

Project Administration Manual

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Program

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Project Administration Manual Purpose and Process

The project administration manual (PAM) describes the essential administrative and management requirements to implement the project on time, within budget, and in accordance with the Royal Government of Cambodia (RGC) and Asian Development Bank (ADB) policies and procedures. The PAM should include references to all available templates and instructions either through linkages to relevant URLs or directly incorporated in the PAM.

The Ministry of Labour and Vocational Training and Directorate General of Technical Vocational Education and Training are wholly responsible for the implementation of ADB financed projects, as agreed jointly between the borrower and ADB, and in accordance with RGC and ADB's policies and procedures. ADB staff is responsible to support implementation including compliance by Ministry of Labour and Vocational Training and Directorate General of Technical Vocational Education and Training of their obligations and responsibilities for project implementation in accordance with ADB's policies and procedures.

At Loan Negotiations the borrower and ADB shall agree to the PAM and ensure consistency with the Loan agreement. Such agreement shall be reflected in the minutes of the Loan Negotiations. In the event of any discrepancy or contradiction between the PAM and the Loan Agreement, the provisions of the Loan Agreement shall prevail.

After ADB Board approval of the project's report and recommendations of the President (RRP) changes in implementation arrangements are subject to agreement and approval pursuant to relevant Government and ADB administrative procedures (including the Project Administration Instructions) and upon such approval they will be subsequently incorporated in the PAM.

Abbreviations

ADB	=	Asian Development Bank
ADF	=	Asian Development Fund
AFS	=	audited financial statements
CBTA		Competency Based Training and Assessment
COEs	=	Centers of Excellence
CQF	=	Cambodian Qualifications Framework
CQS	=	consultant qualification selection
DMF	=	design and monitoring framework
EARF	=	environmental assessment and review framework
EIA	=	environmental impact assessment
EMP	=	environmental management plan
ESMS	=	environmental and social management system
GACAP	=	governance and anticorruption action plan
GDP	=	gross domestic product
ICB	=	international competitive bidding
IEE	=	initial environmental examination
IPP	=	indigenous people plan
IPPF	=	indigenous people planning framework
LAR	=	land acquisition and resettlement
LIBOR	=	London interbank offered rate
NCB	=	national competitive bidding
NGOs	=	nongovernment organizations
PAI	=	project administration instructions
PAM	=	project administration manual
PIU	=	project implementation unit
QBS	=	quality based selection
QCBS	=	quality- and cost based selection
RRP	=	report and recommendation of the President to the Board
SBD	=	standard bidding documents
SOE	=	statement of expenditure
SPS	=	Safeguard Policy Statement
SPRSS	=	summary of poverty reduction and social strategy
TOR	=	terms of reference

I. Project Description

1. The proposed Technical Vocational Education and Training Sector Development Program (the Project) will support the Royal Government of Cambodia (RGC) to address equity and quality issues facing the technical vocational education and training (TVET) system through: (i) increased access to TVET programs, particularly for women and the poor; (ii) improved quality and relevance of the TVET system; and (iii) strengthened governance and management of TVET delivery. The Project supports RGC's commitment to the development of high-quality, skilled and capable human resources in order to meet the immediate and long-term needs of economic growth and socio-economic development.¹

2. The impact of the Project will be increased employment of TVET certified workers. The outcome of the Project will be an accessible, demand-driven TVET system responsive to continuing and emerging labor market demands.

3. Four outputs have been designed to achieve the expected outcome: (i) increased access to TVET programs, particularly for women and the poor; (ii) improved quality and relevance of the TVET system; (iii) increased involvement of employers in TVET delivery; and (iv) strengthened governance and management of TVET system. The Good Governance Framework in Appendix 2 provides an overview of expected project implementation issues and measures for resolution.

4. A detailed Project description is provided below.

Output 1: Increased Access to TVET Programs

5. The Project will increase access to TVET programs through (i) introduction of the Vocational Skills Certification (VSC) at CQF level 1 of the Cambodian Qualifications Framework (CQF); (ii) policy development for the introduction of new flexible pathways into TVET, including recognition of prior learning and recognition of current competencies (RPL/RCC); (iii) piloting VSC and RPL/RCC with the existing Voucher Skills Training Program (VSTP) and Skills Bridging Program (SBP); (iv) provision of stipend for disadvantaged youth and women enrolling in CQF levels 2–4 training program; (v) construction of women's dormitories with career mentorship program to attract and retain female trainees; and (vi) implementation of social marketing strategy to raise awareness about TVET programs to Cambodian youth, employers, and community-at-large.

