



Canadian Bureau for  
International Education

## Request for Proposals

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# Consultancy and Facilitation Services for the Implementation of Higher Education in Canada for K to 12 Project

Funded by: the Commission on Higher Education (CHED)

Implemented by: the Canadian Bureau for International Education (CBIE)

Submission Deadline: June 12, 2017

## Overview

The Canadian Bureau for International Education (CBIE) is looking to engage a Consultant (located in the Philippines) in order to support the *Implementation of Higher Education in Canada for K to 12 Project* funded by the Commission on Higher Education in the Philippines (CHED).

This project will commence in June 2017 and continue for approximately 16 months.

This project includes the delivery of the following four (4) programs: 1) Master's and PhD Mobility program for HEI faculty and staff; 2) training program on internationalization of Higher Education institutions (HEIs); 3) training program on second career program/adult education; and 4) training program on community college best practices.

More details of the four programs can be found at Annex A.

## Consultancy Assignment:

The Consultant, who should be registered and located in the Philippines, is expected to provide support to CBIE during the implementation of each of the 4 programs. It is understood that in order to deliver on all aspects of the project in a manner that is effective, efficient and customized to reflect the Filipino context, the local facilitation firm may be required to sub-contract expertise, and can do so with prior approval by CBIE.

The Consultant will coordinate the delivery of project local customization, in-country content delivery, and in-country logistical services for each of the four programs as described below and as directed by CBIE.

### Masters and PhD Mobility Program

1. Visa support services:
  - a. Provide a step-by-step application guide for Filipino applicants that ensures all required documentation and notarial services have been undertaken correctly.
  - b. Liaise with students in order to ensure visas have been obtained.
  - c. Facilitate reimbursements to students, as guided by CBIE.
  - d. Communicate progress to CBIE.
2. Pre-departure and on-arrival orientation:
  - a. Facilitate pre-departure orientation session, webinar, and/or in person meetings, as guided and in cooperation with CBIE.
  - b. Liaise with students to ensure they are adequately prepared for departure.
  - c. Facilitate reimbursements transfers between CBIE and students, as guided by CBIE, including but not limited to expenses for international flights and travel related costs, reimbursement for English testing, etc.
  - d. Participate in welcome webinar for students upon their arrival in Canada, led by CBIE.
3. Accommodation services:
  - a. Ensure students have obtained adequate resources to secure housing for the duration of their stay, as guided by CBIE.
4. Academic support/monitoring services:

- a. Be available to assist CBIE in their delivery of support and monitoring services on an ad-hoc basis.

#### Training Program on Internationalization of HEIs

1. Pre-visit preparatory phase:
  - a. Assist CBIE to liaise with selected participating faculty and staff to identify of their goals for the program.
  - b. Work collaboratively with the course facilitators to ensure curriculum is customized to reflect the Filipino context, which could include the preparation of a background paper on internationalization of Higher Education Institutions (HEIs) in the Philippines and presentation of report.
2. Canadian experience phase:
  - a. Assist CBIE to liaise with participants in advance of their departure, in order to finalize logistics of the program.
  - b. Be available to accompany participants during in-Canada training, as may be required.
3. Long distance support phase:
  - a. Assist CBIE to liaise with participants, during the development of their institutional strategic and operational plans, as required.
4. In-country workshop:
  - a. Assist CBIE and CHED to finalize program and agenda for in-country workshop and conference.
  - b. Assist CBIE to liaise with participants, in order to finalize logistics around the program.

#### Training Program on Second Career Program/Adult Education

1. Pre-visit preparatory phase:
  - a. Assist CBIE to liaise with selected participating faculty and staff to identify of their goals for the program.
  - b. Work collaboratively with the course facilitators to ensure curriculum is customized to reflect the Filipino context, which could include the preparation of a background paper and presentation on adult learning and continuing education within Higher Education Institutions (HEIs) in the Philippines.
2. Canadian experience phase:
  - a. Assist CBIE to liaise with participants in advance of their departure, in order to finalize logistics of the program.
  - b. Be available to accompany participants during in-Canada training, as may be required.
3. Long distance support phase:
  - a. Assist CBIE to liaise with participants, during the development of their institutional Adult Education Toolkit, as required.
4. In-country workshop:
  - a. Assist CBIE and CHED to finalize program and agenda for in-country workshop and conference.
  - b. Assist CBIE to liaise with participants, in order to finalize logistics around the program.

