, in order to raise the number of students interested in learning on the one hand, and reduce the gap between the skills needed by the market for those professions and the outputs of vocational education in those schools on the other hand. These institutions have also run, and are still running, vocational camps that help familiarize students with different professions with the necessary knowledge and skills associated with them, and provide them with simple practical skills, through guided experimentation.



In addition to all this, these institutions still contribute, albeit slightly, to exposing students to future skills by exposing them to the world of digitization, high-tech, automation, the virtual world, applications, etc. through short-term projects implemented by community institutions in and outside schools.

Some international institutions have also supported employment programs for graduates through practice, which reduces unemployment rates in general, and hidden unemployment (working in fields irrelevant to specialization) in particular.

We believe that civil institutions or supporting international institutions cannot replace the Palestinian Authority in any way if its role in East Jerusalem does not change radically, because the Israeli side deals with East Jerusalem as part of a unified Jerusalem and does not see the Palestinian Authority as a key player in managing the city in the medium and long term.

We can summarize the reality of the labor market and the reality of school and employment counseling in Jerusalem as follows:

1. The professions offered in industrial schools and vocational colleges in East Jerusalem are still traditional, but there is a clear focus on entrepreneurship, and a hesitant attempt to integrate high-tech in those professions, in addition to the fact that the cultural factor still dominates the distribution of professions between the two sexes.
2. The Jerusalemite market is directly linked to the Israeli market, and the clear Israeli policies do not hide their desire to raise the academic and skill level of Jerusalemites to facilitate their involvement in the changing future labor market.
3. Most Israeli universities and colleges, with the exception of technical ones such as Herzog College, still find the integration of Jerusalemite students as a solution to their economic and operational problems, and do not pay attention to raising the possibility of their integration in the future labor market, as the majority of Jerusalemite students enroll in majors in the field of education, anthropology, political science, and sociology, and professions of little interest, whether globally or locally, as there is no labor market for these fields, and thus the reluctance, even of Jewish Israelis, to enroll in them.
4. The vocational counseling programs in the schools of the Palestinian Education Directorate are traditional, and lack any focus on fine skills, and need to develop their curricula. Likewise, the industrial schools in East Jerusalem have not yet been able to change the attitudes of society towards them, and therefore they still attract students with poor achievement, compared to the emerging technical schools in East Jerusalem that are supported by the Israeli Ministry of Education, or by the Israeli Ministry of Labor, which have seen high achievers competing for a seat.



## Methodology

The researchers used the descriptive analytical approach to clarify the features and characteristics of the reality of vocational counseling, guidance and the labor market in East Jerusalem, using a collection of written local and global research, documents, plans, programs and reports on the subject of the study, and conducting interviews with stakeholders and focus groups of students and graduates within the qualitative research approach.



## Tools

The researchers used the main qualitative research tools (analyzing documents and texts, conducting and analyzing semi-closed individual interviews, in addition to collecting information using focus groups). A guide for semi-open interviews was developed to allow the interviewees to expand their answers and address issues that the researchers did not pay attention to in their questions. Interviews were set with them..



## Study Sample

A purposive sample was chosen representing segments of workers, students, and those concerned with vocational guidance, counseling, and qualification in East Jerusalem, as shown in (Table 1):

Table 1: Study Sample

Sample	Details
7 principals of regular secondary schools - two principals from each category	<p>Palestinian Directorate of Education: Omar Ibn Al-Khattab School, and Abu Bakr Al-Siddiq School.</p> <p>Private schools: St. George's School and Al-Iman Secondary School for Girls</p> <p>Schools affiliated with the West Jerusalem Municipality: Ibn Khaldoun School, Al-Isawiya School for Girls, Rowad Al-Quds Co-ed School.</p>
6 principals of industrial schools	Al Thori Technical School, Lutheran Industrial School, Al-Aytam Industrial School, Arab Orphan Industrial School, Beit Hanina Technical School, 'Ommal School.
6 key figures in the field of career guidance and counseling	<ul style="list-style-type: none"> <li>• Hani Abdel-Jawad, Director of Rowad Program in Jerusalem</li> <li>• Manal Badarin, Head of the Arab Employment Department at the Employment Authority in the Jerusalem Municipality</li> <li>• Wafa Ayoub, Director of Rayan Center</li> <li>• Luna Ishtay, Director of the Inar Foundation, Jerusalem Youth Center</li> <li>• Qusay Abbas, Youth Development Department</li> <li>• Nedaa Dweik, Al Saraya Foundation for Community Service</li> </ul>
3 department managers from major employment agencies in Jerusalem	<ul style="list-style-type: none"> <li>• Engineers Syndicate</li> <li>• Electricity Company</li> <li>• Jerusalem station</li> </ul>
Focus group with adolescent boys	Schools -north of Jerusalem
Focus group with adolescent girls	Schools -north of Jerusalem
A focus group from different areas of Jerusalem	Youth from 18-24 years, talking about the challenges they faced in the labor market.



## Process

All interviewees were contacted in advance and agreed to participate and to have their interviews recorded. The researchers recorded the interviews using a tape recorder, or in remote interviews, a computer. After the recording process, the interviews were transcribed so that the researchers could analyze the data later. The results were formulated later according to the content-based analysis approach proposed by Braun and Clark<sup>1</sup>, which consists of four stages: careful reading of the interviews which also includes reviewing them and devising main general themes, extracting the sub-themes and linking them to the main themes and adding new topics / themes if any, discussing the themes and preliminary results between researchers and agreeing on them, and including citations and linking the results to the study literature.

To ensure the validity of the analysis, each researcher separately read a set of interviews that were identified together and identified the main and sub-headings and the formats which they came up with. In order to check the validity of the analysis, a comparison was made between the results of the analyses. The degree of similarity between each two similar interviews analyzed by the researchers, separately, was approximately 75%.

