



CONSORTIUM OF BANGSAMORO CIVIL SOCIETY, INC.

KFI Compound, Doña Pilar Street
Poblacion IV, Cotabato City
S.E.C. Reg. No. 2002 – 61624
Telefax: 064-557-0159

Website: www.bangsamorocivilsociety.org

Email: cbcsmindanao@gmail.com

Term of Reference

PROCUREMENT SPECIALIST

No Bangsamoro Left Behind in Bangsamoro Autonomous Region in Muslim Mindanao (BARMM)

I. BACKGROUND

Prolonged school closures have negatively affected all students in the Philippines but put especially the poorest at risk of permanent learning loss, child labor, and mental and physical health challenges. Since the beginning of the pandemic, schools have been completely closed between March to October 2020. Schools reopened in October 2020 but only via distance learning until November 2021. In-person classes started to open on a pilot basis in mid-November 2021. As of late March, 10,200 public and 76 private schools (about 17 percent of 60,957) have started limited face-to-face classes,¹ including 100 schools in BARMM. School closures compounded by income inequalities will disproportionately affect students from marginalized households, notably in conflict-affected and rural areas. The impact of school closures transcends education with additional ramifications for children's health, nutrition, and protection. There is a risk that children from vulnerable households will be drawn into child labor to mitigate the economic impact on families and will not return to school, increasing in out-of-school children (OOSC) nationwide with evident downstream effects.

In BARMM, a long history of deprivation and underfunding in education has resulted in profound levels of learning poverty, well above the national average. Almost 30 percent of children do not complete the six-year elementary education and only 10 percent complete junior high school on time² without significant disparities between divisions in BARMM. While many parents and out-of-school youths and adults (OSYAs) see the value of education, financial constraints, and the fragile peace are the two major factors responsible for the high rate of school dropouts in BARMM. Communities with high conflict intensity have significantly lower human capital attainment compared to communities with limited or lower levels of conflict, or non-conflict-affected communities. As of 2019, Maguindanao was the most conflict-ridden province in the Bangsamoro, followed by Lanao del Sur, Sulu and Basilan. Tawi-Tawi was the least conflict-affected.³

Indigenous Peoples (IPs) living in remote areas are particularly disadvantaged in terms of access to basic education services which are often offered in languages that children do not understand, using learning materials inappropriate to local culture. BARMM consists of a high percentage of IPs: approximately 52 percent of elementary students are IPs.⁴ IP communities in general, especially those located in remote and mountainous areas, experience significant difficulties in accessing government services. Therefore, BARMM's

¹ Source: <https://mb.com.ph/2022/03/23/10196-public-private-schools-now-implementing-limited-face-to-face-classes-deped/>

² https://copenstat.psa.gov.ph/PXWeb/pxweb/en/DB/DB_3E_CH_IP/0023E3D2080.px/?rxid=a215c6a2-499f-45a4-a1f4-b37b1c058afe (2015)

³ International Alert, 2020. Enduring Wars. Quezon City: International Alert Philippines

⁴ DepEd. 2020. Draft Indigenous Peoples Implementation Framework.



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Ministry of Basic, Higher, and Technical Education (MBHTE) has highlighted the need to address the educational needs of IPs. To support MBHTE's effort, development partners have been supporting the implementation of various key reform activities that focus on the most vulnerable and disadvantaged children in BARMM, e.g., providing alternative access to education in school-less communities (barangays) and providing teacher training programs focusing on basic literacy and numeracy among others. Yet, so many children are already out of school or at risk of dropping out which will have been worsened due to the pandemic. The need to support those children is urgent and higher than ever before.

Given these challenges, the Consortium of Bangsamoro Civil Society, Inc. (CBCS) has been awarded the Japan Social Development Fund (JSDF) administered by the World Bank to implement the No Bangsamoro Left Behind in the BARMM Project. The Project will aim to reduce school dropouts in 100 selected elementary schools in four select divisions, Lanao del Sur I and II and Maguindanao I and II.

