



## **Annex I – Request for Price**

Terms of Reference

21<sup>st</sup> Century Skills Training -Terms of Reference

*PSE22003-10043*

**PSE21002: “Youth Economic Empowerment in Palestine (YEP)”**  
as part of the EU-funded Youth Empowerment Program

**PSE22003: Specific Objective 3 (SO3): Pathways to Employment  
(PEP), Cooperation Portfolio Palestine**

February 2024

## 1 Intervention form

Intervention name	<b>Pathways to Employment in Palestine (PEP)</b> as Specific Objective 3 of the Cooperation Portfolio Palestine (pillar 1)
Intervention Code	PSE22003
Location	Palestine: West Bank including East Jerusalem and Gaza Strip
Partner Institutions	Institutional Partners: National TVET Commission, Ministry of Labour, Ministry of Entrepreneurship and Empowerment, Implementing Partners: Private Sector Umbrella Organizations (PSUOs), NGOs, Civil Society Organisations (CSOs), Business Development Service providers, Vocational Training Centres (VTCs)
Duration	2022-2026
Target groups	Direct beneficiaries: Palestinian youth between 18 and 29, with a focus on vulnerable youth, including women, from disadvantaged areas.
Impact <sup>1</sup>	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
Outcome	More young women and men in Palestine are employed in decent work conditions or have their own income-generating business
Outputs	<ol style="list-style-type: none"> <li>1. Increased access to Skills Development through investing in and upgrading TVET infrastructure</li> <li>2. The employability of young women and men is improved through support to equitable access to quality and demand-driven skills development</li> <li>3. Employment opportunities for young women and men are increased through entrepreneurship promotion and business development support</li> </ol>

Intervention name	<b>“Youth Economic Empowerment in Palestine (YEP)”</b> as part of the EU-funded Youth Empowerment Program
Intervention Code	PSE21002
Location	Palestine: West Bank (including East-Jerusalem) and Gaza strip
Partner Institutions	Institutional partners: Ministry of Labour, National TVET Commission, Ministry of Entrepreneurship and Empowerment  Implementing partners: Palestinian Employment Fund (PEF), Private Sector Umbrella Organizations (PSUOs),

<sup>1</sup> Impact is a synonym for global objective, Outcome is a synonym for specific objective, output is a synonym for result

	NGOs, Civil Society Organisations (CSOs), Business Development Service providers, Vocational Training Centres (VTCs)
Duration	2022-2024
Target groups	Youth between 15-29 years, including vulnerable youth and young women
Impact <sup>2</sup>	Enhance Palestinian young people's employability and economic empowerment
Outcome	Young women and men are better equipped to access inclusive and decent employment opportunities
Outputs	Result 1: A model First Employment Facility is developed and accessible to young women and men graduates Result 2: Young women and men are equipped with demand-driven, quality skills Result 3: Vulnerable young women and men are supported to develop micro- or small businesses that are relevant to their local economies

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## 2 Project background

Two projects are included, **Pathways to Employment (PEP)**, which is part of the Belgian Cooperation Portfolio Palestine (pillar 1) and the **Youth Economic Empowerment in Palestine (YEP)**” as part of the EU-funded Youth Empowerment Program.

### Belgian Cooperation Portfolio Palestine:

Belgian development cooperation has supported the Palestinian territories since 1993 - initially through delegated cooperation. Direct governmental cooperation was started in 1997 for an amount of 15 million euros and the fourth and provisionally last agreement (2011) evolved to 71.6 million euros (2012-2015). This program was extended in December 2020 with an additional budget of 10 million euros. The new portfolio is proposed for a period of 5 years (2022-2026). An indicative budget of 70 million euros is allocated for the new 2022-26 portfolio.

The new portfolio, titled “Empowered youth in a green Palestine” (EYGP) will focus on 2 pillars: The first one focuses on the empowerment of youth based on civic engagement, protection and a continuum between developing competencies, skills, access to employment and entrepreneurship. The second pillar, on the other hand, is dedicated to climate action, based on support to the development of an emerging green and circular economy with the view to contribute to a sustainable and inclusive Palestinian society, and reduce environmental hazards and dependency on non-renewable natural resources.

