

## TERMS OF REFERENCE

### Consultancy on Technical Vocational Education and Training (TVET) and Lifelong Learning for Skills for Prosperity (SfP) Project –Philippines

<b>Designation</b>	National Expert
<b>Location</b>	Home-based assignment
<b>Implementation Period</b>	Fifty (50) workdays on an intermittent basis, tentatively from August 30 to November 15, 2021 with November 15, 2021 being the deadline for submission of all Deliverables.
<b>Duration</b>	The legal duration of the contract shall be set from August 30 to December 31, 2021 in order to accommodate for the related internal requirements of the ILO.

## I. Background Information

The negative impact of COVID-19 in employment and incomes across ASEAN has been significant, with greater impact of the crisis on women, young people and other vulnerable workers in terms of employment and income losses. As a result of COVID-19 ASEAN faces an unprecedented crisis, which requires policy responses to support a human-centered recovery, with emphasis on ensuring that hard-hit socio-economic groups such as women, young people and low-skilled and low-paid workers are supported in accessing skills and TVET systems and transition to decent jobs.

In spite of the current challenges, there are signs of a recovery on the horizon, with evidence of a significant rebound in economic activity and labour markets in the second half of 2021. However, the recovery will continue to be uneven across countries, economic sectors and socio-economic groups and subject to great uncertainties, threatening to increase inequality within and between countries in ASEAN. Thus, to support employment recovery and the creation of decent jobs that ensure women and vulnerable groups such as young people and low-skilled and low-paid workers benefit from economic growth, improvement of lifelong learning strategies and systems in ASEAN becomes critical.

The most widespread effect of the COVID-19 crisis and the fourth industrial revolution on employment in ASEAN is the heightened need for promoting lifelong learning. Many of today's skills will not match tomorrow jobs and skills acquired today may quickly become obsolete. Thus, to advance in the development of an effective lifelong learning system in ASEAN that contributes to respond to future skills needs and supports recovery and transition, national reviews are proposed to assess existing systems in ASEAN with a view to developing evidence-based strategies to strengthen national lifelong learning systems.

The concept and efforts in promoting lifelong learning are not new in ASEAN. However, accelerated labour market disruptions and job losses due to increased technology adoption at work –and most acutely by the COVID-19 – pandemic, have led to a renewed interest in and expectations for lifelong learning as a means to mitigate negative impacts of these labour market disruptions and to support work-to-work transition. Therefore, the national reviews aim to support development of national policies and strategies for strengthening the lifelong learning system, so workers who are in industries negatively affected by COVID-19 and automation have the necessary support and opportunities for skills upgrading so they can effectively transition to the new jobs.

The Skills for Prosperity Project in the Philippines (SfP Philippines), funded by the UK Global Prosperity Fund and implemented by the International Labour Organization (ILO), works with key government agencies, employers' organisations, trade unions and other stakeholders to further boost skills development and TVET systems in the country. SfP Philippines aims to enhance national capacity to increase inclusive, mutually beneficial economic development resulting from greater, more equitable employability and productivity by enabling policies and practices that ensure cost-effectiveness, access, and sustained quality of TVET. The Project has four areas of achievement:

- **Enhanced equity.** The Project shall facilitate broadening of access to skills development and TVET systems for marginalized groups – prioritizing youth and women – by incorporating gender and social inclusion as a key element in all activities, and by providing technical advice for the adoption of necessary changes in national, regional and provincial policies, strategies, regulations and institutional arrangements. Additionally, it also develops and applies training approaches that specifically meet the needs of marginalized groups to open up the TVET system to more people in the country.
- **Improved quality of skills and TVET systems.** It aims to assist in the process of developing upgraded competency standards and of their application to development of TVET programmes curricula, and competency assessment and certification to meet the increasing requirements of the economy for a higher skilled workforce. Additionally, it aims to enhance TVET competency assessment and certification through wider use of digital technologies.
- **Enhanced industry relevance of skills and TVET systems.** The Project seeks to contribute to labour market information system strengthening, particularly in data collection and analysis of job market demand for skilled workforce. Moreover, it also promotes adoption of lifelong learning principles and recognition of workers who gained professional qualifications through various skills development mechanisms. It also promotes a learner-centred approach in TVET.
- **Improved cost-effectiveness of skills development and TVET systems financing.** It will review the country's practices on industry engagement and stakeholder participation in TVET financing, and assists in development and piloting a joint public-private financing mechanism, aiming for greater private sector participation in TVET financing. Ultimately, this initiative will bring about affordability and greater effectiveness of the TVET system.

