



USAID | WEST BANK/GAZA

Subject: Request for Information (RFI)

Activity: Technical and Vocational Education and Training (TVET) Program

Notice Type: Request for Information

Notice No.: RFI-720-294-2022-003, Technical and Vocational Education and Training (TVET) Activity

Issuance Date: February 22, 2022

Response Due Date and Time: March 7, 2022, at 9:00, Jerusalem Time

Response Email Address: WBGTJET-ING@usaid.gov

The United States Agency for International Development (USAID) Mission in the West Bank and Gaza (WBG) is posting this notice for request for information (RFI) to:

1. Gather information and solicit comments/suggestions to inform the design of a new five-year Technical and Vocational Education and Training (TVET) Activity.
2. Identify potentially capable organizations to perform the requirements of the planned activity. Interested parties may respond to the Request for Information (RFI) by following the instructions provided herein.

This Notice is issued solely for strategic feedback and planning purposes. This is not a Request for Applications and is not to be construed as a commitment by the U.S. Government to issue a Notice of Funding Opportunity (NOFO), or ultimately award an assistance agreement based on this Notice. If, at a later date, a NOFO is issued, it will be announced on the Federal Grants website at <https://www.grants.gov>. Issuance of a future solicitation for the TVET Activity is subject to USAID internal approvals and availability of funds. Furthermore, the attached draft activity description should not be considered as verbatim language to be included in a future NOFO.

Please also note the following: (a) responding to this Notice will not give advantage to any organization or individual for any subsequent competition; (b) responses are not offers and cannot be accepted by the U.S. Government to form a binding award; and (d) applications or resumes will be discarded and should therefore not be included in your response.

U.S. Agency for International Development

www.usaid.gov/west-bank-and-gaza

Jerusalem:
U.S. Embassy
18, Agron Street
Jerusalem 9419003
Tel: +(972)-2-5913-712
Fax: +(972)- 2-5913-733

Tel Aviv:
U.S. Embassy Branch Office
71, Hayarkon Street
Tel Aviv 6343229
Tel: +(972)-3-5114-848
Fax: +(972)- 3-5114-888

Responses Submission Requirements:

Responses to this Notice must be in English and must not exceed the below page limitation identified for each section. The pages must be numbered bottom right, with 12 Points Times New Roman Font on A4 paper size with one-inch margins.

Request for Information (no more than five pages):

USAID is seeking feedback to determine the soundness and robustness of the draft activity description as further detailed under Attachment 1, as well as to incorporate new ideas into the final design. Interested parties/organizations are requested to answer any or all the following questions outlined below. In your response, please specify the question including its number followed by your answer:

1. What are the biggest challenges to implementation of quality TVET programs in the West Bank and Gaza?
2. What technical professions will experience increased demand in the foreseeable future?
3. What technical professions/TVET programs need to be adapted to the needs of the market? Which ones are a priority?
4. What are the best practices/lessons learned for developing sustainable linkage between the TVET institutions and the private sector?
5. How can the private sector be incentivized to be involved in and contribute to the development/modernization of TVET institutions and programs?
6. In what ways would linking local TVET institutions with foreign TVET institutions support the development of the local TVET institutions and their training programs?
7. What additional linkages are worth looking into and investing in?
8. How can TVET institutions increase enrollment of youth in TVET programs?
9. How can TVET institutions increase female enrollment in TVET programs?
10. How can we improve the image and appeal of TVET programs among youth and their families?
11. How can we best plan and implement collaboration, learning, and adapting (CLA) for this activity?
12. Do you have any suggestions for technical areas that an implementing partner should target in terms of improving internal TVET institutional capacity, in addition to those mentioned in the draft Activity Description?
13. In addition to those described in the draft Activity Description, what are some other challenges that TVET institutions are facing when implementing their programs and broader mission goals?
14. What other interventions do you envision may help achieve the intended results? Please provide a list of suggestions; not a narrative.

15. Please share any evaluation questions that are specific to this TVET activity that may contribute to the learning agenda of this activity.
16. What do you believe would be the appropriate amount and terms of cost share contribution to achieve some of the goals related to sustainability of the TVET activity?