This assignment falls within the 3<sup>rd</sup> Specific Objective (SO3) of the the first pillar. The aim of the SO3 “Pathways to Employment in Palestine” is that “more young women and men in Palestine are employed 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.

Under this specific objective, Enabel is seeking to achieve the following main three results:

- Result (1): Increased access to skills development through investing in and upgrading TVET infrastructure
- Result (2): The employability of young women and men is improved through support to equitable access to quality and demand-driven skills development
- Result (3): Employment opportunities for young women and men are increased through entrepreneurship promotion and business development support

### Youth Economic Empowerment in Palestine:

The Youth Economic Empowerment in Palestine (YEP) Action aims to address the lack of economic prospects for Palestinian youth, 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.

Contribution to this objective will be achieved through three results focusing on enhancing youth's capacities to access wage- and self-employment opportunities: (1) the development and operation of a First Employment Facility, a private sector-led work readiness programme (WRP); (2) short-term specialized TVET courses adapted to the needs of the labour market, creating new technical upskilling and vocational reskilling pathways; and (3) business development support to enhance access to self-employment.

## 3 Assignment

### 3.1 Background of the assignment

During the inception phase of Enabel's Skilled Young Palestine+ (SYP) intervention early 2020, a meta-analysis of the labour market in Palestine was undertaken to inform the intervention's direction. The report provided insight in the changing needs of the labour market in Palestine and gave an overview of sectors, trades, and corresponding demand for skills. The study showed that employers do not only complain about a lack of (specialized) technical and practical skills, but also skills to engage in a 21st century economy – i.e. career and basic life skills, skills related to learning and innovation, and digital literacy skills – highlighting the need to integrate contemporary transversal skill sets in training programmes. Based on these findings, Enabel developed a training manual on 21st Century Skills in 2021. The manual was developed by an external consultancy in close cooperation with five innovation hubs selected by Enabel. The manual is based on existing training materials on 21st century skills and references are made to recognized European Skills Frameworks (EntreComp, DigiComp, LifeComp).

The training manual consists of seven Stations, each with objectives. These objectives can be completed in any order, allowing youth to switch between them based on their plans and the trainer's guidance: (full table of content in annex I):

- I. Station I: Awareness
- II. Station II: Soft Skills
- III. Station III: Preparing for the labor market
- IV. Station IV: Looking for work and training opportunities
- V. Station V: On-the-job skills
- VI. Station VI: The virtual world
- VII. Station VII: Design thinking

The manual aims to help young people discover their skills and abilities, organize their ideas and expectations, and become competent and competitive in the job market. Additionally, it aims to equip them with various skills that enable them to live a balanced and dignified life. By the end of the training sessions of the full manual, the youth are expected to:

- Be aware of and pay attention to their soft skills and personal interests.
- Develop their skills to be prepared to enter the labor market.
- Recognize the skills needed to get hired and to keep a job.
- Possess the skills that qualify them for self-employment and entrepreneurial businesses.
- Make their personal choices and set their objectives.

The training methodology uses the latest training methodologies:

- The manual engages in conversation and directs attention towards the youth.
- Learning by experience in small groups and large groups.
- The sessions are based on dynamic interactive activities.
- Reflection is a fundamental part of learning.
- The manual takes into account individual differences in learning.
- The manual employs collaborative and interactive learning methods such as simulations, role-playing, social drama, brainstorming, problem-solving, and illustrative presentations.
- The manual's activities depend on the collaborative approach, discussion groups, and open questions.
- The manual relies on techniques and methods that simulate the requirements and needs of youth in Palestinian society.
- The manual, content, and activities are gender sensitive. It focuses on gender role integration to build a healthy Palestinian society.
- The manual presents a new approach to acquiring entrepreneurial competence by clarifying the key aspects of entrepreneurship competence in each training session using the methodology of the general framework of entrepreneurship competence «EntreComp.»

Following the development of the manual, 15 master-trainers of the 5 innovation hubs<sup>3</sup> were trained on the use of the manual and participated in a coaching trajectory. In 2023, Enabel contracted a consultant to update the manual based on feedback from the master trainers and youth who participated in the training in the pilot phase. The manual was also translated to English.

