

## INTERNATIONAL LABOUR ORGANIZATION

### **Service contract to develop a customized training module on job preparation for female students enrolled in selected TVETs in the Philippines within the Women in STEM Workforce Readiness and Development Program**

#### **Background**

Women in STEM-related industries across Southeast Asia face a variety of challenges that reduce entry, retention and advancement in these industries. First, for a variety of reasons fewer women tend to enter the vocational training programmes related to these sectors. Second, those that do often face challenges of placement vis a vis their male counterparts, due to gender bias in the hiring processes of firms. Once within firms, women employees in these industries are typically faced with challenges both within their firms and from societal expectations, resulting in a higher tendency to drop out higher rates than males. And finally, they often are overlooked in terms of career advancement, at both the lower levels and with regard to their moving into senior managerial roles. In general, there are a paucity of tools and approaches that systematically address these shortcomings in the STEM-related labour markets of the region.

The ILO's Women in STEM Workforce Readiness and Development Program couples demand-led technical STEM skills and employability and enterprise-level soft skills training to transition:

- 1) Underprivileged female secondary or post-secondary TVET graduates into sustainable entry-level STEM positions with career prospects;
- 2) Under-employed women in STEM-related fields upgrade their skills to move up to mid-level STEM employment; and
- 3) Mid-level women working in STEM fields into leadership/managerial roles.

Working in three industries in three countries – the electronics sector in Thailand, automotive / transport sector in Indonesia and IT-BPO sector in Philippines – the Program aims to develop and institutionalize industry tools that will be integrated into the training programmes and practices of TVET institutions and enterprises in STEM-related industries.

#### Job Preparation

In a time of industrial upgrading and technological advancement, the human capital development challenge in Asia is increasingly becoming more evident. While effects of market liberalization and globalization have enabled many countries in Asia to become part of a global production and manufacturing hub for the last decades, difficulties in skills upgrading to adjust to more advanced economies, have proven to be difficult. In the ILO's ASEAN enterprise survey in 2015, respondents emphasized the importance of upgrading skills and mentioned that technology drove up the skills required within the workplace, particularly in STEM sectors. While employers in ASEAN face shortages of hard and soft skills, the ILO enterprise survey revealed that skills considered the most difficult to find include strategic thinking, problem solving and other soft skills such as creativity and innovation. Similarly soft skills such as teamwork, decision making, interpersonal communication and negotiation skills among others, have proven to increasingly be in high demand across sectors and enterprises of developing countries.

Thus, the ILO Women in STEM Workforce Readiness and Development Program, will include a specific training component to focus on job preparation and school to work transition of female students graduating from technical trainings in selected TVETS in the Philippines. Over the course of one year, female students in the Philippines will be given scholarships for training in technical skills on animation, software development, information and communication technology and game art development that will be provided by the Department of Information and Communication Technology (DICT) and the Technical Skills Development Authority (TESDA) in collaboration with the ILO. These technical skills programs will include a job preparation training component for those

female enrolled in TVETs under the program to increase their employability in the growing IT-BPM industry.

The job preparation training program will include the following components:

- Quick Industry Assessment of Job Requirements and private sector demand for Animation, Game Development, and Software Programming
- Pre and Post Assessment of skills and training needs and job opportunities for participating female trainees
- Job preparation skills training customized activities developed and approved along with the ILO that will prepare female trainees for job search and applications for STEM-related occupations in the IT-BPM sector
- Customized Career Coaching Module approved by the ILO to develop trainees' capacity to transition from school to work.

## Deliverables

### 1. Work plan and proposed job preparation program outline

The Work plan should provide the details of different activities and timelines involved for the job preparation training. It should systematically set out what content will be covered and how it will be taught with clear indication of how each activity or session will affect the indicators set by the program. It should clearly set out deadlines and milestones for the process. The proposed curriculum outline and work plan will be submitted as an MSWORD document to the ILO.

### 2. Industry assessment of skills and training needs and job preparation activities

The Industry Assessment shall include a training needs analysis with participation of industry leaders and recruitment managers on skills required for hiring in the animation, software development and game development industries. The skills identified shall be integrated into the job training activities designed to prepare female students to apply to selected industries.

### 3. Pre and Post assessment of job preparation and readiness of trainees

To determine the employability of female participants and effectiveness of the job preparation training, an assessment of the job preparation and readiness of participants is necessary before and after the intervention.

### 4. Job Preparation Skills Training

The training should provide the necessary skills to transition women from school to work and will be developed in collaboration with the ILO, including the validation from the ILO experts. The training program will be implemented by the ILO Women in STEM program in selected TVETs and, if results are positive, replicated by TESDA and partner schools during 2019 with the support of the ILO Women in STEM program. Thus, the training should be short, well-structured and include a step-by-step implementation guide developed along with the ILO technical staff. The trainings will provide key skills to help women transition from school work. Job preparation activities should be exclusively developed for the ILO Women in STEM program in collaboration with the ILO experts and include: preparation of a CV, job search strategies, job application processes -online and offline-, preparation for job interviews -online and offline-, and surviving their first year at work. Training activities will feature work scenarios that develop participants' skills to be hired. The service provider shall work closely with the ILO, TESDA, DICT, the Game Development Industry Association, the Philippine Software Industry Association, the Animation Council of the Philippines and other relevant industry stakeholders in the BPO industry to get industry inputs on key employability skills required vis-a-vis the technical skills of the program. The ILO will lead all conversations with key public and private partners and provide technical inputs and validation to all materials developed by the service provider, including those mentioned below.

