



Inclusive jobs and education for refugees and host communities

-PROSPECTS-

Call for proposals

Implementation Agreement with non-profit organizations for strengthening the RPL system for TVET in Jordan

TOR Title	Strengthening the Recognition of Prior Learning (RPL) system for TVET in Jordan and building the national institutional capacities to implement inclusive RPL schemes			
Country	Jordan		Project Code	JOR/19/50/NLD - 107273
Duration	From	03/12/2023	to	31/10/2024
Pillar:	Education			
Outcome:	5.0 Refugee, host community and other vulnerable groups access quality and market relevant education through strengthened systems			
Output:	05.01 Increased market relevance and accessibility of education and training programmers for refugee, host community and other vulnerable youth			
Activity / BL	05.01.03 - Nationally certified technical and vocational trainings apply targeting for vulnerable groups. Support development of RPL system			

PROJECT BACKGROUND

1. General Background

The forced displacement crisis has increased in scale and complexity in recent years. According to UNHCR, 79.5 million people were forcibly displaced worldwide at the end of 2019¹. Forcibly displaced persons (FDPs), including refugees and internally displaced persons (IDPs) face specific vulnerabilities, including loss of assets and psychological trauma, limited rights, lack of opportunities, a protection risk as well as a risk to be out of school, and a lack of planning horizon. In addition, the communities hosting FDPs also struggle to pursue their own development efforts.

In response to the considerable challenges facing FDPs and host communities, a new partnership initiative titled: '**PROSPECTS**' Partnership for improving Prospects for host communities and forcibly displaced persons, was launched by the Government of the Netherlands, that brings together the International Finance Corporation (IFC), the International Labour Organization (ILO), the UN Refugee Agency (UNHCR), the UN Children's Fund (UNICEF) and the World Bank. Through the PROSPECTS partnership, the five partner agencies aim to leverage their comparative advantages and areas of expertise to programme complementary and interdependent interventions that address education, employment, and protection challenges. The partnership spans eight countries, namely Egypt, Ethiopia, Iraq, Jordan, Kenya, Lebanon, Sudan, and Uganda and covers the period 2019-2023.

2. ILO PROSPECTS in Jordan

Through the Prospects partnership, the five partners aim to leverage their comparative advantages and areas of expertise to programme complementary and interdependent interventions that address three areas where challenges negatively affect the livelihoods and well-being of Jordanians, refugees, and other vulnerable groups: education, employment, and protection. Through an in-depth theory of change process, the combined efforts of the organizations will endeavour to bolster the medium- and longer-term development goals for Jordanians, refugees, and other vulnerable groups to access quality and market-relevant education; decent engagement, work and enterprise opportunities; and comprehensive protection systems, which will in turn support more sustainable livelihoods, in line with Jordan's national plans. Integrated into the joint programme is systematic learning and knowledge management

¹ <https://www.unhcr.org/5ee200e37.pdf>



that will feed into future planning, the scaling up of innovative approaches, and ultimately transform the way partners respond to displacement crisis.

Under the Education pillar, Partners support initiatives that focus on strengthening the whole educational system, from capacitating teachers to providing basic education, life skills and Technical Vocational Education and Training. Of key importance in Jordan is ensuring 'market relevant' skills are supported in the late stages of the educational cycle.

ASSIGNMENT BACKGROUND AND OBJETIVES

The past decade has been challenging for Jordan, particularly by an unprecedented refugee influx caused by the war that started in 2011 in neighbouring Syria. In 2022, Jordan's population passed the 11 million mark, with refugees and migrants constituting no less than 30 percent of the entire country's population.

This rapid and unanticipated increase in population, coupled with the structural economic challenges has placed additional pressure on the Jordanian labour market. Unemployment rose from 12.2 percent in 2012 to 22.9 percent in 2022 (end of quarter four). Youth (47.2%) and female (31.7%) unemployment have continued to be persistent challenges in Jordan (DOS data). Moreover, at 35.4%, the ratio of youth not in employment, education, or training (NEET rate) is one of the highest in the region.

To address these challenges, the Jordanian Government has greatly emphasized reforming the TVET sector to bridge the gap between education and employment and equip young Jordanians with the skills that are most needed in the labour market. Major progress has already been achieved, including the endorsement of a National Qualification Framework (NQF), the establishment of the Technical and Vocational Skills Development Commission (TVSDC), the establishment of National Sector Skills Councils (NSSCs), and establishment of a unified system for developing the national occupational standards. However, there is still much work to be done, most notably the development of a system for recognizing prior learning as stipulated in the NQF by law.