After confirming the validity of the analysis, the two researchers completed the analysis of the interviews, defining the formats that were agreed upon, and then wrote the results and discussion based on the themes and questions of the study, and supported them with research and theoretical material that they referred to at the beginning of the study. After completing the analysis, the researchers wrote practical procedural recommendations at several levels (funding organizations, the Palestinian Ministry of Education, and civil work institutions), and then discussed them with employment specialists, to ensure their suitability, the reality of the situation, and possible financing plans.

## Results and Discussion

The current qualitative study is the backbone to identifying the reality of vocational counseling and guidance for secondary students in East Jerusalem, and the suitability of the vocational programs in regular and industrial schools and vocational institutions, to the needs of the market in East Jerusalem, and whether the skills they acquire contribute to their success and integration in the future.

Based on the analysis of individual and focus group interviews, the researchers concluded that there are four main topics that the respondents touched upon: Palestinian and Israeli policies towards vocational guidance and qualification in East Jerusalem, the challenges students face in integrating and succeeding in qualification programs or in the Jerusalem labor market, and the skills that contribute to their success. The researchers arranged the challenges, needs, required skills and professions based on the respondents' answers. After presenting the results and conclusions, recommendations and procedural solutions were provided to the Palestinian Ministry of Education, regular schools, industrial schools, Palestinian universities, and finally civil society organizations.

### Topic 1: Palestinian and Israeli policies towards vocational guidance and qualification in East Jerusalem

It was evident in this study that Israeli politicians are clearer than Palestinian politicians in their handling of future plans for the development of the labor market in East Jerusalem, and what they want from Jerusalemites at this stage. This was obvious in the previous and current five-year plan (Israeli Municipality of Jerusalem, 2022). There is no doubt that the Palestinian economy is a dependent economy, which makes it difficult for the Palestinian National Authority to draw up plans to develop its economy and to set clear visions for the labor market. With regard to East Jerusalem, and in light of the political agreements between the Palestinian National Authority and Israel, the former was unable to influence the course of events in East Jerusalem, neither at the level of vocational guidance, nor at the level of developing qualification services. As for industrial schools and branches in regular schools, they were not taken seriously enough to achieve any development.

As for the goals of Israeli politicians, they were clear in widening horizons for Jerusalemites to integrate in the Israeli labor market, support the involvement of Jerusalemites in recruitment programs and Israeli academic institutions, and make maximum use of skilled labor in production



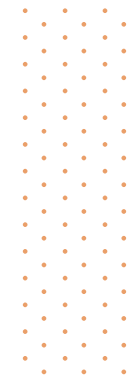
processes. With the beginning of the Israeli five-year plan 3790, to reduce the economic and social gaps between East and West Jerusalem, a part of the budget was allocated to integrate Jerusalemites into the labor market and Israeli educational institutions. For example, the services of Rayyan Center were enhanced to expand their reach to the residents of the southern neighborhoods of Jerusalem: Al-Thori, Sur Baher, Jabal Al-Mukaber, as its Director indicated: “The budget of the center in the next five-year plan will be 37 million shekels”. This in addition to the employment of two recruitment officers in support centers affiliated with the Ministry of Social Affairs in six neighborhoods in East Jerusalem, according to the director of employment programs in the Arab community in Jerusalem municipality.

As for Israeli universities and colleges, the Hebrew University, Hadassah College, and Azrieli College opened preparatory years for Jerusalemite students, and offered many facilitations and incentives to attract them, by covering the costs of the preparatory year and facilitating admission requirements. The Director of the Academic Guidance Program pointed out, “We introduced the preparatory years in Hebrew universities in 2016. We started with 30 or 40 students. Last year, we had 580 students who registered for the preparatory year at the Hebrew University.” This in addition to the Ruwwad program for academic guidance, which aims to create a link between the Jerusalemite students and the Israeli educational institutions, by providing individual and group counseling in the past year, as the Program Director in Jerusalem indicated: “Last year, we had 2,900 students who were provided with counseling, 1,000 of whom were able to register later at the university.”

In light of the lack of clarity in the policies of the Palestinian ministries of East Jerusalem, the Israeli authorities were able to impose their directions on Jerusalemites and contributed to their association and attachment to the Israeli institutions and labor market, as those who have the money make the decisions.

## **Topic 2: The challenges that students face in enrolling and succeeding in qualification programs or in the Jerusalem labor market**

There are many challenges that students face in formal and industrial schools, vocational institutes and universities, which often intersect with each other. The environmental contexts: political, cultural and personal, are intertwined, and it is not easy to isolate them from each. Even if we separate them here, we do so for the need of clarification and for ease of presentation, but we will mention when needed the overlap of these contexts in the appropriate place. The following summarizes the main challenges:



## Political and economic challenges

It was not easy to separate the economic and the political challenges in the case of Jerusalem. As statistics show, the poorest segment of the city of Jerusalem is its Palestinian population. The Israeli occupation continues to be an obstacle to the integration of Jerusalemites in the top-earning professions and university majors, and it still hinders urban development in East Jerusalem. Therefore, it deters every real process of development of the Jerusalem economy to keep it always a dependent economy, as a director of a youth center pointed out, “The state wants you to work in specific professions, so that you don’t aspire for more, and just run after you basic needs; eat, drink and sleep.” The facilitation of enrolling Jerusalemite students in Israeli universities is only a response to the reluctance of Israeli students to study some certain majors, and not out of a real urge to help Palestinian Jerusalemites advance. Therefore, we see that the Hebrew University - for example - makes it difficult for Jerusalemites to integrate in medical and high-tech professions, while facilitating their involvement in service professions, education, human and social disciplines (political sciences, anthropology, and sociology). These professions are avoided by students in many countries of the world, not just in Jerusalem, due to the scarcity of jobs associated with them, and because of their low income compared to other professions. Even in work that does not require a university major, there is discrimination between Arabs and non-Arabs in their professional advancement, as one of the female employment officers in Jerusalem pointed out, “Your boundaries are clear at work, and you are not allowed to cross them because you are an Arab. For example, I’m a manager but it will be very difficult for me to become a director because I’m an Arab “. And as the principal of an industrial school explained, “Never dream of becoming the director of an Israeli company, there is a glass ceiling that cannot be crossed, **you cannot raise your head**”. This may later cause reluctance to work, or a feeling of alienation, due to the inability to advance compared to others who may be less skilled and competent (Laddha et al, 2012).

