Better Life for Out-of-School Girls to Fight Against Poverty and Injustice in the Philippines

TERMS OF REFERENCE

Title : Life Skills Training for ALS Implementers (Mobile Teachers and District ALS Coordinators) on Media and Information Literacy
Type of Contract : Institutional Level – Contract for Services

1. BACKGROUND

It has long been considered that education is a great equalizer in society. It is believed that education provides an equal opportunity for all to have a better social and economic shared prosperity if it has quality, and is accessible and equitable. A literate and educated citizenry allows for a better and forward-looking society and a less-burdened government.

There had been various efforts to provide quality, accessible, and equitable education, and lifelong learning for all. However, remarkable and significant progress made by various governments in improving access to basic education lack of a commensurate rise in the quality and relevance of education. Various countries, especially the mid and low-income as well as disaster-prone territories, still face great challenges despite these efforts.

In the Philippines, there are still Filipinos who do not have a chance to attend and complete formal basic education (Grades K-12) due to several reasons. The far distance of school from certain communities is one of the many reasons for children dropping out of school. Other reported reasons are the aftermath of a natural disaster, psychological challenges, and physical health to name a few. It has been identified and reported that these issues are due to trauma, limited financial resources, child employment, and family member(s) death, among others.

Cognizant of its mandate to accommodate children’s learning realities and challenges, the Philippines’ Alternative Learning System (ALS) through the Department of Education could be one of the best workable initiatives if strengthened and supported well. ALS can provide learning opportunities for children who cannot attend formal schooling in literacy and numeracy as well as skills and livelihood training. Likewise, the Accreditation and Equivalency test (A & E test) provides an opportunity for children enrolled in this system to attend or return to formal schooling.
ALS is an alternate or substitute when one does not have or cannot access formal education in schools. ALS includes both non-formal and informal sources of knowledge and skills. ALS non-formal education that happens outside the classroom is community-based and usually conducted at community learning centres, barangay multi-purpose halls, libraries, or at home. ALS learning implementers such as mobile teachers and district ALS coordinators administer this non-formal education system on an agreed schedule and venue between the learners and facilitators.

This most recent education reform in the Philippines was solely targeting the formal education system of the Department of Education. Since the “Alternative Learning System (ALS) provides a practical option to the existing formal instruction that is a parallel learning system in the Philippines’ education system”, there is a need for the same education reform with ALS.

UNESCO Jakarta through the project “Better Life for Out-of-School Girls to Fight Against Poverty and Injustice in the Philippines” is supporting the Philippines’ Department of Education in its various initiatives in attaining the Sustainable Development Goals (SDGs), in particular SDG 4 (Ensure Inclusive and Quality Education for All and Promote Lifelong Learning). The project aims at improving the quality of life for girls living in poverty through establishing a Girls Education Centre, increasing the number of out-of-school girls passing A & E Test through ALS, improving the quality of ALS - Teachers instructional knowledge and skills, implementing K-12 ALS teaching and learning materials for out-of-school girls.

One of the key project’s components is carrying out a life skills training for ALS implementers (mobile teachers and district ALS coordinators) in Tacloban City and Palo, Leyte in the Philippines. Earlier this year, a life skills training on entrepreneurship, basic accounting and financial literacy had been carried out. This time, the life skills training will focus on media and information literacy.

2. OBJECTIVES

The proposed title for the training is “Life Skills Training for ALS Implementers (Mobile Teachers and District ALS Coordinators) on Media and Information Literacy” to be held on 13-15 October 2020 via online platform (e.g. Google Meet, Zoom, MS Teams, and the like).

The training aims to capacitate 100 ALS implementers (mobile teachers and district ALS coordinators) from DepEd Schools Division Offices of Tacloban City and Leyte (Palo) on the following subjects:

a. Cyber Safety and Data Privacy
   • Keeping Safe in Cyber Space
   • Philippines’ Data Privacy Act
b. Fake News and Fact Checking
   • Identifying Fake News, False Content and Rumours
   • Checking Facts and Identifying False Experts
c. Appropriate Online Behaviour
   • Gauging Emotional Behaviour Before Sharing
   • Think Before Clicking, Think Before Sharing
The training shall prepare the teachers to teach the ALS learners with the knowledge and skills on these topics, and eventually the ALS learners will use the knowledge on media and information technology to be more productive in their lives.