Recognition of Prior Learning (RPL) is a process used in identifying, documenting, assessing, and certifying competencies or learning outcomes (knowledge, skills, and attitudes) whether formal, informal, or non-formal in accordance with the standards used in formal education and training. This is sometimes complemented by the inclusion of supplementary skills training intended to fill identified skills gaps.

Considering the RPL's potential contributions to both economic and social policy outcomes in Jordan, RPL has come central to pave the way to promoting social inclusion and equity, formalities for the national workers and refugees having skills and abilities to serve the formal sector businesses for decent work, meeting regulatory requirements for economic sectors in terms of employing qualified people, improving efficiency and flexibility in education systems, in addition to promoting lifelong learning,

In the recent past, Jordan introduced RPL licensing with the ILO's support as part of the implementation the Jordan Compact (a plan to support Jordan's national Syrian refugee response plan) with the aim of increasing formal employment in the labour market and its limitations. The TVSDC and ILO have however identified many limitations of this RPL scheme and its implementation process. These RPL programmes only resulted in the issuance of occupational licenses and does not lead to qualifications, which hinders lifelong learning opportunities. The other limitations include (a) lack of alignment with the aim of National Qualification Framework (NQF) Art.2 and 4) and (the TVSDC law (Art.3) ; (b) limited coverage of occupations, sectors and qualification levels, (c) lack of awareness among workers, employers and other TVET stakeholders; (d) lack of focus on access and inclusion; (e) weak testing/assessment method and its linkage with quality assurance; (f) lack of clarity on roles and responsibilities and institutional capacity; and (e) equitable financing for tests.



Taking the above into consideration, TVSDC with ILO's technical support and consultation with the NSSCs, the chambers, and TVT providers drafted the first national RPL framework in Jordan that defines the main pillars of the RPL system for Jordan, including the key drivers and challenges for establishing RPL system in Jordan, and the building blocks for such system. To ease the implementation of inclusive RPL programmes, the TVSDC with ILO support also developed an implementation guide that details the main processes, operational steps, and guiding principles for RPL implementation.

ASSIGNMENT OBJECTIVES

The overall objective of this assignment is to contribute to strengthening RPL system and diversify skills recognition in different sectors in line with recently endorsed RPL framework, mainly:

- (a) Strengthen the national institutional capacities to implement inclusive RPL schemes based on the approved RPL implementation guide.
- (b) Review the current practices and available tracer studies and assess for the demand to the RPL services to identify scope of improvement and potential future pilots in line with the Implementation guide.

SCOPE OF WORK AND METHODOLOGY

ILO is seeking a Non-Governmental Organization (Implementing Partner) to support the TVSDC and the NSSCs in Jordan in strengthening the RPL system based on the endorsed RPL framework for TVET in Jordan and building the institutional capacities for implementing quality inclusive RPL schemes. The Implementing Partner must work closely with ILO and under the TVSDC management and coordinate with the NSSCs to achieve the objectives and outputs of this assignment. The Implementing Partner should follow the TVSDC's endorsed RPL national framework for TVET in Jordan and its implementation guide.

The followings show the main tasks under this assignment that the Implementing Partner need to accomplish:

- Conduct review and assessment of current practices and the demand to the RPL services for TVET in Jordan; define the targeted sectors and occupations for piloting RPL programmes (at least five occupations under five sectors).
- Design and implement strategy/plan and activities to raise the awareness on RPL among employers and workers' organisations, NSSCs, local chambers, and other stakeholders in the targeted sectors and occupations; Organize sensitization sessions and activities for the private sector, workers, and public delivered by/through the employers and workers' organisations, NSSCs, local chambers, and other stakeholders.
- Build the institutional capacities of the RPL practitioners in the targeted sectors including the assessors, assessment developers, advisors, and administrators on design and implementation RPL programmes.
- Design and develop the needed tools for the applicants' registration and guidance to the RPL programmes in the targeted sectors.
- Design and develop the RPL assessment evidence, tools, methods, and databases for the targeted occupations.
- Propose guidelines for the certification's rules and process of the RPL beneficiaries.
- Design tools and checklists for monitoring and quality assurance of the RPL services and programmes.



