



Canadian Bureau for  
International Education

## Request for Proposals

Consultancy Services for the Design and Delivery of Second Career/Adult Learning  
Program

Submission Deadline: November 24, 2017

## CONTEXT

In November 2014, the Canadian Bureau for International Education (CBIE) and the Commission on Higher Education (CHED) in the Philippines entered into a Joint Statement on Education Collaboration including an Action Plan, where the parties confirmed their shared objective to promote greater education collaboration and exchange by facilitating student and faculty exchanges, research collaboration, joint programs, consortium, exchange of scientific and technical information, technical assistance in curriculum development, capacity building, and other activities of mutual value.

Meetings in Manila and Niagara Falls were held in 2015 and 2016 where CHED and CBIE officials identified and agreed on priority projects to be implemented in early 2017. Consequently, in June 2017 CHED and CBIE launched the 'Implementation of Higher Education in Canada for K to 12 Project', which includes four components: CHED-CBIE Scholarship for Graduate Studies in Canada designed for faculty and non-teaching staff of Philippine Higher Education Institutions (HEIs); Internationalization of HEIs Training Program; Second Career/Adult Learning Training Program and Community College Best Practices Training Program. The first of the four mentioned projects was the training program on Internationalization of Higher Education Institutions, which took place during the summer of 2017. CBIE will start the implementation of the second project of Second Career/Adult Learning in March 2018 as per the details below.

## PROGRAM OVERVIEW

**Program Scope:** The program will guide two (2) groups of 20 select faculty from Filipino HEIs and faculties of education through a three (3) month program that comprises online/long-distance, in-Canada and in country learning.

This training program provides participants with the strategies and methods geared towards meeting the specific needs and abilities of adult learners. Participants explore the principles of pedagogy, curriculum development, and assessment and evaluation techniques relating to mature students. Participants will also visit a provincial Ministry to gain an understanding of the Second Career Program, a cost-sharing grant for retraining in high-demand occupations.

**Program Objective:** This program will provide participants with contextual background, theoretical knowledge, practical experience and best practices to develop effective instructional strategies and curriculum that could translate into measurable improvements in adult student learning outcomes. Participants will also visit institutions and stakeholders to see firsthand theoretical knowledge being put into practice.

**Learning Outcomes:** The proposed outcomes of the training program for each institutional representative include:

- Strategies and instructional techniques for diverse learning environments
- Adult Learning Tool Kit
- Familiarity with the design and implementation of Second Career Mechanisms

The program will be geared primarily to institutions who will participate in the pilot initiatives for the Philippines' "Lifelong Learning Track Program" to pilot ladderization in priority programs, and to build initial capacity for teacher training. The program will be holistic, in a way that builds capacity in the following types of personnel:

- Participating Schools
- Teacher education institutions (colleges of education)

**Program Delivery:** The Program is expected to be designed in a comprehensive, module format to be delivered in four phases:

1. Pre-visit preparatory phase: The program will begin with an advance research exercise which will ensure that the participating faculty and staff will be able to take full advantage of their time in Canada and optimize program outcomes. This process will be facilitated by a Canadian content expert.
2. Canadian experience phase: It is suggested that participants will study in Canada for two (2) weeks with up to ten (10) days of institutional visits and instructional programming by a certified trainer. Participants will initiate a project to develop an Adult Education Toolkit which would be completed in the Philippines.
3. Long distance support phase: Participants will be provided with online support for up to two (2) months post-program to review and provide feedback into the development of each participants' institutional strategic and operational plan.
4. In-country "Train-the-trainer" workshop: To conclude the training, the Canadian expert(s) will travel to the Philippines to conduct an in-country workshop and "Train-the-Trainer" conference which will provide follow-up training to participants and will allow for trainees to share their finalized strategic and operational plans broadly with their educational community through the train-the-trainer process.

**Program Design:** The planned program is expected to be designed in the following manner:

- Curricular Design: Evaluate the participants and propose the educational curriculum which would be best suited to the training audience.
- Methodological Design: Propose the most effective teaching methods for delivering the program themes. Methods could include a combination of lectures, workshops case studies, institutional visits, and/or discussions, which could be delivered both online and in person.
- Program Participants: Expected key participants will be master trainers. They will be involved in pedagogy/curriculum development of second career programs in the Philippines. Most of them will come from teacher college/university backgrounds. This group may also include the administrators/managers of the second career program.

