



Terms of Reference

**Conducting Need Assessment Study of a
Vocational Education University in Nablus.**

PSE22003-10008

Intervention form:

Intervention Name	Cooperation Portfolio Palestine, Specific Objective 3 (SO3): Pathways to Employment in Palestine (PEP)
Duration	2022-2026
Geographical area	Palestine: West Bank (including East-Jerusalem) and Gaza strip
Institutional partner	National TVET Commission (NTC), Ministry of Labor, Ministry of Entrepreneurship and Empowerment
Beneficiaries	<p>Direct beneficiaries: Palestinian youth and women, micro, small and medium enterprises (MSMEs), instructors of TVET institutions, the National TVET Commission.</p> <p>Indirect beneficiaries: TVET institutions, NGOs, CSOs, private incubators, training centres, PSUOs involved in business development and self-employment support, Palestinian (micro-) finance providers, business support service providers.</p>
General objective	Young people in Palestine develop into active and critical citizens, ready for local and global challenges through improved education, training, guidance and access to employment.
Specific objective	More young women and men in Palestine are employed in decent work conditions or have their own income-generating business
Expected Results	<p>R1: Increased access to skills development through investing in and upgrading TVET infrastructure.</p> <p>R2: The employability of young women and men is improved through support to equitable access to quality and demand-driven skills Development.</p> <p>R3: Employment opportunities for young women and men are increased through entrepreneurship promotion and business development support.</p>

1. Introduction

Technical and vocational education plays a key role in the development of human workforce that subsequently brings about the establishment of sound economies and financial sustainability. As unemployment in Palestine remains high, especially for youth and university graduates, and poverty affects a wide range of society, many people, involving government and policymakers, are looking to the Technical and Vocational Education and Training (TVET) system for solutions. According to statistics, one of the main reasons for the high unemployment rate in Palestine is the gap between the supply and demand in the Palestinian Labour Market. There continues to be a skills gap between the skills that youth acquire during their study and what is needed by employers.

1.1 About Enabel

Enabel is the Belgian development agency, its portfolio (2022-2026) aims to contribute to the following two general objectives:

- i. Young people in Palestine develop into active and critical citizens, ready for local and global challenges, through improved education, training, guidance, and access to employment.
- ii. The Palestinian population makes use of the opportunities of a sustainable environment.

The first general objective emphasizes youth empowerment, with a focus on three specific objectives (SOs):

1. SO1: Education and learning, including 21st century skills, Science, Technology, Engineering, and Mathematics (STEM), general education, and access to educational infrastructure.
2. SO2: Civic engagement and protection including information, awareness and support with regards to democratization, human rights, civic space, citizenship, Sexual and Reproductive Health and Rights (SRHR), and Children affected by Armed Conflict.
3. SO3/PEP: Skills, employment and entrepreneurship addressing the mismatch between education and training and the needs of the labour market, supporting the participation of young women and recent graduates in the labour market, supporting youth and women to start up a business while respecting the highest environmental and human rights standards, and supporting a conducive entrepreneurial ecosystem.

This assignment falls within SO3: **Pathways to Employment in Palestine (PEP)**:

The general objective of the PEP project is to employ more young women and men in Palestine in decent work conditions or have their own income generating business. The strategic orientations of the project focus on increasing employability and employment opportunities of youth, targeting the skills mismatch between demand and supply and increasing access to suitable employment pathways for specific groups,

through improving the quality and the relevance of the TVET system and supporting business development and job creation. The first result of the intervention, aims to “Increase access to skills development through investing in and upgrading TVET infrastructure.”

