

## Promoting Gender Mainstreaming in TVET System in Lebanon

### TERMS OF REFERENCE

**Assignment:** Conduct a study to map current initiatives and assess practices, achievements and gaps in gender equality and gender mainstreaming in skills/TVET systems; and provide recommendations on relevant strategies and appropriate plan of actions necessary for key stakeholders and ILO to undertake to address identified gaps and barriers in TVET/skills development system.

**Contract Type:** External Collaborator (local)

**Duty stations:** Lebanon

**Languages required:** English and Arabic

**Duration of contract:** 40 working days over the period of 3 months (tentatively the assignment will start from September 2023. Date will be finalized after completion of recruitment process.

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### Introduction

#### PROSPECTS (brief)

The 'PROSPECTS' Partnership for improving Prospects for host communities and forcibly displaced persons (FDPs)<sup>1</sup>, was launched by the Government of the Netherlands in 2019 in response to forced displacement crises, bringing 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. The partnership spans eight countries affected by forced displacement, namely Egypt, Ethiopia, Iraq, Jordan, Kenya, Lebanon, Sudan, and Uganda.

Within the framework of the PROSPECTS programme in Lebanon, ILO's focus is on enhancing resilience of the country's crisis- distressed labour market and creating better livelihoods for both Lebanese host communities and Syrian refugees. It is doing so by promoting the development of market relevant skills, enhancing employment placement services and labour market governance, strengthening social protection schemes and promoting micro, small and medium sized enterprises (MSMEs) as well as sectors, including the agriculture and agro-food with potential for decent job creation.

#### SkillUp (Brief)

With funding from the Norwegian Agency for Development Cooperation (NORAD), the International Labour Organization (ILO) is implementing a Global Programme on Skills and Lifelong Learning (GPSL3) to support the establishment of effective skills and lifelong learning skills system. The [ILO Global Programme on Skills and](#)

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<sup>1</sup> [Lebanon \(Partnership for improving prospects for forcibly displaced persons and host communities \(PROSPECTS\)\) \(ilo.org\)](#)

[Lifelong Learning \(GPSL3\)](#)<sup>2</sup> aims to provide coordinated and enhanced support to ILO constituents to develop and implement new generation skills and lifelong learning ecosystems for decent Future of Work.

The Lebanon component SkillUp<sup>3</sup> aims to improve skills development system to facilitate access to and transitions of vulnerable groups in the labour market. The project focus on provision of market-responsive skills training and work-based learning, enhancing skills utilisation and productivity, and improving skills governance including digitalisation of skills system.

The two projects use gender equality and women's empowerment as a central theme to drive improvements in policy, skills and business service provision to empower Lebanese and non-Lebanese women inclusion in the labour market. The disproportionate impact of the multifaceted crisis on women's employment, increased incidences of violence against women and their increased 'care work' and other factors reinforce the urgency of this focus. Through these projects, the ILO seeks to mitigate the impact of the crisis while using skills development and entrepreneurship as an opportunity to advance access to quality skills training and decent employment and amplify the potential for women in unconventional jobs, digital and green economy and enterprise development as an important aspect in creating jobs. The projects combine upstream interventions (capacity building and policy support) and downstream (practical demonstration, awareness raising, skills training) to achieve sustainable change focusing on economically underdeveloped areas and vulnerable communities. The projects aim to achieve an enrolment rate of 50% in skills training, and significantly increase women's graduation and labour market insertion, and gender-based violence-free training and working environments.

## Background

Women face a number of challenges in accessing and completing quality education and training, and, subsequently, in transitioning to decent employment. They are more likely to be in vulnerable employment, such as informal employment and in unpaid family work. Occupational segregation remains a predominant feature of training and labour markets, limiting women choices and confining them to lower-paid and lower-status jobs. All these factors further contribute to their social and economic marginalization.

According to the Labour Force Household Survey (ILO-CAS 2022)<sup>4</sup>, women labour force participation is 22.2% while unemployment rate among women is 32.7% compared to male 66.2% and 28.4 respectively. The overall share of women in managerial positions recorded a drop of about 2 percentage points to 26.7% in January 2022, down from 28.9% in 2018-2019. Almost one-third of the female youth population was not in employment, education, or in training in January 2022 (32.1%), a net increase from 2018-2019, when the NEET rate for young women was 26.8%. The female NEET rate was higher than the corresponding male rate in all governorates except in Beirut and Bekaa. The highest female NEET rate was recorded in Akkar (48.6%) followed by North Lebanon (37.7%). The highest male NEET rate was recorded in Beirut (35.2%) followed by Bekaa (32.5%).

