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Enabel 

Tender Specifications

Services procurement contract for “Conducting a curriculum development/upgrading and training of trainers on the newly developed or upgraded curricula, following the Complex Task Approach as specified in the nationally approved Standardized Curriculum Development for TVET, under YEP project ,project – “PSE21002-10016”

“Youth Economic Empowerment in Palestine (YEP)”

Navision code: PSE21002

1 Intervention form

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|--------------------------------|---|
| Title of the EU | Palestinian Youth Empowerment Programme |
| Title of the Action | Youth Economic Empowerment in Palestine (YEP) |
| Duration | 36 months, from January 2022 |
| Geographical area | Palestine: West Bank (including East-Jerusalem) and Gaza strip |
| Total cost | 5 million € (European Neighbourhood Instrument) |
| Institutional partner | Ministry of Labour – Palestine TVET Commission – Palestine |
| Implementing partners | <ul style="list-style-type: none"> • Palestinian Employment Fund (PEF) • Private Sector Umbrella Organizations (PSUOs) • NGOs, Civil Society Organisations (CSOs) or Foundations • Business Development Service providers • Vocational Training Centres (VTCs) |
| Beneficiaries | <p>Direct beneficiaries</p> <ul style="list-style-type: none"> • Youth between 15-29 years, including vulnerable youth and young women • Private sector enterprises • Palestinian Employment Fund (PEF) • Private Sector Umbrella Organizations (PSUOs) • NGOs, Civil Society Organisations (CSOs) or Foundations • Business development training providers • Vocational Training Centres (VTCs) <p>Indirect beneficiaries</p> <ul style="list-style-type: none"> • Palestinian Public Employment Service (Employment Offices, One-Stop Shops, Employment Corners) • Ministry of Labour • TVET Commission • Education stakeholders |
| General objective (GO) | Enhanced Palestinian young people's employability and economic empowerment |
| Specific objective (SO) | Young women and men are better equipped to access inclusive and decent employment opportunities |
| Expected Results | <p>Result 1: A model First Employment Facility is developed and accessible to young women and men graduates</p> <p>Result 2: Young women and men are equipped with demand-driven, quality skills</p> <p>Result 3: Vulnerable young women and men are supported to develop micro- or small businesses that are relevant to their local economies</p> |

2 Project background

The environment for youth employment in Palestine is highly constrained by its political and socio-economic context. On the one hand, important gaps in the education system, lack of an adequate public employment service, economic and policy related constraints to business development, as well as sociocultural aspects directly affect youth's employability and access to (self-) employment. Although some of these constraints affect workers across all age groups, they are often more severely binding for youth who have little or no work experience and more limited social networks. In particular young women and vulnerable youths face higher barriers to employment. On the other hand, the private sector is highly constrained, mainly as a result of occupation-related restrictions on mobility and access to resources but also due to the presence of internal challenges constituting a poor business environment that is not capable to generate sufficient employment opportunities to absorb the growing number of youth entering the labour market.

Liquidity gaps in the public budget, the outbreak of the Covid-19 pandemic and escalating political tensions throughout 2020 and 2021, have resulted in a socio-economic crisis in Palestine, witnessed by a sharp decline in domestic economic activity and a rise in already high unemployment and inactivity rates, in particular among youth and women.

The high and increasing levels of vulnerability resulting from political, security and economic crises have impacted households, and in particular youth's ability to cope with or recover from re-emerging shocks and consequently their abilities to maintain, sustain or develop their livelihoods and survive.

The **Youth Economic Empowerment in Palestine (YEP)** Action aims to address the lack of economic prospects for Palestinian youths, including vulnerable youth and young women, by empowering them to access decent employment opportunities.

The Action is part of the larger "Palestinian Youth Empowerment Programme", funded by the EU Neighbourhood Instrument and to be implemented through complementary actions led by UNFPA, Sharek Youth Forum in partnership with the Centre for Youth Economic Empowerment, and Enabel in Palestine. The Overall Objective of the Palestinian Youth Empowerment Programme is to improve Palestinian youth's contribution to economic, social and public life.