Expression of Interest:

Organizations that wish to express their interest are requested to demonstrate their experience and ability to perform the planned Technical and Vocational Education and Training (TVET) activity requirements and components as described in this notice. Organizations are requested to provide capability statements that provide the following:

1. One page statement outlining the organization name and contact information; point of contact, phone number and email address, type and size of organization and potential partner/s.
2. One page describing the organization and (if any) potential partner/s capability.
3. One page describing the organization and (if any) potential partner/s experience implementing activities similar in scope and magnitude to the services being required under this draft activity description, including experience working in the West Bank and Gaza or the Middle East.
4. One page describing the organization's ability to manage and perform the activities that require on-the-ground presence and/or connections with prospective eligible local entities (limit your response to maximum one page).

Organizations responding to the RFI should ensure that the response is complete and sufficiently detailed to allow the government to determine the organization's qualifications and capability to perform the work as described in the draft activity description under Attachment 1.

Please submit your response to this notice via email to: WBGTVET-ING@usaid.gov by the date indicated above with the subject “Technical and Vocational Education and Training (TVET) Activity”. Responses must include the organization’s name, address, point of contract, phone number and email address. You will receive a confirmation acknowledging receipt of your response. However, you will not receive individualized feedback or suggestions from USAID.

No other documents or information are requested at this time. USAID asks respondents to not send any additional information other than what is requested above and to adhere to the page limits mentioned

Use of Responses Received:

All information provided will become the property of USAID and can be made public. USAID reserves the right to use information provided by respondents for its purposes without restriction

**RFI-720-294-2022-003
Technical and Vocational Education
and Training (TVET) Activity**

or limitation. Therefore, proprietary information must not be submitted. Responses to this notice will inform the final design of this program and will be shared internally. USAID will not pay for information submitted nor will it reimburse for costs incurred by an organization that elects to respond to this RFI. All costs associated with responding to this request will be solely at the respondent's expense. USAID is in no way obligated to utilize submitted information or issue a solicitation as a result of this request. USAID is not obligated to procure any of the services described herein, nor should the release of this RFI be construed as such a commitment on the part of USAID. Not responding to this request does not preclude participation in any future solicitation(s) or notices of funding opportunity, if any is issued. USAID will not respond to any questions or clarifications submitted as part of this RFI submission.

Thank you in advance for your assistance and interest in USAID programs.

Sincerely,

Daniel Harter
Agreement Officer
USAID West Bank and Gaza

ATTACHMENT 1

Draft Activity Description **Technical and Vocational Education and Training (TVET) Activity**

I. Background and Context:

The West Bank and Gaza has one of the highest population growth and fertility rates in the Middle East and North Africa¹ and one of the youngest populations in the world.² According to estimates, youth between the ages of 15 and 24 accounted for 34.9 percent of the working-age population in 2019. Due to COVID-19 and the stagnant political situation, unemployment in the West Bank and Gaza has reached unprecedented rates at 32.5 percent. As of 2021, youth unemployment was even higher at 40.2 percent, while Palestinian youth with a tertiary education faced unemployment rates of 63.6 percent.³

Economic growth in the West Bank and Gaza is not keeping pace with the high number of university graduates, and there is a mismatch between the labor demand and supply, especially with respect to certain key skills and competencies. Jobs for university graduates are scarce and yet these graduates do not have the skills to fill jobs requiring trained technicians. Technical and Vocational Education and Training (TVET) institutions are often best situated to address these skills and competencies, however, have faced challenges in meeting the needs of today's labor market.

II. Problem Statement:

TVET institutions in the West Bank and Gaza haven't kept pace with the technological advancements in the private sector and are therefore not producing graduates who meet the private sector's demands for technicians with relevant skills. This has harmed TVET institutions' reputation and therefore, they have struggled to attract students who prefer to enroll in tertiary institutions, even if jobs for university graduates are difficult to find.

At higher education institutions in the West Bank and Gaza, enrolled students for the academic year 2020/2021 were 214,765 (132,586 (62 percent) female and 82,179 (38 percent) male). Unemployment among university graduates remains as high as 63.6 percent. Enrollment in the

¹ <http://worldpopulationreview.com>

² Palestinian Central Bureau of Statistics (PCBS), *Palestine in Figures 2019*, March 2020:

<http://pcbs.gov.ps/Downloads/book2513.pdf>

³ **The situation of workers of the occupied Arab territories**, Report of the Director-General - Appendix 2021 International Labour Conference, 109th Session, 2021 ILC.109/DG/APP/2021

Technical and Vocational Education and Training (TVET), on the other hand, doesn't exceed four percent of the total number of students enrolled in the education system. Low enrollment in TVET can be attributed to the social stigma that TVET training is for low academic achievers and is less prestigious than university education.