Several reasons are often cited as barriers to women's economic participation including social norms which expect men to be breadwinners and women homemakers. This perception leads to the disproportionate responsibility of unpaid care and other productive and reproductive roles in the home falling on women constraining their ability to take up paid work. Coupled with this are issues of a slow-growing economy creating few jobs and mismatches between skills gained and those demanded in the market. This situation has been compounded by the war in Syria and the influx of refugees to Lebanon which, some estimates say, has increased the available labour force by 50 percent, and even though their employment is restricted to certain

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<sup>2</sup> [Global Programme on Skills and Lifelong Learning \(GPSL3\) \(ilo.org\)](#)

<sup>3</sup> [SKILL-UP Lebanon – Phase II \(ilo.org\)](#)

<sup>4</sup> [Lebanon follow-up Labour Force Survey January 2022 \(ilo.org\)](#)

sectors, they are perceived to be competing for the same jobs as locals, and this has led to some level of mistrust and disharmony.

Demand-driven technical and vocational education and training (TVET), flexible to respond to the changing needs of the market, is recognised as an effective route to skills development and employment. If TVET is combined with business education, it can also be an effective strategy to help people create jobs and generate employment, rather than only seeking jobs in a limited economy. However, TVET is often considered a second-best choice for students, behind general education. It is not common for business training to be routinely offered as part of TVET training, even though many of the skills development courses are well suited to lead to self-employment.

Technical and vocational education and training (TVET) has the potential to promote the productive participation of women in the labour market, equipping them with the necessary skills to undertake the jobs of the future. However, this potential remains largely unfulfilled in certain occupational sectors, particularly those requiring training in science, technology, engineering and mathematics (STEM). Young women in the education system often do not take optimum advantage of TVET and usually because of social norms, tend to shy away from 'male trades' and limit their options to more 'traditional' skills such as beauty care, or those that are less likely to lead to profitable, decent work, such as sewing and embroidery. There is high degree of gender-based occupational segregation that correspond to social norms. Lack of gender-mainstreamed career guidance and role models perpetuate gender stereotyping in TVET. Older women, rarely return to or take up education or training, once the first chance has been missed, even though they might have more pressing economic needs or face fewer barriers.

The TVET sector is predominantly male-oriented. There is no official guidance at the Ministry of Education and Higher Education (MEHE) on how TVET programs can help increase gender equality within specializations. The MEHE has no specific policy on gender equality and specific antiharassment or antidiscrimination provisions are lacking. Female students experience harassment within, and on their way to and from schools. There are limited safe transportation options for females as well as limited extracurricular activities for females<sup>5</sup>. According to the Center for Educational Research and development, the number of women in TVET education (public and private) reached 42% of total enrolment (104,266 students) across all sectors and levels in 2020-2021 compared to 41% in 2019-2020 (95879 students). The number of women in STEM related TVET ranges between 0 to around 5%.<sup>6</sup> There is a need to better understand the underlying causes of gender inequality in STEM and the key factors contributing to this inequality including policy frameworks, societal attitudes, the nature of STEM in the classroom and workplace, and how they affect the mindset of girls and women to pursue education and training in STEM subjects.

International development partners, including the ILO, are engaged with the government to reform the TVET system to be better aligned with and responsive to the dynamics of the Lebanese labour market. The National Strategic Framework for TVET (2024-2028) is currently under finalization putting gender-sensitive and inclusive education as key strategic reform. This provides an ideal opportunity to focus on skills development for women; to ensure that skills development programmes respond to the needs and expectations of women, to design programmes that eliminate gender stereotypes and support women reach higher levels of employment, and to understand how skills development and employment impact women's empowerment more generally within the family and in their communities.

