

## Terms of Reference

Title of Activity:	Development of a LED Course Curriculum for LGUs
Position or Type of Expertise Required:	LED Curriculum Development Consultants (Institutional Development and Local Economic Development)
Level of Effort:	Up to 40 days (20 days for Institutional Development and 20 days for Local Economic Development)

### I. Background

Communities, cities and governments around the world increasingly turn to Local Economic Development (LED) strategies in response to the challenges of globalization and the drive for decentralization. LED means more than just economic growth. At the heart of LED is promoting participation and local dialogue, connecting people and their resources for better employment and a higher quality of life for both men and women.

Philippine LGUs have been given relative autonomy in promoting development and well being of its citizens and inhabitants. LGUs take manifold actions, including the promotion of the promotion of local economic growth, creation of jobs and livelihood opportunities to help and generate income for its people. Decentralization has exerted more pressure on LGUs to be self-propelling economies, in order to attain economic progress for its people. Having political and corporate powers to harness its own capacities and resources, LGUs have the potential to optimize the use of natural and human resources to create wealth for their constituents' in sustainable ways.

Global economic pressures and the local poverty situation imply that LGUs must learn how to be more "business-like" as they develop the local business climate, products, markets and customers in a global context – a task for which many LGUs have meager preparation and experience in.

DILG has the mandate to strengthen local government capabilities towards the effective delivery of basic services to the citizenry and is in the best position to suggest various avenues for LGUs to unleash their corporate powers for local economic development. The Department is also in a strategic position to pool together and harness resources to create and share knowledge that can guide the Department and other NGAs and stakeholders in responding to the needs of the LGUs.

With the incoming batch of newly elected officials, there is an opportunity for DILG together with LGSP-LED to introduce the Local Economic Development, including building LGUs' capacity to harness its corporate powers and institute corporate management systems and structures that would improve its competitiveness. These requirements are found in the proposed LED Course Curriculum, which can be used to enhance the 2010 Newly Elected Officials (NEO) Orientation Program.

The NEO Program is an initiative of DILG developed and implemented through its capacity development arm, the Local Government Academy (LGA). The program aims to strengthen the institutional and individual capacities of newly elected local officials to prepare and implement term-based development plans (Comprehensive Development Plans and Executive and Legislative Agendas) that are based on local development needs and are correlated with national development goals.

The 2010 NEO Program is divided into four major components, namely: 1) Ensuring Smooth Transition; 2) Laying the Foundation; 3) Building Alliances; and 4) Sharpening the Saw. It is being proposed that the LED Course Curriculum be incorporated in the fourth component, *Sharpening the Saw*, which is scheduled to run from November 2010 onwards. With the objective of providing LGUs with LED training and capacity development interventions that will enable them to effectively implement their respective LED plans as articulated in their CDP-ELAs, LED 101 will adopt a market-driven approach. Further, it is being envisioned that specific LED interventions will be provided by local resource institutions, national government agencies, NGOs and CSOs, in coordination with LGA.

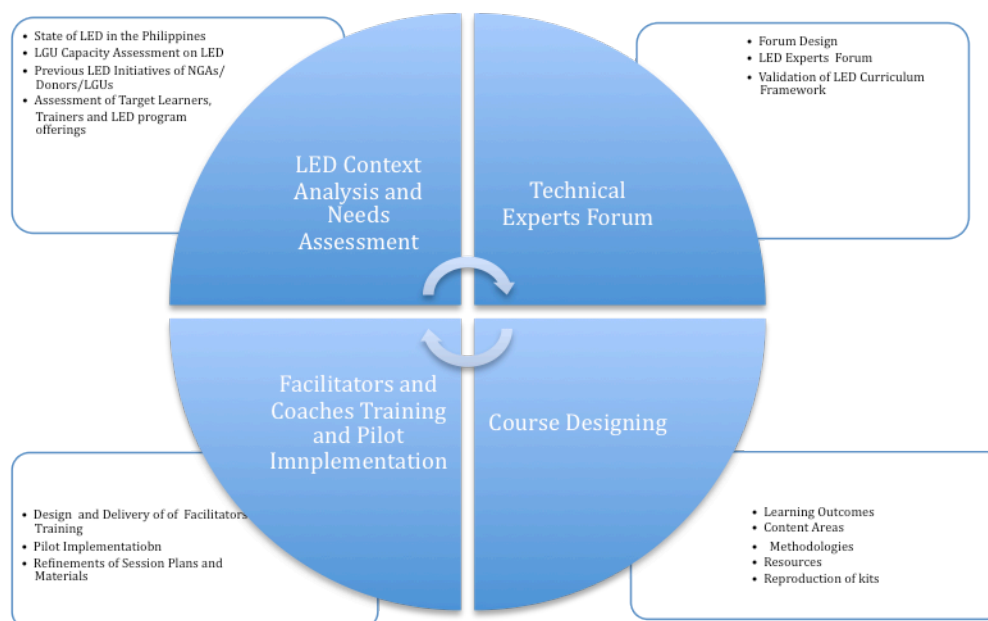
The Local Governance Support Program for Local Economic Development (LGSP-LED), an eight-year collaborative Program of the Governments of Canada and the Philippines, supports the integration of LED 101 to the 2010 NEO Program as a strategy to improve the prospects for local economic development in LGU communities. LGSP-LED will be assisting eight to ten LGUs/LGU alliances in LED capacity development.