The ILO will provide technical expertise, backstopping, and capacity building through the entire assignment by the ILO' Regional Senior Skills Specialist, PROSPECTS' Skills Technical Officer, and ILO' nominated international and national consultants. The methodology, processes, and tools to be implemented should be discussed with the ILO and the TVSDC and be aligned with the endorsed RPL framework and implementation guide. The Implementing Partner should recruit the needed national and international consultants to support the implementation of this assignment in coordination and/or nomination by the ILO.

KEY DELIVERABLES

- 1) Assessment Report on the demand for RPL services for TVET in Jordan by 31 January 2024.
- 2) RPL awareness Strategy or plan by 29 February 2024.
- 3) RPL assessment evidence tools, and databases by 30 May 2024.
- 4) RPL applicant "Service Guide" by 30 May 2024.
- 5) RPL applicant digital self-assessment tool by 30 June 2024.
- 6) Report on the building capacity activities for RPL practitioners by 31 July 2024.
- 7) Report on RPL awareness activities by 29 August 2024.
- 8) Proposed certification process for the RPL by 30 September 2024.
- 9) Monitoring, evaluation, and quality assurance tools for RPL by 30 September 2024.

In addition to these deliverables, two progress technical and financial reports by 30 May 2024 and 30 September 2024 consecutively in addition to final reports by 31 October 2024 should be submitted. The following explain each deliverable in detail.

Deliverables # 1: Assessment Report on the demand for RPL services for TVET in Jordan, this includes:

- Assessment of the current practices and review of available tracer studies of previous RPL services.
- Identification of the RPL targeted sectors and occupations for the future pilot.
- Assessment to the adequacy of employers and master craftspeople in the RPL targeted occupations who are willing to engage in implementation of the RPL.
- Assessment of the existence of employers' representative bodies in the occupations targeted for the RPL (in absence of NSSCs in these sectors/occupations) willing to establish the RPL on their own.
- Assessment of the availability of skills assessments facilities, relevant materials, and documents, including occupational standards to estimate the amount of work needed to prepare for and conduct testing and assessments.
- Identification of the target category of workers in the identified occupations.
- Analysis of the capacity of the existing institutional requirements and arrangements for effective RPL implementation (having RPL offices or units in the targeted sectors for instance).
- Assessment and determination of the required number and the profiles of the range of RPL practitioners (administrators, advisors, assessors, skill assessment developers, certifiers, professionals dealing with appeals etc.).

Deliverables # 2: RPL awareness Strategy or plan

A strategy for awareness-raising, communication, coordination, and collaboration for RPL, its opportunities and requirements, process and potential benefits (based on needs assessment). This strategy should involve the different potential stakeholders, including the TVSDC, NSSCS, the chambers, the workers organisations, and other key stakeholders and actors in the design of the awareness strategy, in addition to experienced and respected master



craftspeople. This strategy should include recommendations to the TVSDC, NSSCS, workers organisations, chambers on how to institutionalise mechanism to provide information and create awareness among workers after project.

Deliverable # 3: RPL assessment evidence tools, and databases, this includes:

- **Occupational standards** (if not existing) for the targeted occupations based on the TVSDC' standard template and process.
- **Assessment strategies**, such as direct observation and evaluation of the applicant' performance, or/and the products, services, and projects the applicant produced; skill testing both practice and knowledge tests.; criterion-oriented interviews; and evaluation the applicant's portfolio.
- **Assessment databases (Bank of Evidence)** containing all assessment evidence that serve assessment panel members to put together complete, valid and representative assessments. The assessment evidence bank is meant to contain several assessment evidence addressing the same work task so that successive assessments may address the core contents again and again, but the related evidence differ in wording, style or difficulty level.
- **Theory knowledge assessment tests** (when applicable) to measure applicants' capabilities at various levels of cognitive competency related to understanding principles, facts, concepts and theories.

Deliverable # 4: RPL applicant "Service Guide"

The service guide should direct the RPL' applicants through their journey in the RPL. The Guide should include information on the general assessment rules and specific instructions for applicants such as how the applicant should prepare for the assessment, the product they are expected to produce, readings they should complete beforehand, how their portfolio should be put together and what information to include. The service guide needs to be customized for at least five sectors in coordination with the relevant NSSCs and the TVSDC.