#### Training Program on Community College Best Practices

1. Pre-visit preparatory phase:
  - a. Assist CBIE to liaise with selected participating faculty and staff to identify of their goals for the program.

- b. Work collaboratively with the course facilitators to ensure curriculum is customized to reflect the Filipino context, which could include the preparation of a background paper and presentation on Technical and Vocational Education and Local Government Unit (LGU) Colleges in the Philippines.
2. Canadian experience phase:
  - a. Assist CBIE to liaise with participants in advance of their departure, in order to finalize logistics of the program.
  - b. Be available to accompany participants during in-Canada training, as may be required.
3. Long distance support phase:
  - a. Assist CBIE to liaise with participants, as required.
4. In-country workshop:
  - a. Assist CBIE and CHED to finalize program and agenda for in-country workshop and conference.
  - b. Assist CBIE to liaise with participants, in order to finalize logistics around the program.

#### Program and Financial Management

1. Submit quarterly reports of progress to CBIE including timesheets, receipts for financial expenditures related to the project, and a narrative summary of the activities delivered during the quarter.
2. Communicate on a regular basis, with CBIE, with a view to share information in relation to common objectives, and to adjust the program plan on an as-needed basis to take advantage of new opportunities.
3. Communicate with CHED when requested by CBIE.
4. Other duties as discussed in advance with CBIE.

## Expertise Required

Interested Consultants (individually or as a firm) should have the following qualifications:

1. 10 years of experience in establishing international institutional linkages for between Higher Education Institutions (HEIs) including between colleges and universities in Canada and the Philippines, or other ASEAN countries.
2. Experience with the design and delivery of customized training programs, such as leadership programs for HEI administrators, faculty development and capacity building programs.
3. Experience in assisting students with pre-departure logistics for Canada, including orientation sessions, securing study permits and temporary visas for short term training programs
4. Experience in conducting research related to the Higher Education System in the Philippines, specifically including but not limited to: internationalization of institutions, continuing education programs and local government unit colleges.

## Proposal Content

Interested Consultants should submit a full proposal to [achristensen@cbie.ca](mailto:achristensen@cbie.ca) no later than 5:00pm EST June 12, 2017.

The proposal should include:

1. **Organizational Profile:** A profile of their organization, including description of activities, relevant contact information, and staffing, if applicable.
2. **CVs:** Relevant CVs of full or part time staff and proposed experts to be engaged on the project.
3. **Project Experience:** Project experience (within the last 10 years) relevant to the consultancy assignment.
4. **Methodology:** A vision for involvement in the project, including their compliance with the implementation schedule (maximum 2 pages).
5. **Financial Proposal:** A compensation estimate for delivery of the aforementioned services (excluding potential flow-thru reimbursements to participants/students).

## Contact Information

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

Anne Christensen  
Manager, International Partnerships  
Canadian Bureau for International Education (CBIE)  
220 Laurier Avenue West, Suite 1550  
Ottawa ON K1P 5Z9  
Tel: (613) 237 4820 ext 228  
Email: [achristensen@cbie.ca](mailto:achristensen@cbie.ca)

## ANNEX A: PROGRAM DESCRIPTION

### **PROGRAM ONE: MASTER'S AND PHD MOBILITY PROGRAM FOR HIGHER EDUCATION FACULTY**

#### Program Scope

The program will bring twenty (20) Filipino scholars to Canadian institutions for a one (1) year period starting in early 2017. It is intended that ten scholars will conduct research at the PhD level, while the other ten scholars will complete a one- year master's program with the goal of preparing these scholars for academic positions, educational leadership, research, policy formulation, and teacher training in the Philippines.

The Commission on Higher Education would like to engage the services of a firm to streamline access to Canadian universities, reduce application processing times, facilitate the integration of students on campus and create new opportunities for students to participate in breakthrough research as part of their time in Canada.