1.2 About the Nablus University for Vocational and Technical Education (NUVTE):

The Nablus University for Vocational and Technical Education was established by a decision of the Palestinian Council of Ministers No 05/39/18/M.W/M.A on January 13, 2020. The university is a governmental university, affiliated with the Ministry of Higher Education and Scientific Research in terms of programs accreditation; however, it sits under the responsibility of the National TVET Commission (NTC) and is planned to be an executive tool for TVET-Strategies and Plans. The university aims to provide higher levels of training and qualification (third, fourth and fifth levels), which are recognized regionally and globally within the TVET system, that respectively include professions (weeks up to 1 Y), technicians/diploma (2-3 Y) and specialists/ bachelor (4-5 Y).

University Campus: The university will be established in the city of Nablus, specifically in the eastern region (nearby to the Askar refugee camp and next to Nablus Industrial School), on a total area of approximately 140 dunams. The campus is proposed to contain 5 Colleges, Central Lead Institute, Administrative Building, Workshops, Students Activity Centre, Play Fields, and multiple green areas. All the designs are built to prepare for a Green University according to international standards for environmentally friendly buildings. Moreover, the university has an office in Ramallah (University presidency) in addition to Ibn Sina College for Health Professions- Temporary Building in Hiwara- Nablus.

University vision: To be a hub for center of Excellence University in vocational and technical education, and training to meet the current and future market needs.

University mission: To provide career focused education and training in vocational and technical programs to capitalize on skill-fed human resources of Palestine

University philosophy: The University philosophy is based on the principle of “Learning by Doing”, where intensive practical training makes at least 50-60% of the total academic hours in each program. Accordingly, it will adopt the regional and international higher qualification system, providing three levels of training including: the Third Level- Professions Certificate (2 weeks – 14 months), the Fourth Level- Technicians Diploma (2-3 years), and the Fifth Level- Specialists bachelor’s degree. In the future, the plans are to accredit higher education programs in Leadership, Innovation, and Problem Solving in Productive Societies. NUVTE will work to be the main source of studies and research on vocational and technical education and training, job market assessment, and monitoring the trends of economic and productive sectors.

University Strategic Objectives:

- ✓ Increase the student's academic and professional achievements through providing high quality technical and professional educational and training services.
- ✓ Develop the quality of academic programs and achieve excellence in specialization.
- ✓ Strengthen and develop frameworks of partnership, communication, and exchange of knowledge nationally, regionally and internationally.
- ✓ Institutionalization and development of the infrastructure, and empowerment and governance of the administrative work environment.

Central Lead Institute:

A central lead institute including a TVET Research Center, is planned to be established within the University to allow the NTC to develop sound TVET national Strategies and Plans. The Lead Institute will take on higher-level and structural tasks, and will fulfil special functions ("System Wide Services", SWS) that are necessary for a structured TVET sector but have so far not or not sufficiently been provided. This includes the training for teaching staff, curricula development, quality assurance in technical and vocational education and training, ensuring equal opportunities in access to education, the academic support for TVET, conducting TVET studies and research and also curricula development.

University Colleges: The University is planning to establish four main technical faculties in addition to the current operating college, Ibn Sina College for Health Professions. These colleges will offer many qualitative technical programs and specializations as follows:

1- Ibn Sina College for Health Professions:

Ibn Sina College was established in Nablus in 1969 to grant a diploma in midwifery for women, and in 1971 a branch of the college was opened in Ramallah and became a diploma in nursing and midwifery. The college developed and extended its branches to the city of Bethlehem to offer the college's programs to male students. After the establishment of the Palestinian National Authority and the Palestinian Ministry of Health began supervising the institutions operating in the health sector, the General Administration of Nursing Education and Training decided to develop the **midwifery program to become a three-year diploma**, followed by curriculum development and the adoption of two core programs, **the Bachelor of Nursing program and the Bachelor of Midwifery program**. In 2020, the Council of Ministers issued a decision to attach the Ibn Sina College of Health Sciences to Nablus University for Vocational and Technical Education, and accordingly the foundation stone of the college was laid on the university's new campus located in Askar camp – Nablus.

2- College Of Technical and Vocational Engineering.