Using an implementation approach that highlights gender and social inclusion, the Project focuses on three economic sectors recognized for its potential for employment creation particularly for marginalized groups. These are: agricultural sector with focus on food production; construction sector with focus on skills for green building practices; and, information technology and business process management (IT-BPM) sector with focus on skills for the digital economy. The Project also has an area-based project focus with activities to test models at the community level to be implemented in Visayas where development challenges still linger despite the area having registered brisk economic growth comparable to other fast-growing regions in the Philippines.

This Terms of Reference (TOR) is formulated toward achievement of one of the Project's Relevance outputs on supporting Philippine efforts in actualizing lifelong learning principles through coherent pathways and credit grants for formal, non-formal and informal qualifications gained through various skills development modes. In doing so, SfP Philippines recognizes that the Philippines is in the process of benchmarking qualifications of its skilled workers and professionals with its counterparts in the ASEAN region. While seeking to enhance mobility and ease of employment in the region, the country also has these policies supportive of lifelong learning:

- Executive Order No. 83 s. 2012 and Republic Act No. 10968 which institutionalizes the Philippine Qualifications Framework (PQF). This describes the levels of educational qualifications and sets the standards for qualification outcomes.
- Republic Act No. 10647 or the Ladderized Education Act of 2014 which formalizes a system of accreditation and interface between and among the country's technical vocational institutions and higher education institutions.
- Republic Act No. 10869 or the Jobstart Philippines Act, which seeks to enhance the young jobseekers' knowledge and skills, acquired in the formal education or technical training as a way of shortening school-to-work transition.
- Republic Act No. 11510 or The Alternative Learning System (ALS) Act, which provides among others for regular conduct of Accreditation and Equivalency (A&E) assessments and certifications of ALS Program completers and other learners who opt to secure elementary and secondary level certifications.

With this conducive policy environment, SfP Philippines aims to contribute to initiatives in implementing lifelong learning models and practices in the country particularly noting its relevance to the education and training needs of vulnerable and marginalized groups.

## II. Objectives and Areas of required technical services

Through the conduct of the national review and through identifying the gaps and recommending areas for improvement as outlined below, the National Expert will provide expertise to support Philippine stakeholders in their efforts towards actualizing lifelong learning principles through coherent pathways and credit grants for formal, non-formal and informal qualifications gained through various skills development modes.

The national review will examine lifelong learning (to support job transitions) currently at play in terms of policy and regulatory framework, implementation mechanisms, and other supporting systems to facilitate lifelong learning as well as impacts of that learning. A particular focus in the process, which would require separate specific addressing and distinct/standalone reporting for each of the aspects/items listed below is the responsiveness of each such item to the needs of vulnerable and marginalized groups in the country. The review includes concrete examples of national programmes and their impacts to the extent possible, and present lesson learned from past experience. The analysis will assess current policy and systems in meeting the renewed expectation on lifelong learning to support resilience and the transitions that people face throughout their working life. It will suggest areas for improvement in policy, institutional arrangements and supporting mechanisms.

The national review will cover the following aspects of lifelong learning for employment, including but not limited to:

- a. Definition, issues, rationales and objectives
- b. Policy and regulatory framework
- c. Implementation mechanisms for lifelong learning (with a focus on re/upskilling for employment)
  - i. Budget (over time; size relative to the budget allocated to pre-employment training)
  - ii. Governance and institutional mechanisms for lifelong learning (e.g. multiple ministries/government supporting training; enterprises or other organizations; coordinating mechanisms between TVET and industry, and among primary/secondary, TVET and HE, learning-to-work transition)
  - iii. Programmes on offer (e.g. by occupation, duration, level, target groups)
  - iv. Diversity of learning (e.g. (i) place of learning: TVET institution, industry and enterprise, community, at home; (ii) mode of learning: formal or non/informal, including self-directed on-line learning)
  - v. Recognition of non-formal and informal learning
  - vi. Financial support (e.g. subsidies)
- d. Enabling eco-system for lifelong learning, for example:
  - i. LMI on skills needs
  - ii. Key foundation skills/Core work skills
  - iii. Flexible learning pathways with modular-based learning and recognition of micro-credentials; mobility between qualification pathways; credit transfer systems
  - iv. Learning-to-work transition (e.g. vocational and career guidance)
  - v. Learner-in-command technologies (e.g. digital credential systems; e-learning portfolio)
  - vi. Raising demands for higher and new skills in the workplace, and rewarding reskilling and upskilling (e.g. sector skills development strategies, skills-based wage system, occupation-qualifications-career maps)
- e. Outcomes and impacts of programmes
  - i. Monitoring and evaluation mechanisms
  - ii. Participation in learning (inc. enrolment: by programme; place/mode of learning; duration of learning programme; profile of learners: –employment status, sex, region, occupation, education, income level, etc.)
  - iii. Impacts on employment (wages, career progression or social outcomes)
  - iv. Lesson learned
- f. Accessibility to lifelong learning opportunities by marginalized groups and regions

- i. Ensuring equal opportunity and improving equity for increased accessibility
  - ii. Evaluation of targeted programmes and lesson learned.
- g. Identification of gaps and Recommendations regarding areas for improvement, including separate addressing of lifelong learning aspects targeting vulnerable and marginalised groups in a distinct/standalone report.
- h. Identification, based on proposed criteria and in consultation with national and sub-national stakeholders, education and training institutions or organizations in the Visayas, which could pilot the recommended reforms.