### **PROGRAM TWO: TRAINING PROGRAM ON INTERNATIONALIZATION OF HIGHER EDUCATION INSTITUTIONS**

#### Program Scope

The program will guide 15 select faculty from Filipino HEIs through a training program which will take place over the course of seven (7) months, including online/long-distance, in-Canada and in country training aspects.

The objective of the program is to provide participants with assistance in the development of institutional internationalization strategies and implementation planning including best practices, partnership building curriculum development, research opportunities and funding mechanisms.

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

1. The identification of one internationalization priority per participating Filipino institution (i.e. exchange programs, research collaboration, joint-programming, etc.)
2. Operational plan for internationalization priority for each participating Filipino institution
3. Initiation of relationships with Canadian institutions including a mentorship component
4. Enhanced capacity of the participating Filipino institutions to implement internationalization activities through a train-the- trainer approach

#### Program Delivery

The proposed program will be delivered based on the following schedule:

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. Such research could include an analysis of their institution, the Philippine context, the Canadian context or a comparison to select Canadian HEIs. This process will be facilitated by a Canadian content expert.

2. Canadian experience phase:

It is suggested that participants will study in Canada for four (4) weeks with up to 20 days of instructional programming by a certified trainer. This phase will also include institutional visits in

at least three (3) cities, visits to provincial ministry of higher education as well as attendance at the annual conference on international education.

3. Long distance support phase:

Participants will be provided with online support for up to six (6) months pre and post Canadian experience phase. Some training will be conducted online prior to the visit to Canada and after the visit, online support will by trainers will review and provide feedback into the development of each participants' institutional strategic and operational plans for internationalization.

4. In-country workshop:

To conclude the training, the Canadian expert(s) will travel to the Philippines to conduct an in-country workshop and conference which will provide follow-up training and will allow for trainees to share their finalized strategic and operational plans broadly with their educational community.

### **PROGRAM THREE: TRAINING PROGRAM ON SECOND CAREER PROGRAM/ADULT EDUCATION**

#### Program Scope

The initial 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.

The objective of the program is to provide participants with assistance in developing effective instructional strategies and curriculum that could translate into measurable improvements in adult student learning outcomes. Participants will also visit institutions to see firsthand theoretical knowledge being put into practice.

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

- Strategies and instructional techniques for diverse learning environments
- Adult Education 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 proposed program will be delivered based on the following schedule:

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 FOUR: TRAINING PROGRAM ON COMMUNITY COLLEGE MODEL & BEST PRACTICES**

### Program Scope

The initial program will guide one (1) group of 15 select faculty from Filipino HEIs through a three (3) month program that comprises online/long-distance, in-Canada and in country learning.

This training program will highlight Canadian best practices in community colleges at both the Ministry and institutional level. The program will showcase educational programs for skills development, applied research, industry and community partnerships, and governance and leadership strategies at the community college level to support the development of an overarching framework for community colleges in the Filipino context. The program will also create new linkages and future partnerships between Canadian colleges and Filipino HEIs to further knowledge sharing in this area of education.

The objective of the program is to provide participants with assistance in developing effective strategies that translate into measurable improvements in the delivery of competency-based educational programming and applied research. Participants will also visit institutions to see firsthand theoretical knowledge being put into practice.

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

- Strategies to develop and improve competency-based education models
- Introduction to best practices in technical and vocational education and the college system
- Strategies to engage with industry
- Introduction best practices in applied research



- Enhanced knowledge of open-end pathways and transferability models between secondary school and community colleges

The program will be geared primarily to state colleges and universities who have come forward to participate in the pilot initiatives around TVET upgrading. The program will be holistic, in a way that builds capacity in the following types of personnel:

- Participating HEIs (SUCs, LUCs, Private HEIs)
- Community Colleges

#### Program Delivery

The proposed program will be delivered based on the following schedule:

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 mentorship relationships which would be completed in the Philippines.
3. Long-distance mentorship: Participants will be provided with online mentorship for up to two (2) months post-program to provide additional training and support at an individual level.
4. In-country Evaluation session: To conclude the training, the Canadian expert(s) will travel to the Philippines to conduct an in-country evaluation session which will provide follow-up training to participants and will allow for trainees to share their progress broadly with their educational community.