The general objective of the Action is:

"Enhanced Palestinian young people's employability and economic empowerment."

The specific objective of the Action is:

"Young women and men are better equipped to access inclusive and decent employment opportunities."

Contribution to specific objective will be achieved through three results focusing on enhancing youth's capacities to access wage- and self-employment opportunities:

The first result relates to the **development and operation of a First Employment Facility**, a private sector-led work readiness programme (WRP) allowing to enhance the employability of graduates of vocational training and higher education entering the labour market. As such the first component addresses the high levels of unemployment that increase with higher educational attainment, in

particular for women graduates, and mainly resulting from a skills mismatch between the education system and the labour market, and lacking services that help fresh graduates find their way in the labour market. At the same time the mechanism supports direct employment through matching and support to matching services which connect unemployed graduates with employers seeking workers. It also provides incentives and support for employers to recruit fresh graduates with initial low productivity through compensation of salary costs.

Under **the second result, continuous learning opportunities** will be supported to enhance the employability of unemployed graduates of vocational training and higher education institutions, as well as youth workers. Short-term specialized TVET courses adapted to the needs of the labour market, will create **new technical upskilling and vocational reskilling pathways**, allowing youth graduates and workers to acquire specific, new or complementary technical competencies and/or transversal skills, and ultimately increase their career opportunities. As such, the Action aims to address persistent and specific skill gaps in the labour force and help youth to better adapt to fast-changing work environments and occupational requirements characterizing the 21st century economy.

A **third result on business development aims to enhance access to self-employment**. The type of support and the changes this component aims to bring about are prompted by the high levels of vulnerability facing Palestinian youths, in particular in disadvantaged regions (Gaza, East-Jerusalem, Area C), which is further increased as a result of the health crisis and the recent escalation of political conflict. As such, vulnerable young women and men will be supported to establish sustainable micro- or small businesses that are viable in their local economies and generate sufficient income to meet their livelihood needs and improve their individual resilience. The approach will allow to address priority needs of vulnerable youth and young women from different skill levels – addressing a target group that faces additional barriers to entrepreneurship/self-employment and that usually do not have access to benefit from job placement programmes or innovative entrepreneurship programmes.

3 Assignment

3.1 Background (of the assignment)

The objective of Result 2 of the YEP project is that “Young women and men are equipped with demand-driven, quality skills”. The Action aims to address persistent and specific skill gaps in the labour force and help youth to better adapt to fast-changing work environments and occupational requirements characterizing the 21st century economy. Through a CfP process Private Sector Umbrella Organizations (PSUOs) and training providers as co-applicants will be selected to support the achievement of the targeted results. They will do this by providing short-term specialized TVET courses adapted to the needs of the labour market, thus creating **new technical upskilling and vocational reskilling pathways**.

- The selected PSUOs and training providers will jointly aim at achieving the following results (from the YEP logical framework):
 - 1- At least 550 youth graduates and workers have participated in **up- and reskilling for TVET and 21st century skills** (450 focus on TVET, 100 on 21st century skills)

through a work-based learning approach (at least 50% of them youth, and 40% youth women);

2- At least 15 curricula upgraded (or developed in case needed to develop new ones), integrating and applying the Complex-Task-Approach principles, and accredited;

3- At least 30 trainers trained on upgraded (or new) curricula;

- 4- 100% of the graduates participating in the up- and reskilling training programmes are officially accredited from the Ministry of Labour or equivalent upon completion of the programme;
- 5- Knowledge on decent work, gender and environmental considerations of private sector companies in the targeted sectors of selected private sector companies are increased **as well as included in the developed/ upgraded curricula and in training of trainers program.**

3.2 Objectives of the assignment

This ToR relates specifically to points 2&3 in the above section: 'curriculum development/upgrading and training trainers on the newly developed or upgraded curricula following the Complex Task Approach as specified in the nationally approved Standardized Curriculum Development for TVET.