Around 13,000 students graduate annually from some 160 TVET institutions operating in the West Bank and Gaza, including 17 vocational and industrial schools under the Ministry of Education and 14 vocational training centers under the Ministry of Labor⁴. Demand for training outweighs supply, particularly in key sectors like construction.

Unfortunately, TVET institutions are not able to satisfy this demand. Due to high costs, most TVET institutions and training centers in the West Bank and Gaza are incapable of modernizing their training programs and equipment, starting new programs, and revising their training modules. In addition, most of the TVET curricula/training modules are outdated, and trainers lack proper training. Particularly in industrialized sectors, these outdated practices often result in TVET institutions causing environmental harm, such as through improper waste discharge and the failure to institute remediation measures. Moreover, given that enrolled students are typically from lower income groups and cannot pay high tuition fees, these institutions hardly break even and largely depend on donor assistance to cover their developmental needs.⁵ In addition, many TVET institutions in the West Bank and Gaza struggle with institutionalizing their relationship with the private sector. These linkages are essential to ensuring TVET programs meet the needs of the labor market.

Women in the Labor Force

Women are underrepresented in the labor market in the West Bank and Gaza. Of the 5.23 million Palestinians in the West Bank and Gaza, 2.57 million are females (49 percent). Just over 34 percent of TVET graduates are females in the West Bank and Gaza.⁶ Both males and females often view TVET programs as inferior to other training and learning opportunities, and believe it does not offer good work opportunities or social prestige. Often, it is perceived as a last resort for young men from lower-income backgrounds, or those who did poorly in or dropped out of school. Consequently, some parents are unwilling to enroll their children in TVET training centers. When they do participate in TVET studies, females traditionally enroll in a limited range of professions, such as hairdressing, sewing, and embroidery. There is therefore ample opportunity to expand their enrollment into a broader range of professions.

This is not the same trend for higher education institutions, where female students represent 62 percent of the total number of students. Despite higher levels of education, though, female participation in the labor force in the West Bank and Gaza is in decline. In 2021, the Palestinian

⁴ PNA, National Employment Strategy, covering the period 2021–2025, March 2021, 64.

⁵ [Private Sector Development in the Palestinian Territory](#), BTC

⁶ <https://pfesp.ps/uploads/1616336363716289673.pdf>

Central Bureau of Statistics (PCBS) stated the unemployment among females stands at 47 percent. Women's participation in the labor force was 16 percent of all working-age women in 2020, falling from 18 percent in 2019.

There are several factors for the low and declining female participation in the labor force: One of them are socio-cultural norms. A study conducted by UN Women and BirZeit University showed that

“Inequitable gender attitudes remain common... although women hold more equitable views than men do. For example, around 80 percent of men and 60 percent of women agree that a woman's most important role is to take care of the home. Men with greater wealth, more education, and whose fathers participated in commonly feminine household work hold more equitable attitudes. Notably, there is no difference in gender-related attitudes between younger and older men”.⁷

Moreover, there is an apparent bias towards men in the hiring processes, especially in the private sector, as well as a significant wage gap.⁸

III. Governance of the TVET Sector

The TVET sector in the West Bank and Gaza is fragmented, with several training providers ranging from public to private and non-profit training institutions. The lack of a unifying body to control quality and relevancy of the training programs has led to a high variability of quality for training programs in the West Bank and Gaza. The following illustrates the current fragmentation of TVET management:

- The Ministry of Education manages TVET schools that provide pre-tertiary training programs;
- The Ministry of Labor manages training centers that run training programs ranging from short-term to one-year programs;
- The Ministry of Social Development manages 17 training centers that provide short-term courses to marginalized groups;
- The Ministry of Higher Education oversees private and non-profit training colleges and manages few public technical colleges that provide technical diploma programs. There are 111 private and non-profit training centers and 16 community colleges in the West Bank and Gaza; and
- UNRWA has three TVET centers in the West Bank and Gaza.

In 2021, the Palestinian Authority launched the TVET National Commission under the Prime Minister Office (PMO). The Commission will work on unifying the units at the line ministries that manage TVET centers and programs.