However, gender mainstreamed skills development programmes and TVET and business training for women addresses only one barrier women face in labour force participation that is access to education. To make sure

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<sup>5</sup> [USAID-LEBANON-GENDER-ASSESSMENT-Final-assessment.pdf \(encompassworld.com\)](#); [pa00n418.pdf \(usaid.gov\)](#)

<sup>6</sup> Latest TVET statistics available online. [Stat Nashra Inside 2020 V 5 0.pdf \(crdp.org\)](#); [التعليم المهني والتقني في السنة الدراسية 2021-2020 .pdf \(crdp.org\)](#)

that women graduating from these improved and targeted skills development programmes not only find jobs, but are more likely to remain in them, there is the need to look at the wider environment (institutional practices and services, policies and laws, attitudes to women in communities and at work).

The Ministry of State for Economic Empowerment of Women and Youth (EEWAY), Lebanon, is responsible for socio-economic development policies and programmes aimed primarily at disadvantaged groups of Lebanon's population, including youth and women. The National Commission for Lebanese Women issued a National Strategy for Women in Lebanon (2011-2021) and related action plan including a number of research and guides<sup>7</sup>, most recent ones in 2022 analyzing gender equality in relation to policies, laws and regulations affecting women economic participation, gender-based violence, and sexual harassment. The latter evidenced the legal loophole and gaps in gender-based policies in Lebanon.

Although these policies and strategies provide a clear direction for gender mainstreaming and women empowerment in TVET/skills development, improvement in economic opportunities is not evenly spread throughout the sectors for different groups. This reality makes it imperative for systematic analysis and clear understanding of the existing gaps and barriers at the various levels - macro, meso and micro levels; as well as the opportunities available to formulate relevant strategies and interventions to translate these policies and agenda into effective actions that will efficiently drive the desired impact of improved dividends of women and girls in terms of social justice, through inclusive participation and equitable benefits in the social and economic space.

The ILO seeks to support its constituents address the major problems and barriers that disproportionately hinder female workforce in Lebanon from equitably and productively participating in the labour market in a sustainable and resilient manner. The ILO aims to work with relevant stakeholders, e.g. government, employers, workers organizations, training and BDS providers in strengthening their capacities for gender mainstreaming; in particular to train and employ more women in selected economic value chains with wider scope for women's employment, and with particular focus on digital solutions, green and unconventional jobs. Recently, the ILO conducted a Participatory Gender Audit with four Lebanon social partners (ALI, CGTL, LLWB, FENASOL) in order to support them promoting organizational learning and assess the extent to which policies have been institutionalized at the level of the individual, operational unit, and organization. An action plan is put in place for each partner to support them in further achieving gender equality and taking into consideration good practices and identified critical gaps.

As a first step, the ILO intends to conduct a study to map current initiatives, and assess practices, achievements and gaps, including an institutional capacity assessment and SWOT analysis, in achieving gender equality targets and gender mainstreaming in TVET/skills development system (formal and non-formal, public and private, informal skills training offered by NGOs) and in TVET/skills training practices of public and private technical institutes, NGOs, social partners and other ministries/ departments engaged in skills development training. The assessment will also look into the additional barriers faced by women with disabilities and refugee women in accessing TVET programmes and skills development opportunities in the labour market. The study will be based on secondary sources and up to six (6) Focus Group Discussions with TVET institutes (primary in urban regions) and key stakeholders, and up to 20 key informant interviews with other stakeholders to collect evidence on gender discrimination and potential good practices for replication. This assessment will be coordinated with MEHE-DGTVET, MoL, National Commission for Lebanese Women and other relevant ministries, stakeholders, and key NGOs working in the TVET sector to contribute to the development of required actions at national and local level to minimize gender gaps in TVET/ skills

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<sup>7</sup> [Publications - NCLW](#)

development system, improve practices, and design appropriate skills training and gender mainstreaming interventions that ILO would implement between 2023 and 2025.

In view of this, ILO would like to hire a local expert to conduct the study in coordination with relevant entities such as UN Women, National Commission for Lebanese women, MEHE-DGTVE, and social partners.