## **II. Objective**

The main objective of the engagement is to assist LGA with the development of the LED Course Curriculum. The services of consultants will be required to develop a curriculum which will provide target learners from the LGUs/LGU alliances with the necessary competencies (knowledge, skills and attitudes) in assessing their local economic opportunities, and developing and implementing a LED strategy and actions that will create an enabling environment to retain and attract businesses and investments and subsequently alleviate poverty.

### III. Scope of Work

The Consultants will work with the LED Course Curriculum Development (CCD) Team, composed of key representatives from LGA and LGSP-LED in the analysis, design, conduct, evaluation and validation of the LED Course Curriculum for LGUs using the following process:



### IV. Proposed Activities and Deliverables

In close consultation with the DILG, LGA and the LGSP-LED Team, two consultants will be engaged to perform the following tasks:

Activities	Deliverables
1. Organization and Orientation of LED Course Curriculum Development (CCD) Team	1.1 Clarified TOR for the LED CCD Team and curriculum development process
2. LED Context Analysis and Needs Assessment <ul style="list-style-type: none"> <li>▪ Review of State of LED Report and Framework in the Philippines</li> <li>▪ Summary of various reports prepared on LED and LGU LED Capacity Assessment</li> <li>▪ Inventory of LED Initiatives of NGAs/Donors/LGUs</li> </ul>	2.1 Context in which the LED course is to be developed and delivered  2.2 Defined needs of the learners in line with context requirements

Activities	Deliverables
<ul style="list-style-type: none"> <li>▪ Assessment of Target Learners, Trainers and LED program offerings</li> </ul>	
<p>3. Technical Experts Forum</p>	<p>3.1 Experts forum for the development and validation and recommendations on the LED curriculum framework</p> <p>3.2 Final draft of the LED curriculum framework</p>
<p>4. LED Curriculum Designing</p> <ul style="list-style-type: none"> <li>▪ Curriculum Planning <ul style="list-style-type: none"> <li>○ Learning Outcomes</li> <li>○ Learning Strategies</li> <li>○ Resources</li> </ul> </li> </ul>	<p>4.1 Broad structure and framework of the LED Course/program developed with the goals, general learning outcomes, the main areas of learning, strategies, and sequence of the main topics</p>
<ul style="list-style-type: none"> <li>▪ Content Designing <ul style="list-style-type: none"> <li>○ Fleshing out of content</li> </ul> </li> </ul>	<p>4.2 Detailed development of each topic or course area in terms of defining objectives, learning outcomes timetables, content, appropriate learning methodologies, assessment methods and learning resources</p> <ul style="list-style-type: none"> <li>▪ Trainers Guide/Session Plan guides and templates</li> <li>▪ Course Manual with CD packet for Facilitators</li> <li>▪ Participants' Course Manual with module and resource materials</li> </ul>
<p>5. Facilitators and Coaches Training and Pilot Implementation</p> <ul style="list-style-type: none"> <li>▪ Design and delivery of Facilitators and Coaches Training</li> <li>▪ Pilot Implementation</li> </ul>	<p>5.1 LED course curriculum implementation plans</p> <p>5.2 Facilitators and coaches training design including identification of participants in the testing of the curriculum</p> <p>5.3 Actual conduct of the facilitators and coaches training</p> <p>5.4 Defined areas for improvement based on the result of the facilitators and coaches training</p>
<p>6. Final LED Curriculum Design</p> <ul style="list-style-type: none"> <li>▪ Refinement of Session Plans and Materials</li> <li>▪ Finalization of the Course Curriculum</li> <li>▪ Reproduction of materials and learning kits</li> <li>▪ Launching (with selected LGU Alliances)</li> </ul>	<p>6.1 Refinement LED Course Curriculum</p> <p>6.2 Final draft of the refined LED Course Curriculum</p>

*Note: Items highlighted in blue are the proposed activities and deliverables for the Curriculum Development Consultant for Local Economic Development*

## **VI. Consultants' Qualifications**

Two consultants shall be hired: one, with specific LED and LGU corporate management expertise, and the other one with curriculum development design experience. Samples of written work may be requested. Consultants should have the following minimum qualifications to undertake the responsibilities mentioned above:

### Curriculum Development Consultant (Institutional Development)

1. Familiarity with the functions of the local government side of the DILG
2. Familiarity with the local government operations
3. Experience in curriculum development and instructional design
4. Ability to establish and maintain excellent working relationship in a team environment
5. Excellent facilitation, writing and communication skills

### Curriculum Development Consultant (Local Economic Development)

1. Familiarity with the functions of the local government side of the DILG
2. Familiarity with the local government operations
3. Conversant in Local Economic Development and LED corporate management
4. Ability to establish and maintain excellent working relationship in a team environment
5. Excellent facilitation, writing and communication skills