3. ACTIVITIES

Under the overall authority of the Director of UNESCO Jakarta and direct supervision of the Head of Education Unit, the Contractor will be responsible to organize “Life Skills Training for ALS Implementers (Mobile Teachers and District ALS Coordinators) on Media and Information Literacy” to be held on 13-15 October 2020 via online platform. In close coordination with the Philippines’ Department of Education and UNESCO Jakarta team in the Philippines, the Contractor will be carrying out the following series of tasks:

a. Submit to UNESCO Office Jakarta concept note, draft agenda, list of participants and list of trainers, within one week after the contract is signed.

b. Organize the three (3) days with 2.5 hours per day programme on 13-15 October 2020 with the agreed online platform that is commonly used by ALS Implementers (Mobile Teachers and District ALS Coordinators) at DepEd Schools Division Office of Tacloban City and Leyte (Palo). UNESCO at its discretion may broadcast the recorded training in its official and partners, such as the Philippines’ Department of Education, social media accounts.

c. Provide reasonable internet load to the targeted 100 (one hundred) participants and to 6 (six) key officials at DepEd Regional Office VIII-Eastern Visayas and Schools Division Offices of Tacloban City and Leyte (Palo) that are coordinating with participants. The financial proposal should include the provision of internet loads.

d. Provide reasonable professional fee to its trainers and staff involved. This must be included in the financial proposal.

e. Develop the banner for online training visibility, collect MS PowerPoint slides from trainers, activity sheets, training campaign materials (including infographic/photos for social media posting), a 3-minute video documentation highlighting the training activity, and other collaterals based on UNESCO specifications. Submit these training and promotional materials to UNESCO for approval before dissemination.

f. Invite and accommodate additional attendees from UNESCO National Commission for the Philippines, Philippines’ Department of Education, and other UNESCO’s partners based on the list from UNESCO Jakarta to participate in the online training.

g. Coordinate with UNESCO regarding the content, focus, methodology, moderators and resource persons and other salient details of the training in consideration also of the inputs of DepEd as UNESCO’s main partner in the Project.

h. Consult and liaise with the relevant government, development partners, and UNESCO Jakarta in the administrative and logistic requirements for organizing the online training.
i. Submit to UNESCO Jakarta for its approval:
   i.1 Draft training Agenda, tentative list of participants and trainers, no later than 24 September 2020
   i.2 Approved training agenda, confirmed list of participants, CVs of the trainers, no later than 30 September 2020
   i.3 Final deliverable no later than 22 October 2020:
      • Final Training Report in a formal publication setting as a comprehensive report covering the highlights of the training and its discussion. The report should include the concept note, agenda of the training together with all presented materials, papers, presentation slides, list of participants, minutes of presentations and discussions of sessions, evaluation, photos, and overall results and recommendations. The report should also include the participants profile and demographics presented both in textual and graphical forms. The report must include a 1-page summary with infographics. The report should be not less than 13,500 words and submitted in pdf and MS Word formats;
      • At least twelve (12) infographics or photos that highlight the training subjects ready for social media posting.
      • A 3-minute video highlights of the capacity building presenting “significant” moments and its highlights.
      • Certified Financial Statement, stamped and signed by the Chief Executive Officer and the Chief Financial Officer or equivalent. Any unspent amount should be returned to UNESCO’s account.

5. OUTPUTS AND TIMELINE

The “Life Skills Training for ALS Implementers (Mobile Teachers and District ALS Coordinators) on Media and Information Literacy” is expected to be organized on 13-15 October 2020 with 2.5 hours per day session via online platform (e.g. Google Meet, Zoom, MS Teams, and the like).