### Objective of the assignment

The main objectives of this study is to:

- Identify the gender gaps and gender based occupational segregation in TVET system; including access to TVET education, enrolment, completion, jobs, instructors, administration, policy, strategy, mechanism, regulations, norms, etc..
- Analyze the gaps and barriers creating these gaps and causes preventing or impeding the achievement of the gender equality in skills/TVET systems, and targets set in SDGs goal and national strategies.
- Assess any additional barriers faced by women with disabilities and refugee women in accessing TVET programmes and skills training opportunities
- Map existing initiatives that are addressing these gaps, document best practices , and lessons learned and identify interventions with potential upscaling. The mapping should take into consideration description of the intervention, geographical distribution, targeted beneficiaries, partners, socio-economic impact on the life of beneficiaries, etc...
- Identify opportunities for ILO to address sector-specific gender gaps that would ensure effective and efficient inclusiveness in TVET for women of different categories/status.
- Provide recommendations on relevant policy actions, strategy, systems and mechanisms, capacity development measures needed, and plan of actions necessary for key stakeholders and ILO to undertake in order to address identified gaps and barriers. Analysis and recommendations will be at the macro, meso and micro levels including what role would ILO play to support their implementation.

### Scope of work

For the analysis section, the study will address the following questions:

- What are the enabling policy/strategy, guidelines, mechanisms and , systems, tools, programs and projects currently in place in the country to meet gender equality targets in TVET/skills development; and to what extent are these efficient in meeting these targets? Analysis will cover the strengths, weaknesses and opportunities of the existing arrangements and recommendations for way forward.
- Among the various programs examined in Lebanon, which sectors exhibited the highest levels of participation in skills development, and conversely, which sectors demonstrated the lowest levels of engagement?
- What are the achievements, gaps, barriers and opportunities towards gender mainstreaming and to meet gender equality targets in TVET/skills development? What are the key indicators and benchmarks used to measure the effectiveness of current gender equality in TVET/skills development? What are the gender gaps and opportunities related to technical and vocational education and training (TVET)? The analysis of the gaps, barriers and opportunities will be at the levels of – policy, institution, programs/systems, social and cultural norms.
- What social and cultural barriers are faced by female workers as well as women entrepreneurs mostly in terms of skills development (job related and life skills) and employment? This should also include additional analysis related to barriers facing women with disabilities and refugee women in accessing TVET and skills development opportunities (formal and non-formal skills development).
- What measures have been taken by employers' and workers' associations to implement policy interventions and to address gender gaps in workplace?
- Based on challenges, gaps and development plans, what will be the major recommendations for mainstreaming gender equality in skills development/TVET system to transform women's economic

participation to decent, market oriented and higher value jobs? What institutional capacity development would be needed?

- What are the best practices, lessons learned and opportunities for scaling existing interventions for gender mainstreaming in skills/TVET system?

On the recommendation, the study will address the following inquiries:

- What is the way forward for Lebanon government to meet its gender equality targets in skills development?
- What changes should be brought in the policies and strategies and regulations on the identified gender gap issues in TVET/skills development and employment?
- What changes should be brought in existing structures, systems, support mechanism and tools?
- What institutional changes need to be brought about for gender-responsive learning environment and gender equality in TVET and skills?
- How can the existing TVET and skills development programs be adapted or augmented to effectively overcome the specific barriers faced by refugee women in accessing both formal and non-formal skills development opportunities?
- How can digitalization and technology be leveraged to enhance gender mainstreaming efforts in TVET/skills development, and what potential challenges and opportunities does the integration of technology present in terms of bridging gender gaps, especially for refugee women, and women with disabilities.
- What actions are required and opportunities available to improve enrolment of women in STEM fields? What role for stakeholders and ILO could play to support its realization?
- What should be the action plan and strategies for ILO focus in addressing gender gaps including skills training and institutional capacity development? Which government, private and non-government actors should be involved and what would be their roles and what institutional capacity development would be needed? what priority actions and relevant budget should ILO consider for 2023-2025