6. **Introduce the Vocational Skills Certification (VSC).** The Project will support the Department of National Competency Standards (DNCS) to review rules for all TVET qualifications and produce qualification requirements for introducing the VSC at CQF level 1 as an alternative entry requirement into the formal TVET system (CQF level 2). Entry requirements at CQF level 1 do not include Grade 9 certification. The VSC will include an option for trainees to study towards a specific subject area leading to CQF level 2 qualification. The Ministry of Labour and Vocational Training (MLVT) will issue Prakas and relevant guidelines for implementing and monitoring CQF, inclusive of VSC criteria for qualification. The implementation of the VSC will be piloted with the existing nonformal TVET courses in mechanics (auto mechanics), construction and ICT/business offered by s.² Findings and

¹ Royal Government of Cambodia, Rectangular Strategy for Growth, Employment, Equity and Efficiency Phase III, Phnom Penh, September 2013.

² Nonformal TVET courses are "short courses" which currently do not lead to accreditation.

conclusions from the pilot will inform the Directorate General of Technical and Vocational Education and Training (DGTVET) on ways to reconfigure non-formal short course training to recognize skills achievement.

7. The Project will also support DNCS to develop the basic and core competency standards for the VSC, and specific units of competency for the VSC in the following priority sectors: mechanics (auto mechanics), construction, electrical works, and manufacturing.

8. The Project will support DNCS to produce a report identifying limitations of current entry requirements at each level of the CQF with recommendations for revisions. The report will inform options for more flexible pathways into the various levels of the formal TVET system.

9. **Develop and implement policies for recognition of prior learning and recognition of current competencies (RPL/RCC).** Access to formal TVET programs may be increased by recognizing current skills, knowledge, and attitude regardless of how, when or where they were obtained. Skills, knowledge, and attitude may be acquired through non-formal or formal training, or through work experiences and everyday life experiences. This is called recognition of prior learning and current competencies (RPL/RCC).

10. The Project will support DGTVET to develop the Assessment Policy and Certification Policy and associated guidelines to operationalize the process for recognition of prior learning and recognition of current competencies (RPL/RCC) under DGTVET to recognize more Cambodian youth with qualifications to enter formal TVET programs. The Assessment Policy will outline the rationale for conducting competency assessments in order to facilitate access to formal TVET. The Certification Policy will outline the procedure for allowing the recognition of competency units achieved, as well as the certification of complete qualifications for CQF levels 1–4. Relevant guidelines for implementing and monitoring the approved Assessment Policy and Certification Policy will be developed. Policies and guidelines will be endorsed by MLVT.

11. An operational plan will be developed for the phased introduction of RPL/RCC. DNCS will also be supported to develop training modules for the implementation of RPL/RCC. Eighty (80) staff from DGTVET, Public TVET Institutions, and managers of assessment centers will be trained to implement the RPL/RCC process. Two hundred assessors (10% female) from Public TVET Institutions will be trained to conduct competency assessments which are central to the RPL/RCC process. The process for RCC and RPL, including competency assessments, will be piloted with 150 young adults (10% female) enrolled in TVET courses in mechanics (auto mechanics), construction, and ICT/business. The process for RCC and RPL will be rolled out to assess approximately 900 Cambodians (70% identified as coming from the poorest communes and 30% identified as disadvantaged) for competency in the aforementioned sectors over a period of 2 years.

12. **Establish Stipend Program for CQF Levels 2–4 Training for Disadvantaged Youth and Women.** The Project will support the provision of training to disadvantaged youth and women by Public TVET Institutions. MLVT will request and evaluate training proposals from its Public TVET Institutions, which will include the numbers of beneficiaries from the poorest communes, those identified as ethnic minorities, and the proportion of women proposed to enroll in CQF Levels 2–4 training. Beneficiaries from poor households will be identified through the Ministry of Planning's ID Poor I and II. Proposal from Public TVET Institutions will be based on regional Training and Employment Needs Assessment (TENA) identifying training skills areas, which will comprise a survey of employers with in the region expressing skill needs. TENA will be completed in coordination with the National Employment Agency (NEA). Stipends will be \$60

per month for a 9-month long course per trainee enrolled. Stipend will cover housing accommodation, food allowance, and local travel. Total of 4,000 trainees (1,200 or 30% female) will receive stipends between years 2 and 5 of project implementation. Seventy percent of the 4,000 trainees will be identified as coming from the poorest communes and 30% identified as disadvantaged.