The political situation and the deteriorating security conditions in the city also affect the Jerusalemites’ sense of insecurity, as they sometimes leave their workplaces for fear of being harmed, and at other times, they suffer from discrimination at the hands of their employer or their non-Arab colleagues in the workplace. One of the graduates who were interviewed explained this: **“Young people feel unsafe. This discourse is translated into every wave of politics, which affects job security, not to mention the collective punishment that befalls Arabs.”** We also see that the candidacy of Jerusalemites for jobs and their advancement in them is also affected by the political situation, and their acceptance into work in Israel requires a certificate of “good conduct” by the Israeli police, despite the illegality of the employer’s request for it. A school principal in Jerusalem indicated, **“Young people fear having a security casefile against them. This is one of the issues that students keep talking about. They always have concerns.”** This is consistent with what Casad & Bryant (2016) concluded, linking professional harmony with psychological immunity. This policy also affects the psychological and behavioral aspects of students, as it limits their political activity for fear that they will not be accepted into the Israeli labor market in the future.

We see the impact of the political challenges, too, through the occupation practices at checkpoints, which Jerusalemites face every day as they travel to and from work in and outside Jerusalem. This causes them to waste their physical, psychological and mental energies as they deal with these inhumane practices. This is what the manager of a youth center indicated: **“I’m a young Jerusalemite who grew up here. I have so much energy and many skills that I can excel in, but when a soldier stops me and talks to me in a degrading way this deflates my energy and makes me want to hit him. It causes a shift in my head for the whole week. I won’t be thinking about my skills or what I want to do, I’ll be thinking about how to escape. This thing isolates us and keeps us busy with the occupation.”** The principal of an industrial school also confirms this reality, **“In an unstable political environment, the security situation also affects the youth. Many young people, even some of our students, have been subjected to arrest or have been subjected to... or their friends, have witnessed bloodshed, which affected their emotional wellbeing.”**

## Psychological and personal challenges

The personal context is inseparable from the political, and the reader may think: how come the researchers did not elaborate above on the political challenges. But the reader will quickly realize that, in many cases, the political context cannot be isolated from the rest of the challenges that will be addressed later.

One of the problems mentioned in the focus groups was the low self-confidence among Palestinian university graduates when searching for a job, or when asked to assume responsibilities in their jobs. Many of those who were asked why they felt less ready and capable than students who graduated from Israeli universities and colleges, indicated that the universities they graduated from did not sufficiently equip them with the required professional and personal skills. A Social Work graduate from a Palestinian university says, **“I don’t feel ready, as my colleague M. stated. I found a part-time job in vocational guidance, and I hesitated because I felt that I wasn’t ready to take on such a responsibility. I think that students who learn in Israeli universities are usually more prepared than those who graduate from Palestinian universities.”**

The difficulty increases when such a feeling takes hold in the hearts of the graduates. That feeling of inadequacy is partly objective, but mostly psychological. Another student who studied Social Work at a Palestinian university says, **“There are many students who have many qualifications, but they are afraid to apply for certain jobs because of the inferiority they feel, as they do not have the knowledge and skills.”** They are even, at times, afraid to inquire about their employment rights, just as the manager of a youth center said, **“I didn’t know anything, that I could negotiate my salary for example. We don’t know our rights and entitlements.”**



As we previously indicated, the contexts overlap, and here we see that the difficult political and security situation creates apprehensions among many Jerusalemite students about learning in Israeli colleges and universities, or even learning Hebrew, which may affect their ability to work later, given that preference in employment - as many graduates have pointed out – is given to students studying in Israeli institutions, and for those who speak Hebrew. Even if a Jerusalemite student is able to study in Israeli universities, he\she often finds it hard to adapt to his new environmental surroundings, as one of the graduates explained, **“Students who learn in an Israeli university find it difficult to integrate and feel a sense of alienation. This affects their professional relations during the education period.”**

When school curricula focus on knowledge only and fail to train students on the necessary life skills that shall strengthen their psychological immunity, it ultimately results in students who are not proud of their identity, have low self-confidence, and find it difficult to adapt positively to the new environments with Israelis.