⁷ <https://palestine.unwomen.org/en/digital-library/publications/2018/02/images-palestine-report>

⁸ <https://www.mas.ps/download.php?id=911c7y594375Y911c7>

The TVET institutions have been regulated and governed under the Ministry of Education, Ministry of Higher Education and Scientific Research, Ministry of Labor, and Ministry of Social Development. This has resulted in the fragmentation of the TVET sector and inconsistency in the quality of the TVET in the West Bank and Gaza. Therefore, in order to unify the governance of the TVET under one entity the Palestinian Authority's Labor Sector Strategy 2021–2023, outlined in Presidential Law-Decree No. 4 of 2021, established a national TVET Commission with the goal of developing a TVET system that is more effective and responsive to labor market needs. The TVET Commission will, among other things, prepare further legislation and a national policy on TVET, complete the development of a National Qualifications Framework, and host a national fund for TVET institutions.⁹

IV. Evolving Trends and Needs:

Many industries are witnessing rapid technological advancements, and thus are in need of technicians with new/updated skills to handle the new technology. Some of these industries include: automotive, agriculture, water, wastewater, health care, in addition to many others. TVET institutions must support these industries with technicians who possess new and relevant skills. This will enable the TVET institutions to be viable drivers of economic growth and employment.

V. Emerging Trends that Influence TVET:

The below trends are influencing the workforce and, consequently, reflect the skills necessary to adapt to these trends. As such, any activity in the area of workforce development should take these into consideration:

Digitization: A study carried by UNESCO concluded that digitalization and automation are changing the world of work, demand for transversal and applied skills are most likely to grow in the next 10 years. The use of new technologies and other changes taking place in the world of work are redefining the skills that workers are in need of to remain productive. While traditional skills will continue to play an important role in the future, new skills in emerging areas, transversal skills such as problem-solving, and cross-occupational competencies in areas such as entrepreneurship, will be in demand more frequently¹⁰. Future workforces should be equipped with the skills that will enable them to handle the emerging technologies and be capable of dealing with the challenges that accompany the introduction of digital technology into the various sectors. The International Labor Organization (ILO) published a study titled,

⁹ **The situation of workers of the occupied Arab territories**, Report of the Director-General - Appendix 2021 International Labour Conference, 109th Session, 2021 ILC.109/DG/APP/2021

¹⁰ The Future of TVET Teaching: <https://unevoc.unesco.org/home/Future+of+TVET+Teaching>

“Digitization of TVET and Skills Systems” that emphasized the need for the introduction of *be fine-tuned* digital skills in TVET and the adaptation of the training methods accordingly¹¹.

Climate Change: As mentioned above, climate change will force societies to introduce new mitigation and adaptation measures, as well as new technology across all sectors. For example, renewable energy and sustainability of water resources are two booming areas that require new technical skills.

VI. Criteria for eligibility of assistance:

Under IR (1): TVET institutions capable of responding to the needs of the private sector/service providers and the effects of climate change, the Activity will develop/update training programs at TVET institutions, based on current and projected market needs. The TVET programs that will be selected for the TVET Activity to develop/update should meet the following criteria:

1. Capability to introduce new technology in the training program that addresses current and future need/s;
2. Magnitude of demand for the specialization/s in the private sector/service providers. The training program should address current and future demands in specializations that the private sector/service providers are in need for in the long run;
3. Ability to develop capacity at TVET institutions to maintain and update the training program;
4. Increasing demand by youth for the training program; and
5. Availability of partners from the private sector to support the training program.

VII. TVET Levels under the Proposed Activity:

TVET institutions have five levels: 1- Semi-skilled, 2- Skilled, 3- Craftsman, 4- Technician, and 5- Technical Specialist. The first four levels are at the level of the TVET training centers and colleges that offer two-year diploma programs. The fifth level, Technical Specialist, is at the level of universities that offer four/five years programs, such as Engineering.

The proposed TVET Activity will be working on the Skilled, Craftsman, and Technician levels.

VIII. Linkages with Private Sector Growth:

The TVET Activity will work on developing linkages between TVET institutions and private sector companies/service providers. Linkages with the relevant industries/service providers will be essential for the development of feedback loops between the private sector/service providers and the TVET institutions. In addition, the TVET Activity should include relevant private sector/service providers in the development/update of the training modules.