The College of Vocational and Technical Engineering will help students in acquiring practical and technical skills to enter the labor market and achieve professional success by providing technical and applied skills, updating them periodically and linking academic knowledge with practical skills at the hands of qualified and distinguished staff. The college is planned to provide a comprehensive educational path enabling students to benefit from practical learning and field training, whether at the professional, technical, or specialized levels.

The College is planning to offer the following programs:

- ❖ Specialists/Bachelor Degree (four – five years):
 - Renewable energy systems
 - Dynamic engineering and control
 - Technology of materials and metals
 - Land Survey and Mapping Engineering.
- ❖ Technicians/Diploma Degree (two – three years):
 - Electrical power systems and networks
 - Measurement and control systems
 - Solar energy systems
 - Control and automation
 - Thermal control systems
 - Maintenance and design of mechanical systems.
- ❖ Third Professions Certificate (2 weeks – 14 months):
 - Construction and manufacturing technology
 - Electrical power systems
 - Mechanical systems.

3- College Of Communication and Information Technology.

The need to establish the College of Communications and Information Technology has been based on the great role played by information technology as a major engine for scientific development and a significant pillar to support and promote academic, practical, economic, recreational and other life activities. The college will use the university's philosophy of learning by doing and provide practical training by experienced and skilled teaching staff specialized in this field that is developing on a daily basis. The college will also support its staff and students

by providing state-of-the-art facilities, laboratories and equipment to enhance the quality and level of programs offered.

The College is planning to offer the following programs:

- ❖ Specialists/Bachelor Degree (four – five years):
 - Information and network security
 - Artificial intelligence
 - Software engineering
- ❖ Technicians/Diploma Degree (two – three years):
 - Graphic design
 - Web and smartphone application development
 - Computer Networks & Internet
 - Computerized Information Technology.
- ❖ Third Professions Certificate (2 weeks – 14 months):
 - Maintenance of computers and smart devices.

4- College Of Agriculture and Sustainable Natural Resources.

The agricultural vocational educational programs that will be offered by the college will be designed to respond to the real needs of the labor market in the agricultural sector, and to the main challenges facing the local and regional agricultural sector, including: the development and maximization of the economic value of agricultural activity, confronting climate change, achieving food security, and protecting and rationalizing natural resources. The college aims to provide high-quality agricultural vocational education and training that employs the best theoretical and practical curricula and the latest tools, techniques and methods of agricultural vocational training that keep pace with the times and rapid technological development.

The College is planning to offer the following programs:

- ❖ Specialists/Bachelor Degree (four – five years):
 - Smart Agriculture
 - High-value agricultural chains
 - Sustainable ecological agriculture
 - Aquaculture.
- ❖ Technicians/Diploma Degree (two – three years):
 - Smart Vertical Farming
 - Smart Precision Agriculture
 - Construction and installation of agricultural facilities and their technologies

- Organic farming
- Agroecology
- Permaculture
- Sustainable palm production chain
- High value fruit crop production chain
- Red meat production series
- ❖ Third Professions Certificate (2 weeks – 14 months):
 - The third level programs will be highly specialized and will be designed and provided according to demand and based on specific partnerships and agreements with employers and potential beneficiaries in the job market.

5- College of Crafts and Professions:

This college will rely on all available resources in the colleges, to coordinate and grant the specialized professional certificate (one week - 14 months), and intermediate diploma (two years) programs in the previously mentioned colleges.

2. Objectives of the assignment:

The overall objective is to assess whether there is indeed a need to establish a new technical university in Nablus.

The specific objectives of the study are:

- a. To conduct a holistic study of Palestinian major economic sectors and review the current analyses and studies to identify the current and future needs of the Palestinian job market, and to analyze the present and future needs of required technical skills and professions.
- b. To review and analyze the programs offered by other vocational and technical institutions in the Palestinian market that covers the market required skills and professions.
- c. To identify the gaps between what is needed (demand) and what is already offered (supply) to identify the study programs / courses to be offered.
- d. To determine the requirement and relevance of the suggested programs by NVTU with determination of No. of student to be enrolled in each discipline by analyzing the local need, market potential, population orientations, feeding institutes, job requirement.
- e. Analyze the target demographics for the university's programs and courses. Is there enough interest in the priority courses identified?