13. Not all Public TVET Institutions have dormitories, especially in remote regions. Therefore, in those cases, trainees would receive an additional travel allowance of \$100 per year. Housing accommodation covered by the stipend would be provided to those attending Public TVET Institutions without dormitories. Allowance for housing and additional amount for travel allowance is subject to trainee needs assessment conducted by Public TVET Institutions to understand the financial limitations of trainees and their needs to ensure successful participation and completion of training.

14. **Pilot Women's Dormitories with Career Mentorship Program.** The Project will make provision to pilot women's dormitories, inclusive of career mentorship program, at 3 provincial training centers (PTCs) to increase women's access to TVET programs in the following provinces: Vocational Training Center in Koh Kong, Vocational Training Center of Banteay Meanchey, and Chantiers-Ecoles de Formation Professionnelle in Siem Reap. Construction will include water and sanitation packages for each of the 3 women's dormitories. The project will make provision for operational funds for utilities and internet connection. The dormitories will enable access to at least 40 women per PTC. The career mentorship program will be conducted on the ground floor of the dormitory buildings with monthly program features such as learning events related to entrepreneurship and financial literacy and information sessions about specific career tracks and job opportunities. The Project will make provision for dormitory furniture, as well as a computer lab, multimedia learning materials addressing soft skills (i.e. communication, critical thinking, etc.), and books for career mentorship program. The pilot will include outsourcing the management and operation of the women's dormitories and delivery of the career mentorship program. Management and operation will include the following: 24-hour security, daily housekeeping, and building maintenance.

15. The objective of the career mentorship program is to engage women to learn about emerging career opportunities and entrepreneurial routes into non-traditional trades (i.e. auto mechanics, air conditioner repair, etc.). The Project will train PTC Directors to design monthly career mentorship programs and implement with outsourced contractor. The Office of Special Needs and Gender under the Department of TVET Management will be engaged to assess and evaluate the development and implementation of the career mentorship programs. The Project will make provision for implementation grant for PTC Directors to implement career mentorship programs for women upon DGTJET approval of proposals received. The Project will make provision for an impact study to understand the extent to which the women's dormitories, inclusive of career mentorship program, supported retention of female students in TVET programs. Two female PTC staff members from each of the 3 PTCs will be trained to oversee implementation of the career mentorship program.

16. Selection criteria for female students to reside in dormitory will include need for housing assistance determined through assessment conducted by PTC and inclination to begin training for non-traditional trades. All female residents at the dormitories will be required to attend all career mentorship program features. Female students enrolled at the PTCs, but not residing at dormitories, will be eligible to attend all career mentorship features.

17. **Promote Social Marketing of TVET.** The Project will build the capacity of DGTVET to develop and monitor a sustained TVET social marketing campaign to improve the poor public perception of TVET and vocationally-oriented occupations. The office responsible for TVET Marketing will be equipped with large format printer to develop marketing materials for Public TVET Institutions, and signage displays with demountable booth and tents to display information about TVET course offerings and information on career directions at school visits and fairs.

18. Regional Training Center (RTC) directors will be guided to assign staff responsible for social marketing. Training will be provided under the Project to implement marketing activities to promote TVET course offerings and career directions at the regional and provincial levels. The Office of Special Needs and Gender under the Department of TVET Management will be engaged to develop marketing messages to build awareness among women about TVET course offerings and career directions. A total of 100 participants from DGTVET, RTCs, PTCs, and Public TVET Institutions will attend workshops on implementing the TVET social marketing campaign and identifying effective ways to communicate and illustrate opportunities for vocationally-oriented careers. The Project will make provision for 100 road shows to take place at the provincial level to build awareness about the value of TVET and its connection to immediate job opportunities. The Project will support the development of locally contextualized road shows in coordination with the office responsible for TVET marketing under DGTVET, NEA, relevant PTCs, RTCs, and Public TVET Institutions; and local employers.