The scope of the review in this Terms of Reference will be a combination of national and sub-national information-gathering and analysis, as applicable, with focus given to regions, education and training institutions and organizations in the Visayas area.

For all activities: Producing and submitting to the Project the completion reports on the contribution made to each of the activities. The reports shall describe in reasonable detail the process of the conducted design/planning and implementation activities, the achieved result and anticipated impact.

For any workshops, training sessions, meetings, and similar events, all non-technical aspects such as the organizational and logistics aspects, identification and ensuring the availability of national participants, etc., which are related to the organization of the events shall remain under the operational and financial responsibility of the Project. The Consultant's responsibility shall remain for providing the required technical guidance to the design, preparation and delivery of the events, as detailed in Section IX of the TORs.

### **Measures to promote International Labour Standards, Social Dialogue, Gender Equality and Social Inclusion**

In delivering the work agreed upon under this Terms of Reference, the National Expert will ensure that activities promote the application of relevant international labour standards, by taking into account the views expressed by any of the Supervisory Bodies of the ILO on the application of these standards by the Philippines, especially where they relate to Vocational Training and Skills Development. Also, in its interventions under the Contract, the National Expert will promote social dialogue by involving, wherever possible, the social partners in decision-making, delivery and/or as partners and beneficiaries of activities. In promoting social dialogue, it will take into account the views of the ILO as to which specific Workers' and Employers' organizations to involve in activities. The National Expert will promote gender equality and inclusion by mainstreaming gender and inclusion aspects in all activities undertaken under the present Contract, including but not limited to, using gender and inclusion –disaggregated data for research, training and knowledge-sharing activities; and, ensuring at least proportional participation of women in the activities, especially of women in rural communities as well as the other marginalized sectors such as small-scale farmers and fisherfolk, girls and women NEET, single female-headed households, PWDs, indigenous people in the activities.

### **Working Languages of the assignment**

The National Expert shall provide all related services, deliverables, reports and communication under the present agreement in English language.

## **III. Specifications on eligibility:**

Participation in this call for proposals is open to individual consultants meeting the following requirements:

- Demonstrable national experience in the field of skills development and TVET system, with focus on the implementation of lifelong learning principles through coherent pathways and credit grants for formal, non-formal and informal qualifications gained through various skills development mode
- With a minimum of ten (10) years of experience of consultancies in the areas related to the tasks to be implemented under the assignment, and with the following minimum credentials:
  - possession of at least a Masters' Degree in Economics, Education or Sociology, Development Studies or related fields of specialization
  - considerable national experience of project work in the thematic areas included in the ToRs
  - excellent command of English

## IV. Deliverables

The Deliverables are summarized in Section IX. In the event that for implementation of specific activities the National Expert requires technical resources which it does not have (e.g. specific technical and policy advice which may be available only at the social partners' or any other specialised organizations), the National Expert may subcontract certain activities subject to obtaining prior written authorization to subcontract and the approval by the ILO of the subcontractor selected.

## V. Management arrangements

The National Expert will conduct its work under the overall guidance of the Chief Technical Adviser (CTA) of the Project and in close coordination with the designated Programme Officer(s) in the country.

## VI. Travel Expenses

Travel expenses to be incurred by the National Expert in the performance of tasks under this TORs shall form part of the total consultancy fees under the contract.

## VII. Payments Schedule

The fee for the assignment is payable in one or two tranches within the established timeframe following submission of the applicable Deliverables and receipt of the corresponding invoices. Terms and conditions for the payment are as per the ILO rules and procedures for external collaboration contracts. Invoicing by the National Expert of fees shall be linked to the Deliverables as listed in Section IX of the TORs.

## VIII. Submission of Proposals

Interested individual consultants are invited to submit Proposals for the provision of services described in detail in Section IX on or before 12:00 noon Manila time zone, August 27, 2021 by submitting the following documents to demonstrate their qualifications:

- Curriculum Vitae
- Proposal including an extended description of the way he/she would envisage implementing the proposed scope of work
- Estimated budget (financial proposal), i.e., professional fees (daily rate) and other expenses, for completing the work. All prices shall be quoted in USD (United States Dollars).
- Sample work (reports of similar work done by the consultant)

The interested consultants are requested to submit the above documents electronically (in PDF format) to [mnlsfproject@ilo.org](mailto:mnlsfproject@ilo.org). A prospective candidate requiring any clarification of the TOR document may notify the ILO on or before 12:00 noon Manila time August 23, 2021 via email at [mnlsfproject@ilo.org](mailto:mnlsfproject@ilo.org). The ILO's response will be made via e-mail within three business days only to the respective candidate that requested clarification. A written copy of the response (including an explanation of the query but without identifying the source of inquiry) will be placed on the same web page on which the present TORs are listed/posted.