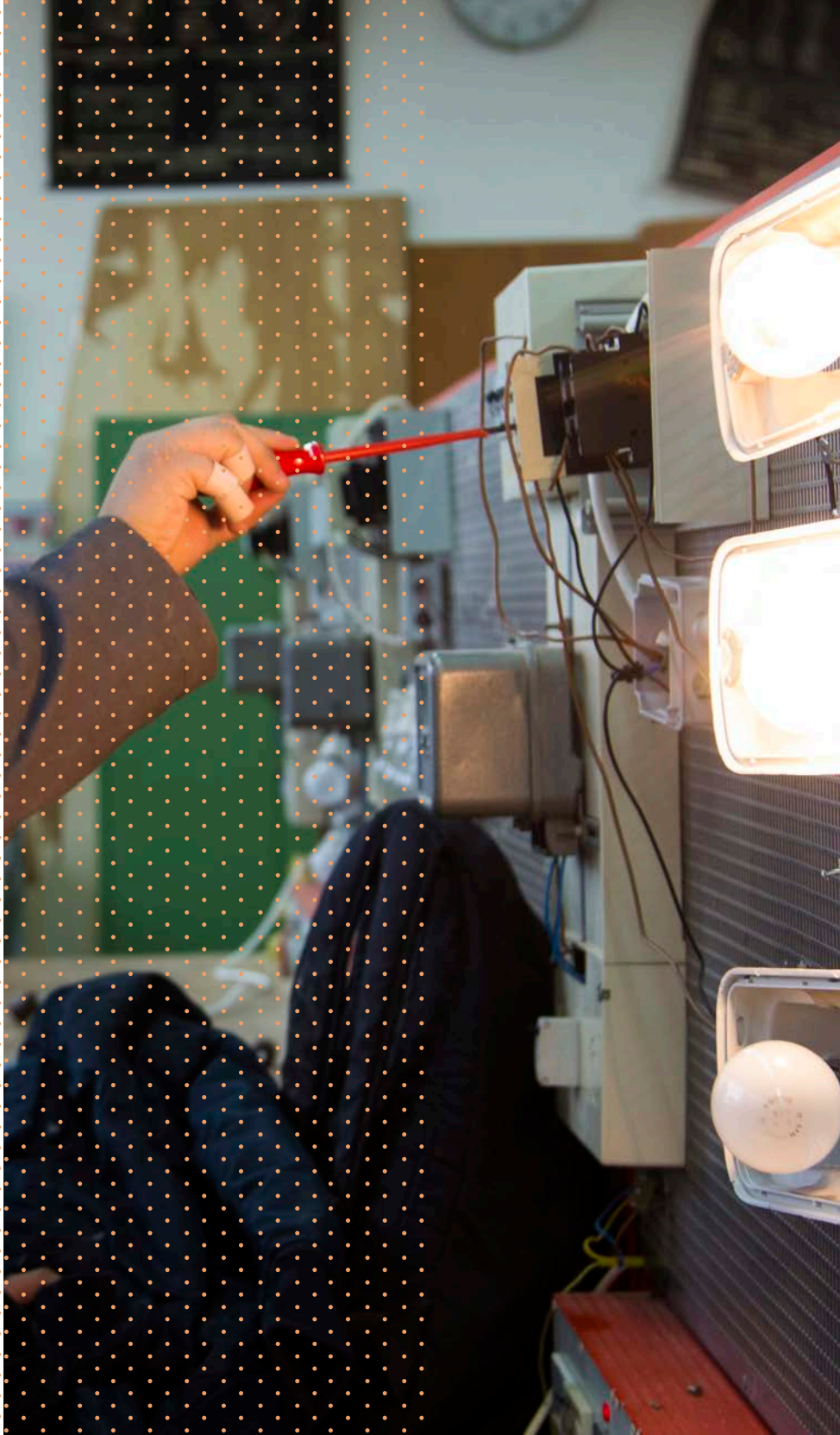
## Challenges at the level of vocational counseling in formal and industrial schools and in universities

There is no doubt that the existence of a vocational education curriculum for the preparatory grades is important, although the professions taught in the curriculum are traditional basic trades (plumbing skills, carpentry, painting, food preparation, tailoring and fashion design, construction, metal works, interior design and decoration, electricity and electronics, cosmetics and food processing). Even if these professions do not completely simulate industrial and technical development, there are still two main dilemmas, which are the lack of qualified teachers in most schools to teach this curriculum, and therefore many students in schools are not taught by experts in these professions, in addition to the lack of vocational education in schools at the primary levels. Educational counselors, based on their job description, must hold meetings and sessions while providing vocational guidance to students. But in many cases, their intervention is fragmented and insufficient, if implemented at all. Thus, as the principal of a private school pointed out, the student is not able to choose the specialization or profession that suits him at the end of the school journey. **“ 18-year-old students usually buy 20 application forms. They do not know where to go. They register and then withdraw. They enter university and change their major.”** In addition, schools do not develop students’ personalities, and the Palestinian curricula do not contain contents or activities that simulate students’ different levels and intelligences. They do not develop their personalities

and abilities to face life's challenges. These contents that help students later in searching for the necessary knowledge and resources to solve their problems, and enable them to make sound decisions in life, and in the working world in particular, as one of the school principals pointed out, **“Our schools are weak, and the Palestinian curriculum teaches the student to focus on the mark only, without working on their personality and what they should do in the future.”** This was confirmed by a department manager in a private company, **“I am dissatisfied with the way the curriculum is delivered, it relies primarily on memorization, and the student gets used to memorizing and graduates without tools to help him or her in their life.”** Likewise, schools do not play an adequate role in helping students to craft their personal, social and national identity, so they find it hard to adapt in Israeli workplaces, or learn in an academic institution, as a school principal explained, **“If I’m not able to realize who I am, whether nationally, politically, psychologically, culturally or socially, I will not be able to advance a step forward.”** A school principal added, **“Identity is the most important thing, and we cannot ignore it”**

As for industrial schools, they have not yet been able to change the negative perception of them, as they’ve only managed to attract mostly students with low achievement. **This is not necessarily a bad thing**, it is okay, but parents do not want their children to study in those schools, even if they are high achievers with technical or industrial orientations. A school principal gave an example of a private school in Jerusalem that **“prevented the principal from opening industrial classes in the school, because it affects the school level, and thus attracts students from poor backgrounds in society, claiming that the students are high achievers why should they open an industrial branch,”** as if the industrial branch is for low achievers only.