Throughout the training modules, participants should be introduced to the key 21<sup>st</sup> century skills and STEM skills of collaboration, creativity, critical thinking and creativity. Practical tools such as checklists and templates to assist participants during the learning process are expected.

Other anticipated features of the training modules and activities the ILO expects may include:

- Stimulate discussion, problem solving, and collaboration among participants
- Stimulate trainees to ‘think out of the box’
- Connect content knowledge to real-world applications and problem situations in the industry that enable students to see how what their learning connects with their real lives
- Use technology to facilitate learning and foster creativity among trainees
- As intuitive as possible to understand with the support of visuals and graphics where possible

### 5. Job Preparation Activities

To enhance employability of trainees, a simple, replicable system for job preparation shall be exclusively developed in collaboration with the ILO to prepare technical-vocational education female trainees for the world of work. This system developed in collaboration and with validation by the ILO experts shall incorporate activities on career information and guidance and career counselling aiming to increase employability of female graduates of the training programs. Career information and guidance activities shall include information on potential career paths in each of the training fields, job search strategies, and application processes through school or IT-based teaching and learning. Career Counselling shall include one-on-one or group counselling activities to prepare female participants to transition from school to work in selected industries. To support these activities Pre and post assessments will be conducted to assess skills changes and employment rates. Supplementary career preparation activities such as mock interviews with identified career partners and career talks with potential employers are also expected to expose trainees to career paths followed by successful women in different jobs in the sector. Job Preparation activities shall be conducted with 75 students from Animation (30), from Game Development (15) and Software Development (25).

### 6. Train-the-Trainers Session and Materials

Upon completion of training program design with scholars, a Train the Trainers (ToT) Workshop with selected trainers of participating training providers and selected trainers of TESDA and DICT will be conducted by the contractor. The Training shall focus on the methodology used and training requirements for instructors to conduct the Job Preparation training in selected TVEts and how trainers can individually replicate their learnings in their training sessions. . In addition, a trainers guide document is expected to also be given to selected trainers and training providers.

## Outputs

Final Outputs:

1. Work plan on proposed job preparation program outline;
2. Industry assessment of skills and training needs and job preparation activities
3. Pre and Post Assessment Results
4. Job preparation training modules;
5. Train the Trainer Session and Materials

**Career Preparation Activity Reports.** All outputs will be submitted in MSWORD in English and will be developed in collaboration with the ILO experts. The ILO will validate the outputs to ensure the documents and materials are innovative and have the ILO as the sole proprietary organization of these.

## Requirements and Qualifications

The External Collaborator must complete and submit the Request for Proposal (RFP) and must be received by the ILO no later than (UTC +08:00) Manila Time on 11 February at 05:00 p.m. and late bids shall be rejected.

Proposals must include all the documents requested and shall be submitted by registered mail or hand delivered (including courier services) only. Proposals submitted by any other means will not be accepted.

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The External Collaborator shall structure the proposal as follows:

1. Expertise of the External Collaborator – this section should provide details regarding management structure, organizational capability/resources, and experience of the External Collaborator, the list of projects/contracts (both completed and on-going, both domestic and international) with at least three contact details of its clients for background check, which are related or similar in nature to the requirements of the RFP.
2. Proposed Methodology, Approach and Implementation Plan – this section should demonstrate the bidder's response to the Terms of Reference by identifying the specific components proposed, how the requirements shall be addressed, as specified, point by point; providing a detailed concept and description of the essential elements proposed; and demonstrating how the External Collaborator will meet or exceed the specifications, while ensuring appropriateness of the approach. This methodology must be laid out in an implementation timetable that is within the duration of the contract.
3. Competitive financial proposal – This section should include the budget to successfully meet or exceed the specifications stated in the Terms of Reference. The detailed budget plan should be computed with appropriate breakdown based on the concept in Philippine Peso, with corresponding amount in US\$ equivalent to prevailing UN exchange rate of US\$ 1 = Php 53.582.

The External Collaborator should have the academic background, technical expertise and reputation in developing and conducting trainings for school-to-work transition for not less than five (5) years. The collaborator should have the technical expertise on skills, competencies and human resources development, particularly on skills development for the business processing management sector. It should have an in-depth understanding and use of training methodologies and a strong track record of conducting job preparation trainings for young people.

## Duration

The assignment will commence on 18 February 2019 and will be completed no later than 30 June 2019.

## Payment

On the completion of work to the satisfaction of the ILO, the Event Organizer will receive a sum of **(Please indicate total amount with corresponding breakdown and details based on the**

**Request for Proposal** to be paid in Philippine Peso. This will be released according to the following terms of payment:

- 1<sup>st</sup> payment: 15% of the contract amount upon submission of the work plan and proposed curriculum outline on or before 22 February 2019.
- 2<sup>nd</sup> payment: 15% of the contract amount upon submission of the pre-assessment results and training needs analysis report on or before 28 February 2019.
- 3<sup>rd</sup> payment: 15% of the contract amount upon submission of the final draft of soft skills training module on or before 15 March 2019.
- 4<sup>th</sup> payment: 20% of the contract amount upon completion of career coaching and counselling training, and submission of reports on or before 01 April 2019.
- 5<sup>th</sup> payment: 15% of the contract amount upon submission of Finalized Training Module on or before 30 April 2019.
- 6<sup>th</sup> payment: 20% of the contract amount - upon completion of the Train the Trainors Training on or before 30 May 2019.