The Terms of Reference (TORs) describe the role of a Curriculum Development Specialist who will elaborate and provide all the materials that form a complete curriculum according to the Complex Task Approach (Complex Tasks (CT), Learning Situations for each CT, and learning materials for trainees) tailored to youth trainees (between 15 and 29 years old), as well as providing support and adequate training for the trainers who will implement the specified training programs. The teaching approach of all materials should take into consideration that all training programs will be implemented following the Work-Based Learning Approach. In order to develop the content, the specialist will have to hold coordination meetings with the Enabel team and experts.

3.3 Approach

The consultant to be recruited through this call for tenders will consist of minimum one person, who is/are able to have access to Gaza strip and Jerusalem.

3.3.1 Methodology

The consultant will work with each grantee (approximately 5) to develop/update the curricula for their training course/ courses according to the CTA following the main steps of the approach.

First, the consultant must identify the relevant main tasks and describe the Complex Tasks of the occupations, then get these validated with the support of **Expert Workers' Workshops** (labour-market demand). **Expert Workers' Workshops (EWW)** are an acknowledged instrument to identify complex tasks and the required competences of occupations as a basis for subsequent curriculum development.

Secondly, the consultant is to provide the general structure for the curriculum, described in a generalized way and in line with didactic principles. The Complex Tasks are the Modules of the curriculum of the respective vocation which must be validated through a **Validation Workshop**. In this workshop the general validity of the result of the EWW is evaluated by different experts

from the industry. Complex tasks should be independent of a concrete working context (region, company or person).

As a third and final step, each module is broken down into meaningful learning situations. This means structuring modules and complex learning areas of curricula into smaller thematic units of learning (Learning Situations), in an acknowledged didactic approach. Learning Situations have the aim to support not only the development of knowledge and skills of learners, they also promote the necessary competence to transfer and apply these knowledge and skills into actual work and life situations: to be willing and capable to take adequate action.

While performing a complete task from beginning to the end and passing through each of the phases of that task, each Learning Situation supports the learner methodically in building the necessary competences to accomplish the task: the required professional (technical) knowledge and skills together with the necessary human (personal), social and methodical competences.

Therefore, the methodology must ensure that the Learning Situations:

- Correspond to business reality and working routines (labor market relevance).
- Offer the flexibility to consider school-specific and region-specific issues (e.g. available resources, regional demands).
- Offer the flexibility to respond to individual learning needs (different learning methods).
- Consider issues which are significant for life and society.
- Promote learning in groups and teams, and the required social competences.
- Develop the whole person and prepare the student for Lifelong Learning.
- Combine specific vocational objectives with general educational objectives.
- Combine theoretical with practical learning.

Deliverables:

- Maximally 15 new/updated curricula for upskilling and reskilling training courses (materials-soft copy). Final number depends on the concrete proposals selected.
- Training materials to teach these curricula.
- Reports about the training of maximally 30 trainers on the curricula, including a list of participants+ training agenda+ training subjects+ achieved goals (training outcomes) + satisfaction survey results

3.2 Expected outputs and timing

This task should be implemented within 90 days from the date of awarding. The below overview is indicative. Kindly provide us with the following prices:

| Price per curriculum | Time required (per day) |
|---|-------------------------|
| - Part 1: Curriculum development | |
| - Part 2: Support the development teaching materials | |
| - Part 3: Training and support of trainers who will implement the developed training programmes | |

| Day price | In euro (without VAT) |
|----------------------|--------------------------|
| - full day (8 hours) | |

3.3 Profile of the consultant

The consult is expected to have the following key qualifications and experience:

- A master's degree (or equivalent) in social and human sciences, education, educational economy, engineering, or any related fields (as a requirement).
- At least 10 years' experience in the TVET sector with at least 7 years at developing TVET curricula according to the CTA.
- Well informed about the National Standardized Curriculum Development for TVET.
- Previous experience with TVET stakeholders and actors, including PSUOs.
- Demonstrated knowledge of the functioning of employment and skills development sector in Palestine.
- Proved experience for at least 5 years in capacity building and ToT, including curricula training.
- Ability to communicate fluently in English and Arabic and write reports in English.