As for universities, many of the graduates who were interviewed talked about the lack of clear goals in this regard, and therefore the lack of courses that prepare students for life. In their view, universities do not work enough to develop their personal or professional skills, and do not provide them with skills that help them integrate in the labor market in the future, as if this is none of their business. The students also evaluated the experience of the field training they receive in universities as insufficient and does not really qualify them to successfully engage in the profession they have chosen, as indicated by the director of a community institution and an employer of new graduates, **“a graduate came to me and asked for a job. He did not know how to use a scanner, or a printer, and his computer skills were not satisfactory, he did not know how to use Excel. Universities do not train students on the basics of digital skills.”**



## Age-related challenges

Adolescence revolves around the crafting of an individual's identity, whether in school or prior to entering a vocational institute or higher education institution. Professional identity, according to theories of developmental psychology, is one of the identities that adolescents develop at this critical age. In the two focus groups, it was clear that the motivation and willingness of the majority of the respondents to search for a profession that suits them is low, and this generally corresponds to students in the preparatory stage and the beginning of the secondary stage<sup>58</sup>.

As for graduates, we have seen in the current study that many of them are still uncertain about the professions they have chosen, and that the vast majority of secondary students and graduates do not see themselves in the same profession until retirement, or even in the next ten years. A school principal says, “ **students from the current generation do not seek career progression and stability in the same profession.**” It was also clear the lack of readiness to make the appropriate professional decision, even among graduates, and this is what was shared by, for example, the director of a center for vocational guidance “**“Last week, I decided to stop teaching public policy and governance, this is not the place where I want to work, after that I worked in many places. It was weird the way I moved from one place to another”.**

We examined whether the characteristics of Generation Z affect the development of professional values of adolescents and graduates, and

<sup>58</sup> Hegazy, Yehia (2014). Difficulties in making professional decisions and professional trends of high school students The Jerusalem case. PalVision Foundation, Jerusalem.

the results showed that young people tend to work in professions that do not physically stress them, as indicated by the principal of an industrial school, **“The new generation has no stamina, and is impatient, and does not tolerate hard work. People of this generation if they don’t like the job, they leave it.”** They try to search for professions that generate income but allow them to find time for other interests at the same time, as indicated by the director of a vocational guidance program. **“Young people at the age of 18 want to work for a few hours and make 100,000 NIS. They want to come to work, but not stay there for long hours, because they have a football tournament. They have other million interests... When I suggest that they work in a supermarket, for example, the first question they ask is: How much is the salary? I say 6,000 NIS and they reply no that’s not enough”.** In the focus group that included high school students, when asked about the professions they would like to learn, one of the students said, **“I don’t want to go to university, I want to take courses and work in a hair or nail salon. It pays more.”**

## Cultural challenges

The traditional view of the world of professions is still dominant in our society, and the role of parents in determining the professional path of their children is still, in many cases, an obstacle that students suffer from, especially girls. This is what the Director of Employment Programs indicated, **“People study medicine because their families want that, and not because they love medicine. There are a lot of doctors who can’t find a job.”** Even with the overflow of some professions in the market, and the high number of unemployed people, **“there is a discrepancy between what Jerusalemites need and the requirements of the labor market, many women want to become teachers, and we know that the market today is overflowing with female teachers.”**

Further, the prevalent culture in society considers to this day the criterion for success in joining the scientific stream first, followed by the literary stream. In most cases, enrolling children in an industrial school is not considered an achievement to be proud of, as the school principal explained, **“It is difficult for society to accept a high achiever who wants to become a carpenter or a mechanic.”** In addition, society still believes that students who fail to enroll in the scientific or literary stream are the ones who generally end up in the industrial stream, and therefore the society considers them as low achievers, as indicated by the director of a community institution, **“The industrial stream has become a refuge for those who failed in schools. Failed in the academic sector”.** As for the world of professions, there is still a preference for women to study service professions or cosmetology to optimize opportunities for reconciling work and family life. This was clearly mentioned by many of the female students who were interviewed, they wanted to enroll in jobs that have to do with beauty, fashion, food preparation, and education.

On another note, the cultural challenge is real when it comes to finding vocational training companies. Some professions are monopolized by certain families, and employers do not want to attract students as interns, because they do not want to share their business with non-family members, as explained by a program director in a youth institution. “X family does not want to share the profession with people from outside the family, and constantly refuses to receive the young people we send as interns. They have several shops in the industrial district, but they want to keep the business within family members.”

## Challenges related to the needs of the labor market

The deteriorating infrastructure and the difficulty of movement continue to exacerbate the Jerusalemites’ suffering when reaching their work and prevent many women from joining the labor market. Underemployment is considered a major challenge in the Jerusalem labor market, as many graduates do not work in their field of specialization, and some of them work in simple professions that do not correspond to their educational qualification. This is what many of those interviewed in the graduate focus group indicated, one of them said “I am 25 years old, I finished social service in Al-Quds Open University, I held many jobs in general, jobs related to my degree and training. Currently, I work as a counselor with autistic patients. This job is close to my field of specialization, but it is not actually my specialization.” The director of the Employment Center indicated that interest in addressing this phenomenon may be just as important as addressing unemployment. “Underemployment hurts more than real unemployment; as college students work in jobs that do not correspond to their training”.

The policies of the various Israeli ministries and the conditions for recognition of practicing professions have resulted in a large academic segment, in various disciplines, that is unable to integrate into the Israeli labor market because it does not meet the Israeli requirements for acceptance into a job. There are, for example, hundreds of graduates in the fields of social work, education, medicine, engineering, etc., who cannot integrate in the Israeli labor market because of these policies, and this is what the director of the Employment Center stated, “Dentists have fallen into the practical section, because practical training in the Palestinian Ministry of Health, is different from the Israeli.

As we explained previously, the Jerusalemite labor market is mainly linked to the Israeli labor market, and the lack of Palestinian companies contributing to the employment of Jerusalemites reinforces this link, as the director of an employment center in Jerusalem explained, “There are no Arab companies that can receive students, so they are forced to go to the Israeli labor market.”





### Topic 3: Skills that contribute to the students' success in integrating in the labor market

As for schools, it is important to develop the vocational counseling and guidance curriculum, and to teach the following skills mentioned above: communications skills, life skills, problem-solving skills, identifying market requirements, writing a CV, and self-definition skills. In addition, and as indicated by some of those who were asked in the field of community entrepreneurship, it is important to teach school and university students entrepreneurship, leadership and project building, in addition to coding skills, various office skills, informatics, and self-learning skills.