Deliverable # 5: RPL applicant digital self-assessment tool

The web-based quick self-assessment tool should take the applicants through following steps of RPL, building knowledge about the process and matching their skills, knowledge, and experience with a qualification. The features of the self-assessment tool should enable an applicant to:

- Examine the benefits of RPL, and the cost and time required for this process.
- Select the qualification/certificate that is most suited to one's area of expertise from a list of approved qualifications.
- Identify one's skills against a list of competency groups and units of competency.
- Matching one's skills with those of the qualification and lists the qualifications for which one's skills are a potential match, and to what extent.
- Identify and collect evidence to be gathered together as well which types are permissible.
- View skill assessment providers/centres-if any to search for providers offering skill assessment for their chosen qualifications using specific websites.

Deliverable # 6: Building capacity activities for RPL practitioners, this includes:

- **Trainees needs assessment Report** should be developed before conducting the capacity building activities for the RPL practitioners, to assess their training needs and determine the required number and the profiles of



the range of RPL practitioners (administrators, advisors, assessors, skill assessment developers, certifiers, professionals dealing with appeals etc.).

- **Tools, case studies and guides** should be developed to assist RPL practitioners with carrying out their tasks effectively.
- **At least 20 face-face training days should be conducted for the RPL practitioners** (in addition to online sessions when needed) to the RPL practitioners. Based on the needs, these training days and sessions may be distributed among several workshops (i.e four training workshops), each workshop targets specific groups of practitioners, as below:

Training workshop #1: Training the skills assessment developers to:

- Identify of the evidence needed for assessment
- Design assessment tools for collecting assessment evidence
- Develop skill tests (if applicable)
- *Establish and update database for assessment and testing*

Training workshop #2: Training the RPL assessors to:

- Assess the evidence presented by the applicants
- Make an assessment decision or judgment
- Record and report the assessment results
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Training workshop #3: Training the RPL advisors to:

- Prepare the applicant for the RPL processes
- Pre-screen the potential applicant
- Facilitate evidence collection
- Review applicants' portfolios for completeness before final submission

Training workshop #4: RPL administrators/assistants to:

- Run the RPL office
- Handle general RPL enquiries from potential applicants
- Provide information to the candidates and employers
- Carry out initial screening to ensure candidate meets the minimum requirements
- Ensure assessors and advisors are scheduled as needed
- Receive store portfolio of evidence
- Book the assessment out to an assessor, track it, and ensure that is returned (assessed) on time, and give feedback to the applicant
- Upload results of all candidates
- Monitor & report on the RPL

Deliverable # 7: RPL awareness campaign

Jointly with the TVSDC, workers organization, NSSCs, the chambers, to conduct awareness activities and campaign. This includes publicity and awareness building activities and events on different platforms, such websites, social networking, brochures, information sessions at workplaces and education institutions, job fairs, Exhibits, road shows, networks of job and training advertisements, and the media (radio, television, print media, cartoon, etc.).



The awareness activities should focus on publicizing what is the RPL, what its benefits are, whom to contact, as well as the process, estimated costs, timeframe, eligibility requirements and assistance available. It needs to include the information that provides answers to the questions that will arise and indicate the range of support services that can be provided on the journey to achieving certification of one's skills and competencies.

The awareness should target potential users, individuals (Jordanian, non-Jordanian, Refugees, Migrants, etc) and their craftspeople, along with the TVET providers and training/assessment centres and other organizations involved in the process. The awareness campaign also should specifically reach out to employers to raise their awareness and build their trust in the RPL. The TVSDC may organize national stakeholders' workshops to orient related public on the RPL.

The awareness activities should provide also target illiterate potential applicants with strong practical competencies (targeted, based on the needs assessment) about the RPL (via mobile phones, SMS communication etc.).

Deliverable # 8: Proposed certification process for the RPL, includes:

- Proposed certification rules and instructions, including the appeals and re-assessment processes.
- Guidelines for recognition of the formal certificate/qualification of migrant workers

Deliverables# 9: Monitoring, evaluation, and quality assurance tools for RPL, includes:

- **RPL monitoring sheet:** including the RPL applicants' access to the services disaggregated per gender, disability and nationality, the number of applicants, drop-outs, and who passed the assessment successfully, etc.
- **RPL satisfaction tools,** including tools that measure the perceptions of RPL applicants, and graduates, employers, and other stakeholders involved in the RPL.
- **RPL quality assurance checklist,** to help the TVSDC and NSSCs to monitor, follow, and assure the quality of RPL implementation.