- f. Identifying the need for the establishment of central institute and research center as part of the NUVTE.

3. Scope of work and Methodology:

The duties and responsibilities of the Consultant will include following:

✓ **Desk work:**

- To conduct a comprehensive analysis of the current and future demand for vocational education in Palestine by reviewing:
 - Palestinian economic sectors reports
 - Employment reports
 - Skills gaps reports
 - Jobs forecast reports
 - Employment trends. national / international
- To review and analyze studies and reports related to the offerings of the technical and vocational in Palestine.
- Mapping of existing technical and vocational programs in the local market.
- Mapping of exciting research centers that concerned with TVET and fields of researches conducted.
- To review the mandate of exciting TVET development centers at the MOL and MOEHE and the tasks they perform.

✓ **Field work:**

- To conduct a survey using questionnaires to analyze the market needs by targeting major industry sectors and major employers, to validate skills gaps and the required skills in the market.
- To conduct semi-structured interviews and/or focus groups with relevant vocational and technical education stakeholders and private sector representatives.
- To conduct interviews with development centers at the relevant ministries (MOL, MOEHE ..., etc.)
- To conduct interviews with NTC to validate the system wide services needed for the TVET sector (SWS).

✓ **Drafting of gap analysis report:**

based on the results of the desk work field work and stakeholder contributions a draft report is developed about:

- the current and future gaps and the specific skills and qualifications required by industries and employers in the market.
 - Mapping of existing vocational sector stakeholders' services and reach.
 - Mapping of existing TVET research and development centers, type of TVET research conducted, and SWS provided.
- ✓ **Consultation and validation workshop/ meeting: to present the gap analysis report for feedback from stakeholders.**
- ✓ **Drafting of need assessment report:**
- To determine whether the proposed programs offered by NTVU will fulfill the identified gaps.
 - Assess whether those skills that are identified as needed by the labor market, yet not provided by other technical and vocational institutions, are enough to constitute a new university program.
 - Suggest and prioritize new programs that could fulfill the gaps.
 - Analyze number of high school graduates and technical education profile of the West bank and especially Nablus area, in order to determine the existing potential among youth and future need of technical and vocational education in the region.
 - Analyze the target demographics for the university's programs and courses. Is there enough interest in the priority programs identified?
 - Determine the need of establishment of the Lead Institute (central institute and research center) at NUVTE and prioritize TVET research areas and SWS that should be provided.

Suggested core tasks:

- Orientation meeting with Enabel PEP team.
- Desk work: collection and analysis of relevant reports, documents, and data.
- Field work: the consultant will make surveys and structured interviews with the relevant stakeholders.
- Drafting: based on the results of the desk work, field work and stakeholders' contributions, a draft of gap and need assessment reports is developed.
- A consultation and validation meeting to present the drafted document of the need assessment report for feedback from PEP team.
- Submit the final version of the need assessment report after incorporation of the received comments and feedback.

4. Expected deliverables and timeline:

DL	What	Timing
DL1: Inception report	Inception Report with detailed overall workplan, that shows the methodology, data collection tools and detailed timeline. This should also include the outline of the final report.	3 days
DL 2: Draft gap analysis report	<p>This report will show:</p> <ul style="list-style-type: none"> • the results of matching demand with supply to identify the current gaps related to vocational and technical education and then to get feedback from stakeholders. • The gaps in TVET research fields and the SWS that are not provided. 	25 days
DL 3: Draft need assessment report	<p>This report will conclude the results of matching gap analysis with the suggested programs in NVTU, it will also highlight the research fields and SWS that should be provided by the NVTU Lead Institute (central institute and research center).</p> <p>It will be submitted and presented for Enabel Palestine team for comments and notes in order to consolidate these comments in the final report of the study.</p>	15 days
DL 4: Final report	the submission of the final need assessment report including recommendations.	6 days
DL 5 presentation	Present final results to PEP team members and other key stakeholders	1 day