### **Key Responsibilities of the Consultant**

1. Develop a detailed work plan and methodology for the assignment responding to the objectives and deliverables, and conducting meetings with the project management
2. Develop a set of tools/templates/questions/checklists to be used for the review of policies and strategies and to assess current progress, achievements and gaps towards gender mainstreaming and to meet gender equality targets and share with ILO for approval
3. Review different national policies and strategies relating to TVET/skills development and gender equality including National Strategic Framework for TVET, National Youth Development Policy and Action Plan, National Strategy for Women Empowerment and other relevant policies and strategies those have skills development agenda through gender lens and identify strength and weakness of the policies and strategies to meet national gender equality targets
4. Conduct Key Informant Interviews (KII) and Focused Group Discussions (FGD) with the policy makers and relevant officials of different relevant ministries, agencies and TVET/skills training providers including social partners to understand the barriers, challenges as well as opportunities towards gender mainstreaming and to meet gender equality targets in TVET/skills development
5. Conduct KIIs and FGD with relevant multi-level stakeholders such as employers' organizations, workers' organizations, chamber of commerce, women's business associations, women's organization working on gender mainstreaming, civil society, academia and think tanks, to understand market needs as well as barriers, challenges and opportunities towards gender mainstreaming in TVET / skills development and entrepreneurship
6. Map existing interventions addressing gender issues, best practices, and collect lessons learned
7. Based on above, conduct a gender-responsive analysis, and assessment and interpret data collected (gender, age group, geographical location, nationality, and disability disaggregation where relevant)

to produce draft report and provide recommendations <sup>8</sup> - the analysis should also take into consideration Non-Lebanese refugee communities.

8. Identify potential interventions for ILO focus to address gender issues in TVET and skills development needs of women and associated gaps and challenges, conduct SWOT analysis, and define relevant partners inclusive of institutional capacity assessment for potential partnership.
9. Validate study findings with wider stakeholders associated with the study
10. Finalize study report and submit to ILO

### Suggested Methodology

1. Desk research and literature review including policy and strategy documents, SDG documents, government orders/legislation etc. and other relevant reports, research and publications related to the study. including ILO relevant publications, guides, instruments<sup>9</sup>.
2. Development of structured interview guide, survey questionnaire and tools as required for the review of policies and strategies and assessment of partners.
3. Consultation meetings, KII and FGD with the relevant key policy makers and officials in government institutions, development agencies as well as with relevant multi-level stakeholders.
4. Qualitative and quantitative analysis of data and information taking into consideration gender disaggregation including age group, nationality, geographical location, disabilities.
5. Validation workshop to present the draft findings and thereafter incorporate the comments and inputs.

### Key deliverables

- Mapping of existing interventions, best practices, lessons learned
- Analysis and recommendations study report with inclusive-disaggregated data listed above
- Proposal for ILO interventions including potential partners and institutional capacity needs

### Specific Tasks and Timetable

Sl.	Tasks	Deliverables	No. of Working Days
1.	Prepare Inception Report responding the ToR with desk and literature reviews, inception meeting with project team, elaborating the study methodology, list of tools/checklists to be used for data collection, format of reporting and detail work Plan	Inception report, list of stakeholders, list of literature	5 days
2.	Detailed review and analysis of national policies and strategies relating to TVET/skills development and employment and mapping of existing interventions	Interview proceedings Mapping of interventions	10 days
3.	Conduct Key Informant Interviews (KII) and Focused Group Discussions (FGD) with the policy makers and relevant officials of	Draft report	5 days

<sup>8</sup> Analysis and recommendations should take into consideration: access to skills and lifelong learning (enrolment, dropout, completion) and occupational segregation in skills programmes, division of paid/unpaid work, including occupational segregation, and pay gaps, barriers such as fear of sexual harassment and lack of social benefits for women, the dominant discourse and perceptions against gender equality; access to/control of productive resources; women's practical and strategic equality needs, such as the need for balancing training/work and domestic life and flexibility in training/working hours; constituents' and TVET providers' capacities, opportunities and challenges related to gender equality

<sup>9</sup> [inner\\_cont\\_2 copy 1 \(ilo.org\); wcms\\_244380.pdf \(ilo.org\)](#) gender divide in skills development policy brief; guide on making TVET inclusive for all [wcms\\_755869.pdf \(ilo.org\)](#); [Guide and assessment tool on the inclusiveness of TVET and skills development systems for all \(ilo.org\); wcms\\_226465.pdf \(ilo.org\)](#); [Skills for Gender Equality \(ilo.org\)](#);

	different ministries, agencies and TVET/skills training providers as well as with relevant multi-level stakeholders		
4.	Analyse and interpret data and information to produce preliminary draft report, mapping of interventions, best practices and lessons learned		6 days
5.	Develop proposal for ILO interventions and potential partners (including key interventions, in focus regions, sectors, targeted groups, etc..)	Draft proposal of interventions	4 days
6.	Visit proposed partners to conduct consultation meeting and institutional capacity assessment	Institutional capacity assessment/stakeholder analysis	4 days
7.	Conduct validation workshop to share the draft findings and produce workshop report incorporating comments and inputs from the workshop	Validation workshop report/presentation/list of stakeholders	3 days
8.	Produce final report incorporating feedback and comments from validation workshop, to the satisfaction of ILO	Final report and budgeted proposal	3 days
<b>Total</b>			<b>40 Days</b>