¹¹ The Digitization of TVET and Skills Systems: https://www.ilo.org/skills/areas/skills-policies-and-systems/WCMS_752213/lang--en/index.htm

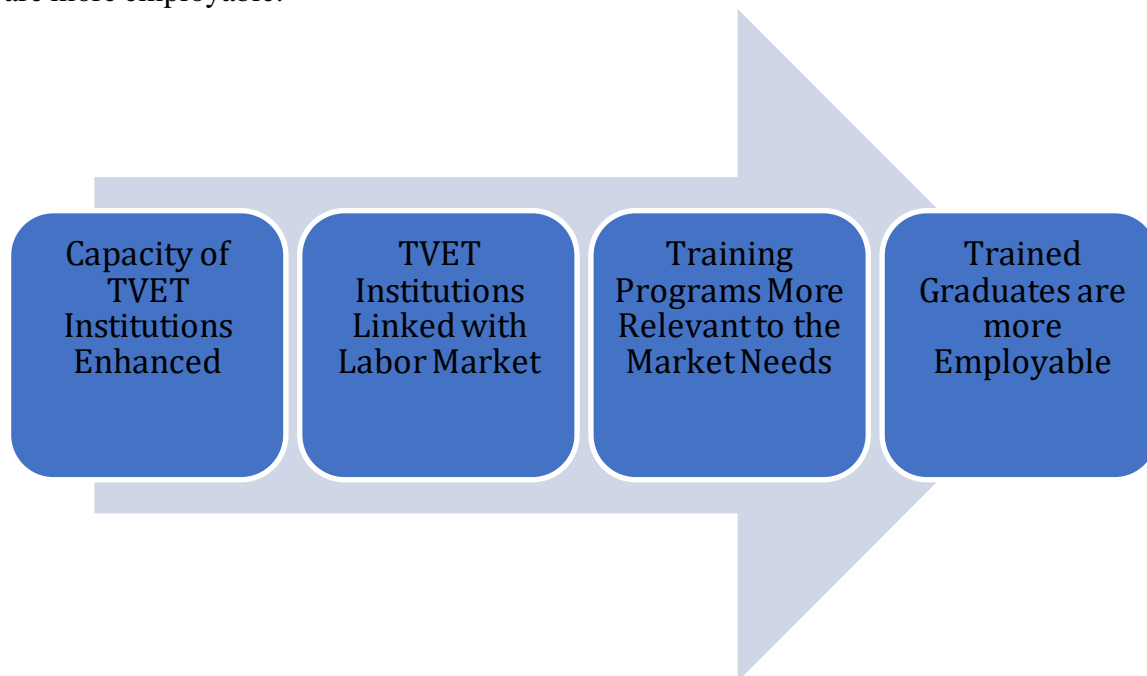
The involvement of the employers is a key to ensure that the TVET training modules serve their needs. Feedback loops will be part of the apprenticeship/WBL programs; employers will provide feedback to the TVET institutions on the performance of the apprentices, highlighting the skills that need further development or adaptation.

IX. Summary Description, Anticipated Results and Illustrative Interventions of the Proposed Activity:

Goal: TVET programs and institutions are more responsive to market needs and effectively address key labor demands.

This Activity will meet labor market demands and provide Palestinians with meaningful, well-paying employment opportunities. The Activity will start new technical training programs or improve the quality and relevancy of technical programs, with a particular focus on increasing and improving youth access to TVET institutions. These programs should help youth become more employable and find employment opportunities in technical areas that will be in increasing demand in the near and far future. The Activity is highly encouraged to use a Positive Youth Development approach¹².

Theory of Change/Development Hypothesis: If we strengthen TVET institutions, link them with private sector and service providers, and increase youth enrollment, then TVET graduates are more employable.



¹² <https://www.youthpower.org/positive-youth-development-pyd-framework>

Anticipated Results:

At a minimum, it is envisioned that the Activity will achieve the following results. More defined results will be incorporated in the solicitation document once issued:

- TVET institutions capable of responding to the needs of the private sector/service providers and the effects of climate change;
- Partnerships between the TVET institutions and the private sector firms/service providers in targeted sectors are created;
- Increased enrollment in TVET programs; and
- Increased number of skilled graduates of new/updated TVET programs in targeted sectors.

Prior to engaging in a detailed design of the specific interventions implemented at beneficiary TVET institutions, the implementing partner will assess each beneficiary TVET institution and partner private sector firm/service providers for the following:

1. The capacity of educators and trainers at the TVET institutions;
2. The quality and relevancy of training programs at the TVET institutions that require a workforce trained in emerging professions;
3. Integration of skills specific to the adaptation of the private sector firm/service providers to the effects of climate change;
4. The demand for specific technicians at relevant private sector companies;
5. The potential for linkages with U.S. higher education/TVET institutions; and
6. Approaches to facilitate female enrollment in TVET institutions and the link to the labor market.