Proposals and modifications to Proposals received after the proposal receipt deadline, or submitted by any other means will be rejected.

The proposed dates of completion for each of the activities within the overall indicated timeframe for implementation shall be treated as indicative. The Consultant will have the flexibility to reasonably adjust them, in consultation with the Project Team, depending on the circumstances in the concerned Regions, as applicable.

Short-listed applicants will be contacted for further review and negotiations, as may be necessary.

## IX. Indicative List of Deliverables and related details (may be expanded by the bidders as deemed appropriate, and proposed, as options, as part of the bidding process)

- Each Deliverable will be viewed as completed on receipt of a corresponding Report describing in reasonable detail the process of the conducted design/planning and implementation activities and the achieved result and anticipated impact

Related Outputs and Activities of the Project	Deliverable Nr.	Tasks, Deliverables, Expected Results, and Reference Materials	Indicative Completion Timeframe	Estimated Nr. of missions	Estimated Nr. of mission workdays	Estimated Nr. of Total workdays incl. mission
<b>Total Missions/Workdays</b>						
<b>OUTPUT 3.2 RELEVANCE: Lifelong learning principles actualized through coherent pathways and credit grants for formal, non-formal and informal qualifications gained through various skills development modes</b>						
Activity 3.2.1. Review of national experience in lifelong learning with recommendations on adoption and implementation of applicable models and best practices based on international experience	<b>1</b>	<p><u>Task:</u> Review of the current status of the Philippines' lifelong learning system including each of the aspects/items (a.) to (g.) listed in Section II. 'Objectives and Areas of required technical services'. The review shall:</p> <ul style="list-style-type: none"> <li>- be able to identify gaps in the existing system to meet future needs of lifelong learning, and</li> <li>- include consultations with key informants to identify areas for improvement including the available required information at both national and regional (subnational) levels.</li> </ul> <p><u>Deliverable:</u></p> <p><b>A) Report</b> on the subject which</p> <ul style="list-style-type: none"> <li>- addresses the listed aspects (a.) to (g.) listed in Section II of these TORs,</li> <li>- includes the available required information at both national and regional (subnational) levels, and</li> <li>- includes identification of gaps and recommendations regarding areas for improvement.</li> </ul> <p><b>B) Report</b> which addresses the responsiveness to the needs of vulnerable and marginalized groups in the country, for each of the aspects/items addressed in Report 1 herein.</p> <p><u>Expected result:</u> The results of Deliverable 1 above will serve as inputs to the subsequent consultation workshops referred to in Deliverable 2 below.</p>	August 30 to October 20, 2021			35

Related Outputs and Activities of the Project	Deliverable Nr.	Tasks, Deliverables, Expected Results, and Reference Materials	Indicative Completion Timeframe	Estimated Nr. of missions	Estimated Nr. of mission workdays	Estimated Nr. of Total workdays incl. mission
		<p><u>Reference materials:</u></p> <ul style="list-style-type: none"> <li>- ILO Working Paper No. 13 Lifelong Learning in the Philippines (2007)</li> <li>- UNESCO Report on Lifelong learning in transformation: Promising practices in Southeast Asia (2017)</li> <li>- ILO-OECD Report on Global Skills Trends, Training Needs and Lifelong Learning Strategies for the Future of Work (2018)</li> <li>- ILO Policy Brief on Effective governance and coordination in skills systems: towards a lifelong learning ecosystem (2020)</li> </ul>				
Activity 3.2.1. Review of national experience in lifelong learning with recommendations on adoption and implementation of applicable models and best practices based on international experience	2	<p><u>Task:</u> Identification, based on a proposed criteria and in consultation with national and sub-national stakeholders, education and training institutions or organizations in the Visayas, which could pilot the recommended reforms.</p> <p><u>Deliverable:</u></p> <p><b>A) Four (4) consultation-workshops with national and sub-national stakeholders including education and training institutions or organizations in the Visayas on pilot models on lifelong learning</b></p> <p><b>B) Report on the corresponding results</b></p> <p><u>Expected result:</u> As per Deliverable above</p> <p><u>Reference materials:</u></p> <ul style="list-style-type: none"> <li>- Please include, as applicable, if any</li> </ul>	October 20 to November 15, 2021			15