Total amount of days: 50 days

5. Consultants profile requirements:

Team leader:

1- Academic Qualifications and Levels of experience:

- Education/training: University qualification (Master's Degree is an advantage) in International Development, Economic, Business, Social Studies, Labor market systems, or related subjects.
- Language: Fluent language skills in both English and Arabic
- General professional experience: 10 years of professional experience in area of social and economic research and development consultancy.
- Specific professional experience: 5 years of experience in the technical and vocational education.
- Other: experience in working with private sector and conducting labor market assessments.
- Demonstrated experience in conducting needs assessments for similar sectors (TVET and higher Education).
- Demonstrated experience in in conducting needs assessments for similar sectors in Palestinian context.

2- Competencies:

- Strong communication skills to engage with stakeholders effectively.
- Strong analytical and research skills and the capacity to think and plan strategically,
- Experienced in institutional building and support to a wide range of stakeholders.
- Good interpersonal skills with experience of networking with partners at all levels.

Team members: (at least 1 expert)

1- Academic Qualifications and Levels of experience:

- Education/training: University qualification (Bachelor Degree is an advantage) in International Development, Economic, Business, Social Studies, Labor market systems, or related subjects.
- Language: Good language skills in both English and Arabic
- General professional experience: 5 years of professional experience in area of social and economic research and development consultancy.
- Specific professional experience: 3 years of experience in training and education in the technical and vocational education is an advantage.
- Other: experience in conducting a labor market assessment

- Demonstrated experience in in conducting needs assessments for similar sectors (TVET and higher Education).

2- Competencies:

- Strong communication skills to engage with stakeholders effectively.
- Strong analytical and research skills and the capacity to think and plan strategically,
- Experienced in institutional building and support to a wide range of stakeholders.
- Good interpersonal skills with experience of networking with partners at all levels.

6. Time duration of the consultancy:

The study will be conducted and all deliverable will be submitted in a period of three months.

The proposed budget should cover the following costs: Experts' fees, including transportation and communication, Consultation and validation sessions (hall rent, hospitality, stationary, visibility, etc

7. Please submit your proposed methodology, workplan and timeframe.

Annex 1:

Suggested first list of secondary data sources to be analyzed:

- TVET National Revised Strategy, 2010.
- PCBS Reports “selected indicators for Education in Palestine by level of education and region”
- State of Palestine, 2014. Education for All 2015 National Review.
- State of Palestine, 2016. National Policy Agenda 2017-2022.
- The World Bank, 2020. Palestine Territories Economic update October 2020.
- The World Bank, 2021. Palestine Territories Economic update April 2021.
- NUVTE Annual Report 2021-2022
- NUVTE Website ([جامعة نابلس للتعليم المهني والتقني \(nu-vte.edu.ps\)](http://nu-vte.edu.ps))
- MAS, 2015. Training Provision and Employment in Palestine: Gaza, East Jerusalem, Refugee Camps, and Areas C.
- USAID, 2022. Technical and Vocational Education and Training (TVET) Gender Assessment: Full Findings Report.

- UNESCO Skills Forecasting Model.
- Meta-analysis of labor market.

The suggested key stakeholders to contact and consult:

- AFD.
- The French Redcross organization.
- KFW.
- GIZ- DO TEVET Program.
- GIZ- MJO 2 Program.
- ILO.
- Engineering Association.
- NTC.
- Ministry of National Economy
- MOHE.
- MOL.
- Trade Unions.
- Federation of Chamber
- Chambers of commerce.
- NUVTE.