Below are illustrative interventions under each intermediate result (IR):

IR 1: TVET institutions capable of responding to the needs of the private sector/service providers and the effects of climate change.

1. Forging linkages between local and U.S. TVET institutions to infuse new and innovative ideas into the TVET programs in the West Bank and Gaza;
2. Development of training of trainer (TOT) programs for TVET instructors;
3. Greening of TVET institutions; revision of institutional policies, regulations, and processes to introduce energy and water conservation practices, reduce waste, and improve recycling efforts, etc.;
4. Enhanced training for TVET institution staff on ways to address challenges facing female enrollment in nontraditional professions;
5. Renovation/expansion of TVET institutions facilities to accommodate for new/updated training programs, or to increase their absorption capacity;

6. Development/update of training programs based on current and projected market needs; and
7. Introduction of modules on specific skills relevant to each profession to address climate change mitigation and adaptation measures.

IR 2: Partnerships between the TVET institutions and the private sector firms/service providers in specific sectors created.

1. Development of partnerships between private sector companies/service providers and TVET institutions; and
2. Development of apprenticeship/Work-Based Learning (WBL) programs in partnership with the private sector/service providers to provide on-the-job training opportunities for the TVET students/graduates, coupled with regular feedback to ensure that the TVET institutions gauge the performance of their students/graduates.

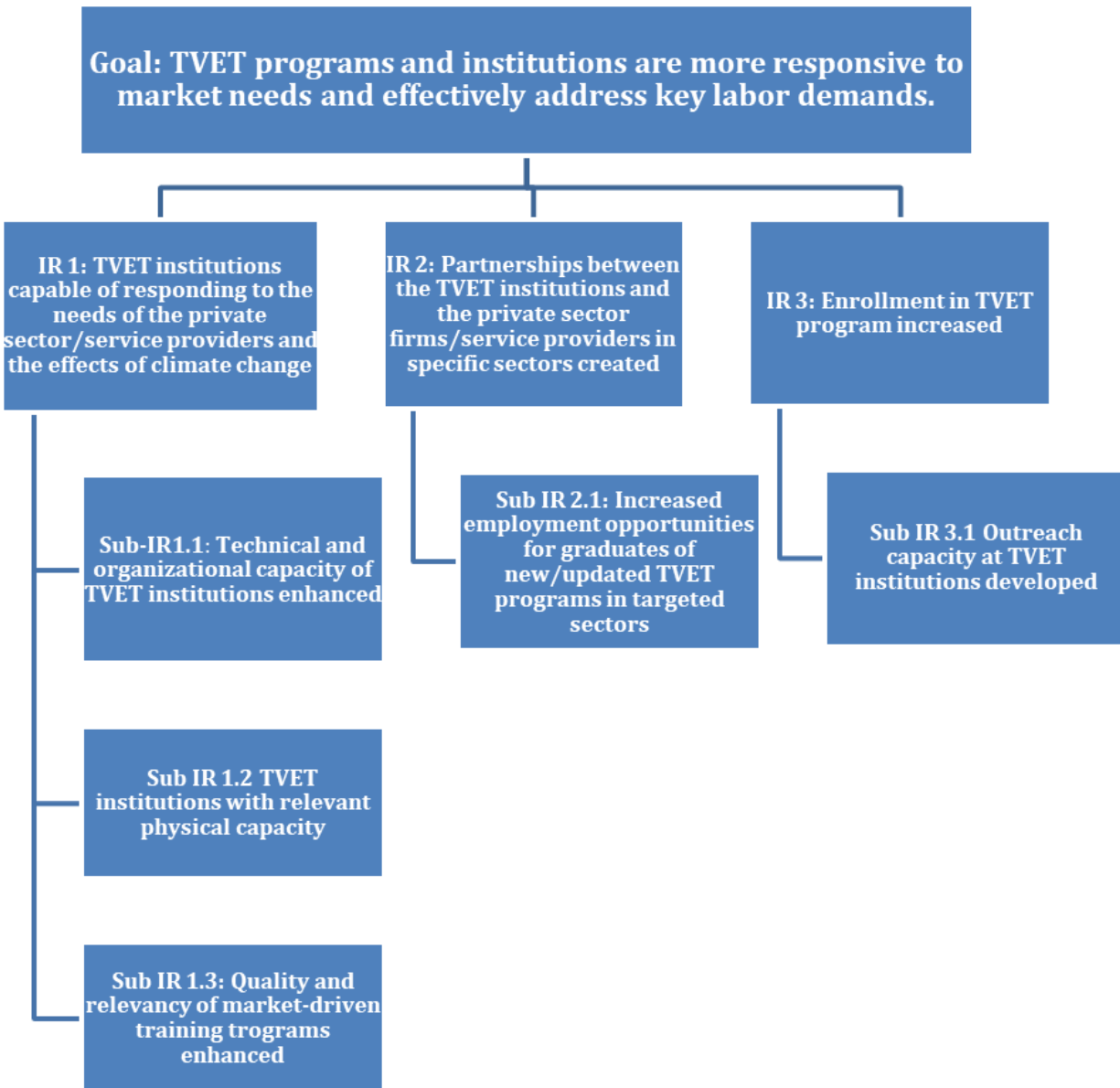
IR 3: Enrollment in TVET program increased.