Because Jerusalemites are associated with the Israeli labor market, mastering the Hebrew language is one of the skills required to integrate into this market, and this was confirmed by the majority of people in the interviews that were conducted, as one of the graduates said in a focus group, "Each time I apply for a job that suits my major, they tell me everything is fine and that I meet all the requirements but I don't speak Hebrew, which leads me to frustration because I am unable to utilize my skills." The lack of proficiency in the Hebrew language constitutes a real impediment to integrating Jerusalemites into the Israeli labor market and creates a preference for Arab Israelis for jobs in East Jerusalem. As a school principal pointed out, "If the employer wants to choose between a Jerusalemite and an Arab Israeli, he will choose the Arab Israeli because the Jerusalemite has no command of Hebrew."

Digital skills are among the most important skills that increase the chances of students' integration into the labor market, as most institutions use various electronic platforms such as (LinkedIn) to recruit and classify their employees, especially academics. The failure to integrate digital skills as an essential part of school and university education as it should be, and in vocational qualification programs, pushes Jerusalemites to search for work in traditional ways, and this is what a school principal referred to, "There are skills that students need to learn, such as technical skills, without these skills a student would not be ready for the labor market". These results show the importance of possessing soft skills that subsequently contribute to the efficient integration of young people into the labor market (Anghel & Bayart, 2017).

As for fine skills, there is a gap between the skills students possess and the skills required in the labor market. The director of an employment center explained, "I meet people with master degrees, but when you talk to them, you realize that there are students in grade 11 who have better skills." Most of the school principals emphasized the importance of teaching fine skills such as critical thinking, creative thinking, self-identification, group work, and self-learning, and stressed that these skills are the cornerstone for integration into the labor market, as mentioned by a school principal, "the basic skills which students must know are non-existent in schools. These are personal skills. They must be taught how to stand in front of people and not be afraid, teach them how to behave inside shops, dealing with basic things, this is not available in schools."

Acquisition of rights at work is an additional skill that Jerusalemites lack, and it reflects negatively on their integration and progress in the labor market. Many graduates in one of the focus groups indicated their lack of information regarding various labor rights. One of the participants explained, “I lack vocational education such as calculating tax, having a second a job without having to pay a high tax, budgeting and financial management.”

## Topic 4: The need for professions in the Jerusalemite labor market

As indicated by Palestinian and Israeli reports and statistics, the Jerusalem market is still a traditional market (Palestinian Central Bureau of Statistics, 2022; Jerusalem Institute for Policy Research, 2022), and is mainly linked to the Israeli market. Jerusalemites, according to various reports - for example, but not limited to (Forzycki, 2022) - are the least likely to integrate into professions that need high-tech and digitization skills, therefore we still see them more integrated than others in the service sector.

We cannot separate the future labor market in East Jerusalem from the developments taking place in the global and local labor market. The growing need for specializations related to Hi-Tech (Jerusalem Institute for Policy Research, 2019; Frey & Osborne, 2015) such as engineering, applied and medical sciences, and others, is apparent in East Jerusalem, and this is evident in future Israeli policies, but this does not negate the need for many other social specializations such as social workers, therapists and psychologists. A school principal indicated, “The whole future will depend on digitization and electronics, but that does not mean I wouldn’t work if I studied psychology”. In addition, there is a need for craftsmen in the fields of carpentry, blacksmithing, construction and electricity. These craftsmen prefer to work in the Israeli market due to the higher wages, leaving these professions vacant in the Arab areas. A school principal indicated, “There is a demand in Jerusalem for skilled and specialized technicians, whether in renewable energy or public electricity. The number of available professionals is very small, and most of them go to work outside Jerusalem.” Another school principal stressed the importance of crafts and the need for them, “We should not underestimate any profession, the carpenter is important, and the cleaner is important.” Counseling and guidance programs should think clearly about the “honey trap” represented primarily by the Hebrew University, which encourages Jerusalemite students to engage in human disciplines that have no market, neither at the local level, nor at the global level.

Through the interviews, we did not notice any specificity of the Jerusalem market compared to the global market. Through the professions suggested by those interviewed, which we will arrange according to their recurrence here, most of them talked about the importance of preserving the construction professions, by integrating them with technology to be compatible with modern developments in construction,



and they focused, basically, on the importance of moving towards promoting professions that are based on technology and digitization. The occupations, in order of frequency, were as follows:

1. All disciplines related to construction (electricity, carpentry, blacksmithing, tiling, plastering, air conditioning), taking into account the use of high-tech and technology in the development of these professions.
2. General maintenance specialists
3. Low voltage electrical systems: fire systems, cameras, alarms
4. Graphic and 3D design
5. Virtual reality programs, building applications, marketing and e-commerce.
6. Mechatronics and maintenance of electric vehicles
7. Maintenance of computers and networks
8. Renewable energy primarily solar panel installation and maintenance
9. Medical and paramedical professions in various forms
10. With regard to psychology, some have suggested therapeutic specializations with an emphasis on the treatment of mental disorders related to modernity.
11. CNC
12. Food and hotel industry