### Deliverables and Payment Schedule

	Deliverables	Payment Schedule
1.	Inception report responding the ToR with desk and literature reviews, inception meeting with project team, elaborating the study methodology, list of tools/checklists to be used for data collection, format of reporting and detail work Plan acceptable by the ILO upon submission of deliverable 1.	12.50%
2.	Submission of draft report upon submission of deliverables under 2, 3, 4, 5.	62.50%
	Conduction of validation workshop and submission of workshop report, and final report incorporating feedback from validation workshop and ILO as accepted by the ILO to its satisfaction upon submission of deliverable 6, 7, 8	25%

### Completion criteria

- All reports to be submitted to the ILO must be relevant to the outputs (activity and the task) mentioned in the TOR following ILO brand guideline and brand premier.
- Provide information and update progress as requested by the Project team of the ILO.
- The consultant has to follow the guideline of ILO to ensure quality of the reports/documents.
- The consultant should be proactive, report timely on the progress, and undertake visits to the project partners' site, participate in meetings as and when necessary

### Timeframe and Reporting

a. **Timeframe:** The duration of the assignment will be for 40 working days over the period of four months (tentatively the assignment will start from September 2023, but the date will be finalized after completion of recruitment process). The ILO shall NOT provide office space and necessary logistics (like Laptop, Printer, Paper, internet, local travel, etc.) to carry out day-to-day jobs of the consultant.

b. **Reporting:** The Consultant will report to the senior Skills and Employability Specialist, the Chief Technical Advisor of the PROSPECTS project, the National project Coordinator of SkillUP, and in close coordination with other officers within these two projects and submit final report listed officers. The projects' team will provide oversight and quality assurance and will also carry out a performance evaluation at the end of the assignment.

### Special Terms and Conditions



**a. Confidentiality Statement and Intellectual Property of Data:** The documents prepared under this contract are the property of ILO and DTE. Therefore, the consultant cannot publish these without permission of the ILO and DTE.

**b. Unsatisfactory or incomplete work:** For the assignment, the ILO's Standard Rules and Procedure for external collaboration contract shall be applicable. In event that the service delivered is unsatisfactory or fails to conform to the conditions set out above, the ILO reserves the right, as appropriate to interrupt it, to request that it be corrected or modified, or to refuse to accept the service.

**c. Insurances:** The ILO accepts no liability in the event of death, injury or illness of the External Collaborator. The External Collaborator attests that he/she is adequately covered by insurance for these risks. In no circumstances shall the External Collaborator be covered by any ILO insurance and it is his/her responsibility to take out, at his/her own expense, any personal insurance policies he/she may consider necessary, including a civil liability insurance policy

### **ILO's responsibilities**

- a. Provide all the documents and other related literature of ILO available as relevant to the task.
- b. Assist in coordination with relevant stakeholders.
- c. Review list of interviewees and validation of questionnaire, interview guide and other review and analysis tools through providing technical inputs.
- d. Review progress of the work and provide feedback as necessary.
- e. Quality assurance of the deliverables.
- f. Organize the validation workshop. The consultant will be responsible of defining who to invite, draft the invitation letter, agenda, and present findings
- g. Ensure payment of agreed amounts, based on deliverables.
- h. Any other tasks/supports as required and agreed by the ILO.

### **Qualifications and Experience of the consultant**

#### **Academic Qualification:**

- A post-graduate degree in the relevant field (Gender Studies/Public Policy or any other relevant field of Social Science).