1. Development of awareness campaigns with the aim of attracting youth to TVET and demonstrate the employment opportunities that TVET offers. Awareness campaigns will also build on the outcome of the detailed gender analysis and emphasize the available opportunities for females and the importance of their active participation in the labor force;
2. Development of TVET institutions' capacity to continue reaching out to youth and their families through awareness campaigns; and
3. Develop TVET scholarship program to provide full to partial scholarships to encourage youth to enroll in TVET programs.

X. Monitoring, Evaluation and Learning:

This Activity will contribute to the Mission Strategic Intermediate Results (IR) 3.3: Increased opportunities for at-risk or vulnerable youth and Sub IR 3.1.4: Improved relevance of higher education to labor market needs.

This Activity is designed based on this results framework, where the implementer is required to ensure qualitative and quantitative achievements of these results that are measured through implementing and managing a rigorous monitoring, evaluation and learning system.



Below are a number of proposed indicators that will contribute to measuring the intermediate results:

IR 1: TVET institutions capable of responding to the needs of the private sector/service providers and the effects of climate change.

- Percentage of targeted TVET institutions with well-established market-driven programs.

Sub-IR1.1: Technical and organizational capacity of TVET institutions enhanced

- Percentage of TVET institutions that demonstrate improved technical and organizational capacities due to USG assistance.
- Number of environmental mitigation and management policies adopted and implemented at TVET institutions.
- Number of TVET institutions with increased capacity to establish sustainable linkages with private sector firms/service providers.
- Number of TVET institutions with increased capacity to promote their training programs to youth.

Sub IR 1.2 TVET institutions infrastructure improved

- Number of TVET institutions rehabilitated/upgraded.

Sub IR 1.3: Quality and relevancy of market-driven training programs enhanced

- Number of TVET training programs modernized.
- Number of new training programs for TVET instructors developed.
- Number of "green" skills modules adopted by TVET institutions.

IR 2: Partnerships between the TVET institutions and the private sector firms/service providers in specific sectors created

- Number of sustainable partnerships between TVET institutions and private sector firms/service providers.
- Number of sustainable apprenticeship/WBL programs developed in partnership with private sector firms/service providers.

Sub IR 2.1: Increased employment opportunities for graduates of new/updated TVET programs in targeted sectors.

- EG.6-14: Percent of individuals who complete USG-assisted workforce development programs.

- EG.6-12: Percent of individuals with new employment following participation in USG-assisted workforce development programs.

IR 3: Enrollment in TVET program increased

- Percentage increase of students' enrollment in TVET training programs at TVET institutions supported through USG-funded activity (*Disaggregated by Female/Male/profession*).

Sub IR 3.1 Outreach Capacity at TVET institutions developed

- Number of TVET awareness campaigns implemented.
- Number of outreach processes and procedures developed and adopted by TVET institutions.

XI. Collaborating, Learning, and Adapting (CLA):

Through its CLA plan, the Activity will measure learning and will ensure that it is collaborating with other stakeholders, capturing and interpreting data and information throughout the implementation process. This will enable the activity to adapt to changing circumstances and implement the activity's IRs and Goal. The learning plan should include a component to capture lessons learned and best practices, specifically addressing the following illustrative questions:

- How to sustain linkages between TVET institutions and the private sector?
- How to develop sustainable apprenticeship/WBL programs?
- How to develop meaningful and sustainable partnerships between local and U.S. TVET institutions?
- What do future demands for skilled labor in the targeted sectors look like for the foreseeable future?
- What are the best approaches to attract females to TVET, and what interventions will facilitate females' involvement in non-traditional professions?