# Recommendations

## Recommendations to the Palestinian Ministry of Education and regular schools

1. There is no doubt that this recommendation is general, but radical. There is a need to develop general curricula for all grades 112-, and enrich them with skills that enhance students' ability to criticize, analyze, apply, experiment, and make decisions.
2. Develop vocational education curricula for grades 7 through 9, by introducing life skills; such as social networking, problem solving, dealing with conflicts, utilizing technology in marketing, and additional skills such as starting a project, developing initiatives, and so on. In addition to introducing new professions to the curriculum that meet the needs of the market.
3. Introduce teaching strategies that correspond to the distinguishing attributes of Generation Z; such as using smartphones or tablets in reading, encouraging teamwork by using social platforms and participatory applications, using interactive applications in teaching and short films in learning ... and so on.
4. Some schools do not have educational counselors, and many of them are not specialized in vocational guidance. Therefore, the Ministry, in cooperation with local community organizations, must continue investing in educational counselors, to diagnose students' orientations, make them realize their capabilities, values, and professional preferences, guide them professionally, and provide them with basic life skills.
5. Given the many roles of the educational counselor, the part of vocational guidance may mostly appear secondary. Therefore, the Ministry must intensify work with community service institutions to cover this need, in cooperation with counselors available in schools.
6. Involving families in vocational qualification programs.
7. Industrial and technical specializations in regular secondary schools are still weak and undeveloped, influenced by the traditional cultural context. They are still viewed unfavorably by society as the place for low achievers. Therefore, it is imperative that the Ministry, in cooperation with industrial schools, work to change this view, by enhancing the industrial and technical branch in schools, developing workshops and laboratories, providing modern materials and equipment and hosting specialized trainers. This in addition to signing agreements with institutions concerned with school disciplines, and hosting engineers from technical universities, in order to change the negative view surrounding the technical branch, and thus attract the best students. All this requires a clear plan and generous

funding for the development of this branch.

8. Investing in the teachers of the industrial branch, and developing the existing teacher evaluation system, to include additional criteria, such as productivity and growth, developing initiatives and ideas with students, building simple applications and products, providing students with life skills, and so on.
9. Investing in teaching Hebrew in schools, by providing qualified teachers, improving teaching strategies for Hebrew as an additional language, and increasing the number of Hebrew classes.
10. Strengthening the national cultural identity and pride in the cultural heritage, and psychological immunity, in order to mitigate the effects of Israelization and identity disturbance when working in the Israeli market or studying in Israeli academic institutions.
11. Allowing schools to market and sell students' products within the permitted laws, and providing encouragement and support if the students want to develop their own project at home.
12. Resuming visit programs to universities, giving them priority, or facilitating the work of community institutions to carry the visits out. Nonetheless, it is also important to visit companies such as the electricity company and meet with engineers and employees from different labor unions, in addition to increasing students' exposure to different specializations and professions.

## Recommendations to industrial schools

1. Benefiting from technological developments and introducing Hi-Tech to the existing specializations in industrial schools, by reviewing the traditional professions that students learn, and developing laboratories and workshops in line with the developments in those professions.
2. In addition to modernizing the existing professions, it is crucial to add professions that take into account the change in the labor market. Such as electric vehicle maintenance, sustainable energy, general maintenance, etc.
3. Investing in teaching Hebrew in industrial schools, by providing qualified teachers who can relate the Hebrew language to the requirements of life. Therefore, it is important to use or build curricula that relate to real life, enhance speaking and reading skills in the first place, in addition to improving the teaching strategies used for Hebrew as an additional language, and increase the number of Hebrew classes.



4. Establishing contracts between industrial schools and regular schools, managed by the Palestinian Ministry of Education, to carry out maintenance work in schools, where students follow up with the specialized contractors, and include this in a pre-established plan, not improvised interventions.
5. Because coordination for field training outside industrial schools is a difficult task and needs human resources, it is therefore ineffective and not organized as it should and depends on vocational training staff. We propose to build a joint body between industrial schools and qualification colleges, funded by schools and colleges, and works on developing a program that coordinates between them and the employers in the environment surrounding the school, and follows up on the work of the students (on-the-job-training) and their field evaluation, and may employ them later, taking into account the distinguishing attributes of Generation (Z).
6. Developing personal skills that support professional growth, which help individuals to integrate well into the labor market, and here we suggest using the (I PRO) model.

## Recommendations to Palestinian universities

1. It is important for universities to constantly adapt their specializations, programs, and academic staff to life and market changes, and identify the preparation of students in the specializations that produce unemployed graduates; such as social, humanitarian and educational specializations.
2. Palestinian universities often do not provide students with specific skills that help integrate them into the Palestinian or Israeli labor market. Therefore, it is important to provide them with these skills, through relevant courses, or through a course dedicated to that purpose (CV writing skills, marketing skills, labor rights, presentation skills, advanced computer skills and practical applications, how to use social networks effectively and usefully, etc.).
3. Teaching Hebrew in universities up to at least two levels, at a rate of 100120- credits for each level, taking into consideration teaching specialized terminology to students according to their majors.
4. Due to the Israeli Ministry of Education's restrictions on Jerusalemite students visiting universities and colleges located behind the apartheid wall, universities must take a more active role in visiting schools and introducing students to majors, entry requirements, and university activities in an effective and enjoyable manner.



5. Recruiting a contact person, that seeks to attract new employers, build partnerships with institutions in order to facilitate the integration of graduates into the labor market, and continue to cooperate with community and international institutions working to support the employment of graduates in the labor market.

## Recommendations for civil society organizations

1. Due to the political situation in East Jerusalem, civil society organizations, shall support the Directorate of Education; whether in facilitating students' access to workshops and factories, and involving them in various vocational camps, or by enhancing schools with engineers and technical teachers, in addition to assisting industrial schools and formal schools that have an industrial branch in accessing the required human and technical resources, to enable students to obtain quality vocational training.
2. Continuing to support educational counselors and provide them with the necessary knowledge and skills to work with students to develop specific skills and knowledge that help them integrate in the labor market, and provide them with sufficient knowledge to familiarize them with the potentials and uses of the Internet to help create awareness of how to benefit from it effectively and productively.
3. Providing the necessary legal awareness and sound guidance to students about majors and labor markets, through school visits, and not only visits by representatives of Palestinian or Israeli universities and colleges; whose main purpose of the visits is to market their programs.
4. Assisting in developing the vocational guidance curriculum in schools, in partnership with the Palestinian Ministry of Education.
5. Supporting universities in developing and passing programs that help graduates develop their fine skills.
6. Building a program that helps high school students in identifying their professional orientations and abilities, and providing them with the advice so that they can choose the profession/major that suits them. This program also introduces students to the most demanded professions, the institutions that teach them, their requirements, and the possibilities of work after graduation.
7. Developing a “garage - a space to support emerging initiatives”, and supporting the centers and (HUBS) that support initiatives located in the city.
8. Developing electronic platforms for teaching and developing 21st century skills, as an alternative to vocational guidance centers, in which all virtual world technologies such as VR technology are used.