The PDO aims to improve learning outcomes of re-enrolled out-of-school-children (OOSC) and retained at-risk children in pilot elementary schools in project-supported divisions. The project aims to re-enroll 30 percent of OOSC by the end of the project implementation (6,700 over three years, of which 60 percent are female) and to retain 50 percent of at-risk children on average per year (2,600 over three years, of which 60 percent are female).⁵ The project will also aim to provide supplementary school meals for the re-enrolled 6,700 students over three years. In addition, it is estimated that 1,750 households per year or 5,250 households over three years will improve their livelihood from supplementary income by participating in the support for community livelihood and food enhancement program. With the project interventions, the Grade 3 cohort survival rate is expected to improve to 80 percent by the end of the project period, and the elementary graduation rate is expected to improve by 3 percent by the end of the project period. Also, 30 percent of re-enrolled OOSC reach the minimum reading proficiency for his/her respective grades by the end of the project period. The main components include:

Component 1: Identifying OOSC and at-risk children and root causes for dropping out.

Component 2: Developing and Implementing community-driven school dropout mitigation measures.

Component 3: Project Management and Administration, Monitoring and Evaluation, and Knowledge Dissemination

For this reason, CBCS will engage the services of consultants to support the implementation of this Project. The details of the consultancy services are described below.

II. OBJECTIVE OF THE ASSIGNMENT

⁵ OOSC are children who are already out of school, whereas at-risk children are those who are still in school but at risk of dropping out.



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The assignment is to provide overall support to CBCS in carrying out the required procurement activities under the project using the World Bank Procurement Regulations.

III. SCOPE OF WORK

1. Provides leadership and advisory role to CBCS and other clients in handling complex procurement tasks and issues on all procurement activities of the project.
2. Supports the clients in carrying out the required procurement and contracting of works, goods, non-consulting services, and consulting services, including procurement under the Community Driven Development (CDD) approach for the sub-grants of the project;
3. Updates, in collaboration with various units in CBCS, the Project Procurement Strategy for Development (PPSD) to inform the Procurement Plan for the project, as often as necessary;
4. Monitor and provide advice so that all procurement activities, including the procurement activities under the sub-grant, are implemented on a timely basis, and documented using the World Bank's Systematic Tracking of Exchanges in Procurement (STEP);
5. Assists the clients in handling procurement transactions and records through STEP;
6. Negotiates and resolves difficult procurement issues with CBCS and handles questions/complaints from CBCS officials, vendors, and Sub-grant beneficiaries on procurement and contract issues;
7. Assist and guide the preparation of procurement-related documents and reports following the WB Procurement regulations, SPDs, and WB forms and templates.
8. Manage the procurement of goods and services and ensure that standard procedures are followed.
9. Manage and maintain contracts with vendors.
10. Ensure compliance with all related laws and regulations.
11. Analyzing and evaluating supplier performance; developing and maintaining supplier relationships.
12. Managing daily, monthly, and quarterly reports.
13. Directly supervise the performance of the Procurement Assistant.

IV. LIST of REPORTS, SCHEDULE of DELIVERIES, and PERIOD of PERFORMANCE

- Standard Policies and Procedures on Procurement are understood, followed, and implemented by all especially the Finance and Procurement Teams.
- Templates for contracting of goods and services prepared.
- The roster of suppliers is kept, managed, and updated.



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- Monthly reports of transactions recorded and submitted to the WB-JSDF Team, and as needed.

Given the complex nature of the project, a monthly report on the procurement progress (status, issues, action plan, projection, etc. per contract) based on an updated procurement plan would be required. The period of performance is 30 months, starting on April 30, 2024.

V. DOCUMENTS AND FACILITIES to be PROVIDED, and REPORTING ARRANGEMENTS

The consultant will be provided access to all relevant documents and reports including but not limited to the Loan Agreement, Project Appraisal Documents, Project Operations Manual, and Sub-grant Manual.

The consultant will work under the general direction of the Project Supervisor for the project.

VI. REQUIRED QUALIFICATIONS

Minimum Education and Training:

- College degree relevant to the position such as law, engineering, procurement, business, management, and/or administration.
- With relevant training in project and procurement management, logistics, and contract administration.
- An advanced (post) degree with a major in a relevant discipline (e.g. Procurement, Business, Engineering, or Law), and specialized health procurement training will be an advantage.

Minimum Years of Relevant Experience:

- 10 years of general procurement undertakings including at least 5 years of working on World Bank-financed project(s) in a supervisory or management capacity.
- Experience in community-based procurement or procurement under the CDD approach is preferred.