These questions will be part of the Learning Agenda that should be developed by the implementing partner within its CLA plan.

Beneficiary and stakeholders' feedback

As part of the activity monitoring, evaluation and learning planning and effort, it will develop a feedback plan to ensure receiving periodic feedback and collecting data from the beneficiary TVET institutions, youth (males and females), the involved private sector/service providers, and any relevant stakeholder. Data and information captured from the feedback will be documented

and used for annual and semi-annual reviews, as well as pause and reflect events that will feed into the customization of the interventions.

Evaluation:

The AMELP should include mid-term and summative (final) evaluations that will be managed by USAID through its MEL contractor.

XII. Collaboration with other USAID-funded Activities:

Collaboration with USAID-funded activities in the area of the private sector growth will enable the TVET Activity to play a complementary role by training/retraining the workforce to better serve the needs of the private sector/service providers. The TVET Activity has the potential to collaborate with the Small and Medium Enterprise Assistance for Recovery and Transition Activity, the upcoming Building Regional Economic Bridges Activity and any other relevant activities awarded under the Middle East Partnership for Peace Act.

The TVET Activity also needs to collaborate with the Positive Youth Engagement Activity, particularly in the utilization of the Youth Development and Resources Centers for promoting TVET training programs among youth.

XIII. Required Analyses:

USAID has contracted MSI to conduct a rapid **gender assessment** to inform USAID programs, including the design of the interventions under the TVET activity. In addition, at the inception of the Activity, the IP will further analyze the factors that influence the participation of females in particular training programs to ensure that the interventions will be based on concrete data and information. This Activity will work on facilitating the enrollment of females in TVET and encourage their active participation in the labor market.

USAID will conduct an **environmental and climate risks analysis** upon the development of the program description to ensure assessing the potential impacts of the planned interventions under the Activity. Prior to implementing any intervention under the Activity, the IP will be required to develop an Environmental Mitigation and Monitoring Plan (EMMP) to assess the potential impact of the intervention and propose adequate mitigation and monitoring measures. This analysis will be useful for the integration of green skills into the training modules, and the overall “greening” of TVET institutions. The Activity will also build capacity at the TVET institutions to adopt and integrate sound environmental practices into their operations.

The implementing partner will conduct a **sustainability analysis** upon the initiation of the Activity to ensure that the Activity will capitalize on the existing successes and points of strength at the TVET institutions, and to enhance their capacity to sustain the interventions. The Activity will also work on empowering the TVET institutions and the involved private sector and service

providers to take ownership of the development process, including financing, and maintain the Activity's results and impacts beyond the life of the USAID-funded Activity.

The implementing partner should conduct a sustainability analysis prior to developing the implementation plan. The analysis should mainly cover the following areas:

1. Development and sustainability of partnerships between the TVET institutions and the private sector/service providers;
2. Development and sustainability of the apprenticeship/WBL programs in collaboration with the private sector/service providers;
3. Periodic review and update of the training programs in collaboration with the private sector/service providers to satisfy the market needs;
4. Capacity of the TVET institutions to sustain awareness raising efforts and collaborate with partner organizations; and
5. Internal capacity of the TVET institutions to maintain their operations following the conclusion of this Activity.

XIV. Coordination with Relevant Donors & Organizations:

There are several donors that are in the development of the TVET sector in the West Bank and Gaza, such as: The Belgium Government through the Belgium Development Agency (ENABLE), the Germany Government through the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ), and others. Therefore, the TVET activity should ensure frequent coordination and collaboration with the relevant donors and organizations to avoid duplication of efforts and ensure building on the successful efforts of others. USAID will participate in the TVET Sector Working Group under the TVET Commission to ensure harmonization with the relevant national policies.

In addition, the TVET activity should link TVET institutions and youth to services and complementary training opportunities provided by relevant institutions, such as the three innovation hubs that UNESCO and ENABLE will establish, to train youth on transversal and digital skills and ensure that their skills match with employers' needs.

[END OF DRAFT ACTIVITY DESCRIPTION]

[END OF RFI]