REQUIREMENTS & EXPERTISE

The Implementing Partner should be a legal non-profit organisation duly registered and provide the relevant evidence on this. In addition, the Implementing Partner should make the below requirements clear in their proposals:

- Willingness to work closely with ILO' skills team and comply with the ILO reporting and evaluation systems.
- Willing to work under the TVSDC management and sign MoU with the TVSDC at the beginning of the assignment based on these TORs.
- Willing to work and utilise the human and technical resources available at the TVSDC, the NSSCs, the chambers, and public TVET providers.
- Willing to work with ILO' nominated international and national consultants.
- Willingness to be truly inclusive and to practice non-discrimination in selecting trainees, hiring staff, and providing support to specific groups as needed.

The Implementer Partner will have the following required expertise (Please provide evidence on each):

- Proven experience in developing, managing, and implementing skills training and TVET programmes; Have demonstrated technical experience and sustainable results, with a minimum of seven years of practical



experience in developing training and assessments for market-oriented skills training and TVET. Previous experience in developing and conducting RPL programmes will be a high asset.

- Proven competencies (human resources and skills) and experience in providing skills and TVET programmes.
- A good understanding of the TVET and markets for products and services in Jordan. Previous experience in supporting TVET programmes in other countries is an advantage.
- Have practical experience in, and the capacity to address gender issues/dimensions in training and employment.
- Capacity to reach the target group in a timely manner and conduct awareness and networking activities.
- Proven experience in conducting capacity building, training, and coaching activities and events.
- Proven excellent reporting, communication, and documentation in both Arabic and English languages.

SELECTION CRITERIA

In addition to the required expertise above, the Implementing Partner should provide evidence on the following:

- Demonstrated active presence, outreach, and strong work foundations and previous experiences in Jordan particularly with demonstrated understanding and good knowledge of the local socio-economic situation and activities of the local community and specific groups in the area, and rapport with local communities.
- No. of projects implemented, or MoUs signed with private sectors, employers, and enterprises.
- The requisite qualified competent personnel/staff for both management and technical related works with the infrastructure and administrative and logistical support for undertaking the specific activities in the project.
- Strong relations, linkages, and collaborations with the government and non-government institutions focusing on skills training and TVET; Previous working and collaboration with TVSDC, the NSSCS, chambers, and public training providers.
- Demonstrated financial reliability and accountability, and an established and effective system of accounts/audits.
- Demonstrated international experience in implementing TVET programmes in other countries other than Jordan is an asset.
- No. of assignments/projects done with the ILO and/or knowledge of the ILO approaches, tools and methodologies for skills will be an asset.

PROPOSAL SUBMISSION PROCEDURE

The ILO invites technical and financial proposals from qualified non-profit organizations/entities having relevant experience as stipulated in this Terms of Reference (TOR). Technically responsive and financially viable organization/entity will be chosen following ILO's procurement rules/procedures on evaluation by ILO team of professionals.

The bidding organisation must submit the proposed offer **“Technical and Financial Proposals”** in separate digital folders mentioning **“Technical Proposal”** and **“Financial Proposal”** on each digital folder so that the financial information could not be revealed before financial proposal opening. The two digital folders saved in one digital folder (zipped) with the title saved as the full name of the bidder, followed by the project title “PROSPECTS/JORDAN, and date of submission.



Questions from potential bidders on any section of this TOR are welcome. Please send relevant questions to the following contact of ILO PROSPECT/Jordan and ILO will provide feedback on your queries within 2 working days:

Mr. Yasser Ali, Skills Technical Officer ali@ilo.org

Ms. Ola Flaifel, flaifel@ilo.org

Applications should be submitted by email to Mr. Yasser Ali, ali@ilo.org, and Ola Flaifel, flaifel@ilo.org. Both financial and technical proposals should be valid for 90 days.

The **deadline for submission of technical and financial proposals is 09 Nov 2023 COB**, to be scored according to the technical evaluation table mentioned below combined with the financial proposal. The proposer will receive a confirmation email in return upon submission.