Enabel is committed to continue to train master trainers and youth in 21st century skills, and has integrated the training in all technical trainings (TVET, business development) that will be provided in different Enabel projects.

## 3.2 The assignment

### 3.2.1 The objectives

Enabel is looking to establish a framework agreement in order to be able to **offer 21<sup>st</sup> century skills training to youth in different locations in the West Bank (including East-Jerusalem)** participating in different Enabel projects. The training aims to help young people discover their skills and abilities, organize their ideas and expectations, and become competent and competitive in the job market. Additionally, it aims to equip them with various soft skills that enable them to live a balanced and dignified life.

These youth are mainly participating in two types of trainings, either they are being supported in technical and vocational training, or they are enrolled in business development training to establish or grow their own businesses. All Enabel projects focus mainly on vulnerable youth, including young women and people with disabilities.

## 3.3 Approach

### 3.3.1 Scope

The assignment will be carried out in the **West-Bank (including East-Jerusalem)**.

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<sup>3</sup> In East Jerusalem: Station J. In West Bank: PARC and Quds Open University. In Gaza: Maan and Youth Without Borders.

Since this is a framework agreement, locations are not set yet. The applicant is expected to have trainers present in different regions of the West Bank in order to be able to deliver trainings, even when mobility between cities is restricted.

A preliminary list of locations where trainings could need to be provided is: Hebron, Tulkarem, Bethlehem, East-Jerusalem, Tubas, Jordan Valley, Qalqilyeh, Jenin, Nablus, Ramallah.

### 3.3.2 Methodology

The consultant will use the Enabel 21<sup>st</sup> century skills manual, as described in section 3.1. The full table of content is provided in annex I of this Terms of Reference, and the full manual will be provided to the consultant upon signature of the contract.

#### Training methodology:

The Enabel training manual is a Youth-Centered Guide that aims to create a supportive and motivating environment for youth to explore and develop their skills. The sessions are not traditional lessons to be taught but rather youth-centered activities where they lead thinking, planning, and presenting. The goal is to facilitate a dynamic, reflective, and collaborative process where young people are the main actors. As the trainer, you will need to play a crucial role in ensuring the success of this process and will need to create a safe and respectful environment to ensure that everyone feels included and valued. The training groups should average 15 youth per training, with a maximum of 20. The first day of the training should include an opening session to get to know the trainees and finetune the training plan based on their skills and needs.

The manual uses different methods to ensure everyone benefits since people have different ways of interacting with various tools. Therefore, multiple techniques will need to be utilized to provide the training with high flexibility and variety in conveying information that caters to the different interests of the trainees. These methods include group work, practical exercises, open discussion, individual work, flipcharts, reflection, and a break after each set of exercises.

The trainer will be expected to analyse gender specific needs and adapt the training accordingly. The training will also cater to individuals with disabilities, and ensuring they are effectively included in these trainings is critical. This requires understanding and respecting different groups' needs while creating an inclusive and encouraging environment.

The training should take place in-person so the consultant should be able to have access to trainers located in different areas of the West Bank. In cases where the security situation is so bad that in-person training is absolutely not possible, a blended approach with some online training can be considered.

### 3.3.3 Suggested core tasks

Below is a description of suggested core tasks and their description (linked to a deliverable). The core tasks (included in a workplan) will be appraised in the applicant's bid. Note that the deliverables of the assignment are mandatory.

Core tasks	Description	Relation to specific deliverable
<b>Once at start of framework contract:</b>		