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<tr>
<th>Payment Number</th>
<th>Upon Submission to and Approval by UNESCO of the Following Work</th>
<th>Latest Date for Submission</th>
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<tbody>
<tr>
<td>1</td>
<td>Draft Training Agenda, List of Participants and List of Trainers</td>
<td>24 September 2020</td>
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<tr>
<td>2</td>
<td>Final Agenda and List of Participants, and CVs of Trainers</td>
<td>30 September 2020</td>
</tr>
<tr>
<td>3</td>
<td>Final Comprehensive Training Report</td>
<td>22 October 2020</td>
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5. INPUTS

UNESCO, as well as its partners, will provide the contractor with feedback and advice on the activities to be delivered under this contract. Furthermore, the contractor will be provided with contacts of UNESCO’s relevant network partners within the Philippines.

The contractor shall utilize its education development background, knowledge and experience as well as relevant contacts within the Philippines. Specifically, in the areas of gender inclusive education, alternative learning system, and media and information literacy in the conduct of the training activities mentioned in this terms of reference.

6. ELIGIBILITY, QUALIFICATION AND EXPERIENCE REQUIREMENTS

The eligible Contractor should have the following qualifications:

- Legal entity and status as an institution/organization to arrange and implement education-related initiatives among education professionals and stakeholders in the Philippines.
- Extensive experience in organizing and implementing education-related initiatives for the Philippines’ Department of Education professionals and stakeholders. Experiences related to alternative learning system, media and information literacy and similar initiatives will be an advantage.
- Experience in working with United Nations agencies, international non-governmental organizations, or similar entities. Previous engagement with UNESCO will be an asset.
- Experience and engagement in education system development and policy research in the Philippines particularly in curricular reform.
- Excellent networks and linkages in the field of education and development work in Asia and the Pacific region, particularly in the Philippines.
- Accreditation as DepEd NEAP Learning Service Provider and/or Continuing Professional Education (CPE) units provider by Philippines’ Professional Regulation Commission will be an asset.

The Resource Persons/Trainers for this contract should have the following qualifications:

- Relevant academic qualifications and valid Philippines’ professional license issued by Philippines’ Professional Regulation Commission (if required).
- Expertise and professional experience in the field of basic education and/or media and information literacy as well as involvement in educational development initiatives in the Philippines.
- At least two (2) professional expertise and experiences related to alternative learning system, reaching the unreached, gender responsive education, flexible learning, alternative delivery mode, media and information literacy and inclusive education.
- Extensive knowledge and experience in organizing and implementing educational initiatives such as in-service teachers training, adult learning facilitation, small group discussion, training-workshops and the like.
- In-depth knowledge of United Nations Sustainable Development Goals and in particular SDG 4 – Quality Education.
• In-depth knowledge of educational reforms and research-supported pedagogy, andragogy and heutagogy applied in the Philippines.
• Excellent knowledge of the national education networks and education change agents in the Philippines.
• Excellent knowledge of the official languages of the Philippines. Knowledge of local language in the Visayas (e.g. Bisaya, Waray, etc.) is an advantage.

7. COPYRIGHT, PATENTS, AND OTHER PROPRIETY RIGHTS

All rights, including but not limited to the title to the property, copyright, trademark, and patent in any work produced by the contractor by virtue of its contract shall be vested in UNESCO which alone shall hold all rights of use.

8. PROPOSAL SUBMISSION

UNESCO Office, Jakarta is requesting institutions to submit an offer comprising of technical proposal (may include but not limited to institutional profile and competitive advantage, training methodology, evaluation instruments, curriculum vitae of proposed resource persons and moderators, a sample copy of completion report for similar capacity building organised, etc.). It has to be endeavoured that resource persons and moderators should have an equal gender mix. In addition, the financial proposal shall include:
• Costs associated with organisation of the training and attendance of participants (e.g. professional fee of resource person, moderators and administrative staff, training materials development, internet load, etc.).
• Costs associated with operational and logistic costs (e.g. communication, graphic design, etc.).

An online link to the institution’s official website and soft copy of the most recent annual report (if available) will form as part of the technical proposal. Financial proposal should be quoted in US Dollars only.