Cumulative Evaluation Method will be used for this procurement exercise and the “Implementation Agreement” will be signed to highest scorer(s) in Cumulative analysis considering Technical and Financial Evaluation:

Technical Proposal (70%)

The Technical proposal will contain 70% weight, whereas Technical Evaluation passing score is 50%. Any applying entity that scores less than 50% in Technical Evaluation shall not be considered for financial evaluation. The technical proposal is expected to be submitted by the bidders in the following structure:

1. Organization’s profile demonstrating required capacity, why they are the most suitable for the work, and local presence/activities
2. Detailed description of relevant past works and assignments related to the skills training, TVET, and RPL, with particular focus on that targeted refugees and host community in Zarqa, Irbid, and Mafrq governorates
3. Interpretation of the TORs objectives, in addition to the proposed methodology on how they will approach and conduct the work
4. Detailed work plan with a timeline related to the different activities in addition to implementation methods: coordination of partners, cooperation mechanisms, result-oriented, and M&E
5. CVs of Team leader and staff involved in the project implementation demonstrating their capacity to conduct the assignment
6. Foreseen challenges during the implementation of the project and mitigation methods

The Technical proposals will be evaluated in accordance with the criteria stated below:

	Description of Technical Evaluation	Score
1.	Relevant experience in managing the design and implementation of skills, TVET, and RPL programmes, developing training and assessments, and conducting capacity building activities	15%
2.	Strong field presence in Zarqa, Irbid, and Mafrq governorates, and working with the TVSDC, the NSSCS, the chambers, the public TVET providers, and vocational training centres particularly in Zarqa, Irbid, and Mafrq governorates	10%
3.	Understanding of the TORs and the aim of the services to be provided; Overall methodological approach, work plan, quality assurance,	20%



	appropriateness of tools and estimated difficult and challenges; Organization of tasks, including the timetable	
4.	Human Resources proposed for the assignment (qualification and experience) + detailed CVs	15%
5.	Previous experience working with the international bilateral donors	10%

Clarity of the proposal, provision of all required documentation, and innovative delivery are considered as a cross cutting measurement criteria.

Financial Proposal (30%)

The financial proposal will contain 30% weight. The bidders shall complete the financial proposal using an excel sheet and submit both the Excel version and the Pdf version. No standard template to be used for the financial proposal, however, the financial proposal shall demonstrate the following items:

- Activity costs for implementing the assignment tasks and produce the needed deliverables. Cost of the national or international consultants who will support the implementation of the assessment should be considered under the activity cost.
- Management cost including staffing cost to manage and implement the activities and tasks of the assignment.
- Operational costs -if any- associated with the assignment (including travel, printing, etc.)

PAYMENT SCHEDULE

Deliverable	Instalment
First Payment	Up to \$30,000 Upon Signing the implementing agreement
Second Payment	30% - 35% % Upon the delivery and validation by 30 May 2024 of the first technical progress report, in addition to the deliverables # 1, 2, 3, and 4 stated in the TORs of this assignment, and financial progress reports, to the satisfaction of the ILO.
Third payment	45% - 50% Upon the delivery and validation by 30 September 2024 of the second technical progress report, in addition to the deliverables # 5, 6, 7, 8 and 9 stated in the TORs of this assignment, and financial progress reports, to the satisfaction of the ILO.
Final Payment	5.0 % Upon the delivery and validation by 31 October 2024 of the final report on the assignment, as per ILO templates, summarising activities implemented under the assignment, including the results, lessons, challenges, and stakeholders' views on the implementation, along with the recommendations to strengthen the RPL system in TVET, to the satisfaction of the ILO
TOTAL	100%



SUPERVISION AND LOGISTICAL ARRANGEMENTS

The tasks and deliverables under this assignment will be carried out under the direct supervision of the PROSPECTS Skills Technical Officer and overall guidance of the PROSPECTS Regional CTA. Overall technical review will also be provided by the Regional Skills Technical specialist.

All data and information received from ILO for this assignment are to be treated confidentially and are only to be used in connection with the execution of these Terms of Reference (TOR). The contents of written materials obtained and used in this assignment may not be disclosed to any third parties without the express advance written authorization of the ILO. All intellectual property rights arising from the execution of these TOR are assigned to the International Labour Organization. The intellectual property rights of the materials modified through the assignment remains with the International Labour Organization.