Desk review	Review the manual received from Enabel	1
Start-up meeting	Upon the onset of the assignment, the consultant should meet with Enabel and the developer of the manual to get better insight in manual, as well as the objectives and the scope of the assignment.	1
Overarching inception report for the framework contract	Following the review of the manual and the meeting with Enabel, the consultant should prepare an inception report. This report should include : <ul style="list-style-type: none"> <li>- An online questionnaire to be used before each training, to assess the participants' knowledge, skills, and interests.</li> <li>- Training inception report template</li> <li>- Evaluation and feedback forms to evaluate the participants' performance and the training's quality</li> <li>- Template for the training reports that will be submitted to Enabel following each training</li> </ul>	1
<b>Before every assignment:</b>		
Online questionnaire	Before starting the training, trainers must assess the participants' knowledge, skills, and interests through the online questionnaire.	2
Start-up meeting with Enabel and the partner	Based on assessing participants' needs and specific goals, trainers can design different training paths. Some routes can focus on one particular station, while others can combine multiple stations based on specific needs. The consultant should meet with Enabel and the partner working with the youth to tailor the training. The agenda needs to include: <ul style="list-style-type: none"> <li>- # of youth participating and their profile (gender, age, education)</li> <li>- Results of the preliminary assessment</li> <li>- Objective of the training provided by the partner (self-employment, TVET, wage employment)</li> <li>- Agree on content of training (# of stations, # of training days)</li> <li>- Agree on dates and location</li> </ul>	2
Produce a brief inception report for each training	The inception report includes the following: <ul style="list-style-type: none"> <li>• Summary of results from questionnaire</li> <li>• Overview of topics to be included in the training</li> <li>• Workplan and timing for the assignment</li> </ul> This inception report is to be presented to the partner and Enabel team for sign off.	2
Implement the training	Implement the training as per the methodology outlined above and in the manual.  Training materials needed include (varies depending on topics included): <ul style="list-style-type: none"> <li>- Markers and pens</li> </ul>	3



	<ul style="list-style-type: none"> <li>- Flipcharts</li> <li>- Sticky notes</li> <li>- Woolen threads</li> <li>- Small rubber bal</li> <li>- Notebooks</li> <li>- Coloured A4 paper</li> <li>- Glue</li> <li>- Tape</li> <li>- Scissors</li> </ul> <p>Refreshments/lunch and venue will be provided by the partners or Enabel and do not need to be budgeted by the consultant.</p>	
Feedback and Evaluation	After completing each training track or session, the participant's performance and the training's quality must be evaluated. Feedback can be used to improve future training programs.	3
Training report	<p>A brief training report needs to be submitted to Enabel and the partner, including:</p> <ul style="list-style-type: none"> <li>- Overview of training content</li> <li>- Practical information on # of participants (including gender and # of PWD), location, dates</li> <li>- Results from feedback and evaluation rounds, accompanied by the trainer's suggestions for upgrading of the teaching material (if any)</li> <li>- Challenges</li> <li>- Lessons learned</li> <li>- Pictures from the training</li> <li>- Signed attendance sheets in annex</li> </ul>	4

### 3.3.4 Deliverables of the assignment

In line with the above-mentioned objectives, the following deliverables (DL) are expected at the end of the assignment. These deliverables are mandatory.

#	Deliverable	Description
1	<b>Overall inception report</b>	Upon the onset of the assignment, the consultant should review the manual, meet with Enabel and the developer of the manual to get better insight in manual and the objectives and the scope of the assignment. Following this meeting, the consultant should develop an overall inception report including the online questionnaire, evaluation and feedback forms, training inception report template, and training report template.
2	<b>Inception report per training</b>	<p>The inception report should include the following:</p> <ul style="list-style-type: none"> <li>• Summary of results from questionnaire</li> <li>• Overview of topics to be included in the training</li> <li>• Workplan and timing for the assignment</li> </ul> <p>This inception report is to be presented to the partner and Enabel team for sign off.</p>

<b>3</b>	<b>Training implementation</b>	Implement 21 <sup>st</sup> century skills training
<b>4</b>	<b>Training report per training</b>	A brief training report needs to be submitted to Enabel and the partner, including: <ul style="list-style-type: none"> <li>- Overview of training content</li> <li>- Practical information on # of participants (including gender and # of PWD), location, dates</li> <li>- Results from feedback and evaluation</li> <li>- Challenges</li> <li>- Lessons learned</li> <li>- Pictures from the training</li> <li>- Signed attendance sheets in annex</li> </ul>

### 3.3.5 Duration of each assignment

<b>What</b>	<b>Timing</b>
<b>DL 1</b> – Overall inception report	3 days (one off deliverable)
<b>DL 2</b> - Inception report per training	2 days
<b>DL 3</b> – Training implementation	TBD depending on assignment
<b>DL 4</b> – Training report per training	1 day
<b>Total amount of days per assignment</b>	<b>3 days + training days</b>

The draft report (DL 2) and the final report (DL 4) will be presented to Enabel and its implementing partners, comments will be provided within 5 working days to the consultant.