**Program Syllabus:** While in Canada, the Consultant will provide in-class instruction on areas that will lead to achieving the above learning outcomes and modules, which will be supplemented by experiential learning components at a number of Canadian higher education institutions and stakeholders. Syllabus could include the following modules:

Module 1: Global, regional and national contexts of lifelong learning and second career programs.

- Module 2: Concepts, definitions, rationales and approaches to lifelong learning and second career programs.
- Module 3: Mapping the Stakeholders' Landscape.
- Module 4: Curriculum design and pedagogy of lifelong learning.
- Module 5: Quality Assurance and Assessment of lifelong learning and second career programs.
- Module 6: Labour Market Information in support of lifelong learning and second career programs.
- Module 7: Continuing education: landscape and implementation methodologies.

## TENTATIVE SCHEDULE

Activities and targets	2017		2018							
	N	D	J	F	M	A	M	J	J	A
Consultant to design and develop second career/lifelong learning training program	x									
Pre-visit preparation – Consultant receives participant's bios and tailors program accordingly		x								
Finalization of the program			x							
Canadian experience – Consultant delivers course instruction in Canada (first cohort)					x					
Canadian experience – Consultant delivers course instruction in Canada (second cohort)						x				
Online support – Consultant provides up to seven (5) days of online mentorship to participant over two months							x	x		
In-country conference – Consultant leads a workshop in the Philippines to deliver “Train the Trainer” workshop									x	

## ROLE AND RESPONSIBILITIES OF THE CONSULTANT

The Consultant will be responsible for the development and delivery of the program. More specifically, the services to be provided by the Consultant are the following:

- Develop the program design, syllabus and modules;
- Develop the curriculum of the program including module format, reading list; assignments and discussion questions;
- Provide eight (8) days of instruction in Canada for each visiting cohort (March and April 2018);
- Support and provide input to the institutional visits (e.g. universities, colleges, provincial and federal government agencies) during the in-Canada training components;
- Provide up to five (5) days of online support over the course of two months;
- Provide five (5) days of instruction (Train the Trainer Workshop) in the Philippines (June or July 2018);
- Deliver the program curriculum through in-person instruction in Canada and the Philippines as well as online instruction; and
- Provides interactive guidance, support and evaluation to learners on assignments, quizzes, discussions; and final project.

## ROLE OF CBIE

In support of the Consultant's assignment, CBIE will:

- Liaise with the Filipino delegation to ensure program meets expectations and to determine the participants of the delegation;
- Provide direction, background and resources that will be required by the Consultant;
- With support from the Consultant, liaise with institutions to coordinate institutional visits and content presented by institutions;
- Organize all logistics for the program including travel arrangements for all participants for the in-Canada training; and
- Organize the travel arrangements and logistics for the Consultant's Train the Trainer workshop in the Philippines.

## Expertise Required

Interested Consultants (individuals or firms) should have the following qualifications:

1. Proven experience in the design and delivery of customized training programs to international clients in the areas of education leadership, career development, lifelong learning, adult learning and/or other related areas.
2. Experience with the design and delivery of capacity building programs for HEI administrators, and faculty members.
3. Experience in the provision of online mentoring and coaching with international clients, preferably from South East Asia region.

## Proposal Content

Interested Consultants should submit a full proposal to [balashi@cbie.ca](mailto:balashi@cbie.ca) **no later than 5:00pm EST November 24, 2017**. The proposal should not exceed 20 pages (in addition to any relevant annexes/supporting documents) and should include:

1. **Organizational Profile:** A profile of your organization, including description of at least three relevant assignments/ projects.
2. **Profiles/Bios:** Profiles of principal experts to be engaged throughout the implementation of the assignment.
3. **Stakeholder's engagement during the in-Canada component:** List of institutions, government agencies and organizations to be included in the 10-day in-Canada program of Filipino officials.
4. **Methodology:** Description of your approach in the design and delivery of the required program to ensure the achievement of the desired learning outcomes.
5. **Syllabus and proposed modules:** Brief outline of the modules to be delivered in-class during the in-Canada component.
6. **Financial Proposal:** A summary of cost/professional fees for the delivery of consultancy services as per details of this RFP.

## Contact Information

For more details and to submit your proposal, please contact:

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