#### **Experiences:**

- An extensive knowledge and experience of conducting gender analysis, review of policies and strategies using gender lens and developing gender equality strategies and action plans. Professional experience of minimum 7 years in home and abroad will be preferable.
- Adequate professional experience on TVET, skills development and employment, digital skills and green jobs as applicable to the scope of work.
- Experience of working with the Government of Lebanon, employers' organizations, development partners/ UN agencies/ NGOs on gender relates issues is required.
- Experience on project proposal, budgeting, SWOT analysis, and conducting institutional capacity assessment or stakeholders' analysis.
- Proven track record in delivering good quality report (sample of previous consultancy report soft/hard copies or hyperlink)

#### **Competencies:**

- a. Excellent knowledge and skills of reading, writing, and speaking English.
  - b. Knowledge and ability to use computer for research and report writing.
  - c. Excellent public speaking and presentation skills
- Some other expected broad competencies are:
- d. Ability to work in a multi-cultural environment.
  - e. Must display a high standard of ethical conduct and exhibit honesty and integrity.
  - f. Gender-sensitive behaviour and attitude.
  - g. Able to work under pressure

### 13. Evaluation Criteria and Score

The selection of the candidate will be made based on the cumulative analysis scheme, where total score will be obtained upon combination of weighted technical and financial aspects.

(a) Technical weighted score, out of 70: When using this weighted scoring method, the award of the contract should be made to the individual consultant whose offer has been evaluated and determined as:

- I. Responsive/compliant/acceptable, and
- II. Having received the highest score out of a pre-determined set of technical and financial criteria specific to this TOR.

Only candidates obtaining a minimum of 70% score in the technical evaluation would be considered for the financial evaluation. The technical proposal will be evaluated in accordance with the criteria stated below:

#### Evaluation Criteria

- I. Relevant educational qualification
- II. Relevant and recent experience of conducting gender analysis, review of policies and strategies using gender lens and developing gender equality strategies and action plans
- III Experience of working in TVET/skills development system of home and abroad
- IV. Experience of working with Development partners/ UN agencies/ GOB on gender related issues
- V. Presentation on understanding of the concept of the assignment and methodologies to perform the task (through interview, if necessary)
- VI. Quality of concept note and other relevant reports produced earlier

(b) Financially weighed score, out of 30:

The maximum number of points assigned to the daily fee is allocated to the lowest daily fee quoted by the applicant. All other quoted daily fees receive points in inverse proportion. The suggested formula is as follows:

$$p = y (\mu/z),$$

**p** = points for the daily fee being evaluated,

**y** = maximum number of points for the daily fee (here it is 30),

**μ** = the lowest daily fee quoted among the candidates being considered,

**z** = the daily fee being evaluated

#### Application Requirements

Interested individuals must submit the following documents/information:

- **Personal CV**, indicating all past experience from similar assignments, as well as the contact details (email and telephone number) of the candidate and at least three (3) professional references;
- A maximum two **pages concept note on the assigned task**, specifying the methodology to conduct the study and candidate's qualifications and relevant experiences, and attach sample(s) of accredited publication(s), if any;
- **Financial proposal**, specifying the professional fees for this assignment (all-inclusive daily rate). The daily rate should be quoted in USD.
- **Copy of a recent contract** to be submitted as an evidence of daily fees offered to the candidate for similar assignment by other agency (preferably by any UN agency, Multilateral Development Bank, or bilateral donors).
- **Evidence of relevant past publications or reports**

The ILO promotes equal opportunities for women, men and disabled candidates to obtain decent and productive employment in conditions of freedom, equity, security and human dignity.



International  
Labour  
Organization

PROSPECTS

SKILLUP  
SKILLS TRAINING AND EMPLOYMENT



Global Programme  
on Skills and  
Lifelong Learning



Norad

### **Proposal Submission Procedure and Submission Deadline:**

Interested individuals must submit aforementioned documents to the ILO through email ID:

Ali Nasser - [nasseral@ilo.org](mailto:nasseral@ilo.org); Lara Al Hajj [alhajj@ilo.org](mailto:alhajj@ilo.org)

Cc: Rania Hokayem [hokayem@ilo.org](mailto:hokayem@ilo.org), Shaza Jondi [jondi@ilo.org](mailto:jondi@ilo.org)

Application to be submitted by latest 10 September 2023, 23:00 pm

Applicants with missing documents required shall not be considered for further evaluation.

*For any further query, kindly send an email to: [nasseral@ilo.org](mailto:nasseral@ilo.org); [alhajj@ilo.org](mailto:alhajj@ilo.org)*