### 3.4 Profile of the consultant

The consultancy team will be comprised of one lead expert and enough local trainers to cover the territory of the West Bank (including East-Jerusalem), even when mobility between major WB cities is severely restricted as is the case at the time of writing in January 2024.

The lead expert: should have following key qualifications and experience:

- (i) Advanced degree in education, development studies, social sciences or related discipline.
- (ii) At least 5 years experience in training services.
- (iii) Experience with the specific needs of young people in Palestine, including women and people with disabilities.
- (iv) Excellent command of Arabic and English language both verbal and written.
- (v) Strong interpersonal skills and the ability to communicate and work well with diverse people
- (vi) Knowledge of online learning methodologies and best practices

The trainers: should have following key qualifications and experience:

- (vii) At least 5 years experience in training on 21<sup>st</sup> century skills. Experience with Enabel's manual is an added value.
- (viii) Experience in training young people in Palestine, including groups at risk of exclusion.
- (ix) Excellent command of Arabic language both verbal and written.
- (x) Strong interpersonal skills and the ability to communicate and work well with diverse people
- (xi) Experience with online learning methodologies is an asset

## Annexes

### **Annex 1: Table of Content of the 21<sup>st</sup> Century Skills Manual (the full manual will be provided upon contracting)**

#### **Station I: Awareness**

Opening Session

Session 2: Who am I?

Session 3: My Abilities

Session 4: My Values

Session 5: My Goals

Session 6: Self-Confidence

Session 7: Self-Learning

#### **Station II: Soft Skills**

Session 8: Effective Communication

Session 09: Collaborative leadership

Session 10: Coping with stress and Emotions

Session 11: Problem Solving

Session 12: Creative Thinking

Session 13: Critical Thinking

Session 14: Time Management

Session 15: Managing Financial Expenditures

Session 16: Effective Team Member

#### **Station III: Preparing for the labor market**

Session 17: Developing the Professional portfolio

Session 18: Arts of CV Writing

Session 19: Cover Letter Writing Skills

Session 20: Preparing for Job Interviews

Session 21: Presentation Skills

Session 22: Creating a Professional Profile on LinkedIn

Session 23: Filling out an Application Form and Training Grants

Session 24: Examining Labor Market

#### **Station IV: Looking for work and training opportunities**

Session 25: Career Planning

Session 26: Analysis of Job Offers

Session 27: How Can You Find a Job?

Session 28: Understanding and Analyzing the Labor Market

Session 29: My Network

Session 30: Identifying Training Opportunities

#### **Station V: On-the-job skills**

Session 31: Working Within a Professional Team

Session 32: Professional Writing in the Workplace

Session 33: Report Writing Skills

Session 34: Understanding Job Roles in the Work Environment

Session 35: Decision Making

Session 36: Work Ethics

Session 37: Palestinian Labor Law and Workers' Rights

Session 38: Meetings Management

#### **Station VI: The virtual world**

Session 39: Using Computer Software and E-Mail

Session 40: Creating Your Brand

Session 41: Self-Employment Through Social Networking Sites

Session 42: How to Market Yourself on Facebook and Instagram

Session 43: Freelance Websites (i.e. Mostaq1)

## **Station VII: Design thinking**

Session 44: What is Design Thinking?

Session 45: Stages of Design Thinking

Session 46: Empathy

Session 47: Define the problem

Session 48: Ideate

Session 49: Prototyping

Session 50: Testing & Implementation

Session 51: Business Model Canvas

Session 52: Projects Financial Plan

Session 53: Networking with the Ambient Environment

Session 54: Characteristics of Entrepreneurial Personality

Session 55: Green Concepts

Session 56: Green Community Entrepreneurship

Session 57: Closing Session