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# Annex: Interview Guide

At the beginning of each interview, the objectives of the study will be explained to all those who will be interviewed, and emphasis will be placed on its topics. The interviewees' consent will be granted to have the interview recorded and their answers used in the study, before moving on with the questions.

## **Interview guide- regular schools' principals**

- Introduce yourself? Job description, years of experience in the current job?
- Do you provide career guidance and counseling in your school? how? By whom? What programs do you have?
- What are the characteristics of students enrolled in the program? How can the stereotypical view of vocational guidance and counseling be changed?
- In your opinion, what are the distinguishing attributes of the current generation? And how might those attributes influence their career choices?
- In your opinion, who is responsible for career guidance and counseling? What are the specializations of the staff working in the industrial-vocational section?
- Is there communication and cooperation with the private sector and vocational specialists from outside the school?
- What are the major challenges facing the integration of Jerusalemite youth into the labor market, or vocational specialization, in your opinion?
- How - in your opinion - does the political / economic and cultural situation affect students' choice of professions or vocational-academic major?
- What, in your opinion, are the major challenges facing schools in contributing to introducing students to the needs of the market and their proper integration into the labor market or choosing a vocational-academic major?
- What, in your opinion, are the most important factors that influence the students' choice of their academic major or future profession?
- How do you see the role of parents in helping their children choose a future profession? What are the skills and knowledge that, if they (the parents) possess, can help their children choose the appropriate vocational path?
- What would you change in the structure of the educational system to contribute to a better integration of students into the labor market or choice of a future profession?
- If you could develop and implement a program to help students integrate into the labor market at your school, what would it be? What are the mechanisms that you will adopt? What skills will you seek to develop?

### **Interview guide- Industrial school principal**

- Introduce yourself? Job description, years of experience in the current job?
- What professions do you teach in your school? On what basis were they selected?
- In your opinion, what are the professions that will survive for the coming years? What professions will the market need in the future?
- What are the types of students who choose the industrial/vocational path in general? How do you describe the economic and educational background of their families?
- Who is the educational/professional staff in your school? What are their specializations? How many years of experience do they have?
- What are the tools you use to integrate your students into the labor market? How do you rate these tools- in your opinion?
- What are the challenges facing industrial schools in Jerusalem?
- What are the major challenges facing the integration of Jerusalemite youth into the labor market, or vocational specialization, in your opinion?
- How - in your opinion - does the political / economic and cultural situation affect students' choice of professions or vocational-academic major?
- How much do your programs focus on teaching professions? To what extent have you developed personal skills? Give an example!
- To what extent do the professions that your students learn meet the needs of Jerusalemite society and the future labor market?
- If you could develop and implement a vocational program in your school to help students integrate into the labor market, what would that program be? What are the mechanisms that you will adopt? What skills will you seek to develop?

### **Interview guide - A key person in the field of vocational qualification, guidance, and company executives**

- Introduce yourself? Job description, years of experience in the current job?
- What program(s) are you running? And what are its\their goals?
- Who are the target groups of your program/s? What are the skills that these programs seek to develop?
- What are the major challenges you face in your work?
- In your opinion, what are the professions that will survive for the coming years? What professions will the market need in the future?
- In your opinion, what are the distinguishing attributes of the current generation? And how might those attributes influence their career choices?
- Are there gaps between the program/programs you offer and the future labor market and its skills? What are these gaps -in your opinion?

- What are the major challenges facing the integration of Jerusalemite youth into the labor market, or vocational specialization?
- How - in your opinion - does the political / economic and cultural situation affect students' choice of professions or vocational-academic major?
- What skills do you think schools should develop that can help Jerusalemite students choose the right profession and enter the labor market?
- If you had the choice to develop and implement a successful program(s) in the Jerusalemite community to integrate youth into the labor market, what would you do? how? And why?

#### **Interview Guide – Focus Group (students)**

- Introduce yourself (name, school, professional orientation)
- Where do you see yourselves after finishing school? Have you thought or are thinking about a future profession?
- What are the skills that - in your opinion - are important for a person to acquire in order to be successful in his\her profession?
- Have you addressed issues of vocational guidance in your school? Who addressed it? What topics did you discuss?
- What are the professions that - in your opinion - will survive in the next 20 years? What professions will disappear?
- What are the major challenges facing the integration of Jerusalemites into the labor market, or vocational\academic specialization?
- Do you have other things you would like to share with us?
- 

#### **Interview Guide – Focus Group (youth 18 - 24 years old)**

- What are the professions or majors that you have chosen? And why?
- What are the difficulties that you face\faced in integrating into the labor market?
- What is the role of the school and parents in providing students with the ability to make the right professional choices?
- Is there a gap - in your opinion - between the tools\skills required in the labor market, and the tools\skills you acquired in school, college, training center, or university? How do you think you could have narrowed this gap?
- What are the skills that an individual needs - in your opinion - in order to succeed in his\her profession?
- What are the challenges that you face/faced as Jerusalemites to integrate into the labor market?
- Do you think that there are psychological and internal factors affecting your integration into the labor market? What are they?
- What are the professions that - in your opinion - will disappear in the next 30 years? And why?
- Do you expect to change your profession after 10 years? And what are the reasons for that?







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