19. The Project will make provision for contracting with a social marketing agency to develop and implement social marketing messages related to TVET promotion, particularly among women and disadvantaged populations. The social marketing agency will engage in scripting, designing, and producing electronic and print mass media messages, including news articles about TVET course offerings and trainee outcomes and personal experiences with TVET. Assessment and evaluation of social marketing strategies implemented by RTCs, PTCs, and Public TVET Institutions will be supported by the Project.

Output 2: Improved Quality and Relevance of TVET System

20. **Strengthen TVET Quality Assurance System.** The Project will pilot a quality assurance system for Public TVET Institutions in Cambodia, including of assessment instruments to be used in the auditing of Public TVET Institutions, RTCs, and PTCs. The Quality Assurance – Monitoring and Evaluation Division (QA-ME) of the DGTVET will be guided to confirm: (i) quality standard components for Public TVET Institutions; (ii) criteria and rating system; and (iii) self-assessment tools for Public TVET Institutions to promote, develop and improve quality of training delivery, and be prepared for internal and external assessments and quality accreditation. The project will support institutes' development of the skill standards by adapting industry-endorsed competency standard for the curriculum and course development required for course accreditation in electrical works and manufacturing.

21. A series of workshops will be conducted to introduce a total of 70 directors of TVET institutes based in Phnom Penh and all provinces to the quality standard components and criteria and rating system, and provide training on the use of self-assessment tools. Implementation manuals for piloting the quality system will be developed and distributed to all Public TVET Institutions, RTCs, and PTCs.

22. The pilot will follow a phased approach supported by 4 annual seminars reaching 100 directors of TVET institutes and other staff per seminar to address issues of implementation and to define the role of the TVET institute assessor and the procedures for auditing of TVET

institutes. Position descriptions for quality auditor/assessor and code of practice will be developed and approved by DGTVET. The Project will support 8 internal audits of TVET institutes to be conducted under the pilot.

23. Ten staff members from DGTVET will participate in a study tour to build knowledge about quality assurance systems.

24. **Establish TVET Competency-based Assessment and Certification System.** To support the implementation of key policies developed for operationalizing RPL/RCC, the Project will support the Office responsible for National Accreditation and Assessment under the DGTVET to develop a revised competency assessment and TVET certification system inclusive of VSC. The project will also support the development of competency assessment tools to be used by competency assessment center to be hosted within TVET institutes. A series of workshops reaching 200 staff from TVET institutes in Phnom Penh and 50 staff from TVET institutes in all provinces will be conducted to introduce competency assessment as a key aspect of and the procedures for recognition of competencies, as well as revised TVET certification system inclusive of VSC.

25. The project will support the establishment of 10 competency assessment centers within existing Public TVET Institutions, as well as operating costs for conducting assessments. A training program for competency assessors will be developed and delivered under the project. Eighty assessors and 10 managers of competency assessment center will be trained to design and conduct competency assessments. The 80 assessors will be accredited by DGTVET. A register for assessors will be developed with the Office of National Accreditation and Assessment.

26. Competency assessment conducted by accredited assessors in established assessment centers of Public TVET Institutions will be piloted with 200 Cambodian youth enrolled with the construction, mechanics (auto mechanics) and ICT/Business. DGTVET will report on results following the piloting of the quality assurance system, including recommendations for system refinements.

27. Ten staff members from DGTVET will participate in a study tour to build knowledge about implementation of RPL/RCC and competency-based assessment and certification systems.

28. **Improve TVET Instructor Training System.** The Project will support the National Technical Training Institute (NTTI) to introduce competency-based pre- and in-service TVET instructor training and instructor assessment. The Project will support the development of curriculum and learning materials for training instructors on the competency-based approach to TVET. Support will also be provided to design an instructor assessment program, inclusive of assessment tools for evaluating the extent to which pre- and in-service TVET instructors understand and deliver competency-based training. The new course offered by NTTI will include the following subjects: (i) identification of competency standards and curriculum design; (ii) design of competency-based learning materials; (iii) delivery of competency-based training; and (iv) design of competency-based assessment; and (v) organization and implementation of competency-based assessment.

29. The Project will also support NTTI to develop a Return to Industry Scheme, in coordination with Sector Skill Councils, to enhance the technical skills of TVET instructors to deliver CQF Levels 1–4 courses at RTCs and PTCs. Support under the Project will enable arrangements with employers for RTC and PTC instructors to be assigned an “instructor

apprenticeship” to gain experience in industry in relation to the course or program he/she will teach. Instructors will be guided to review their training course/program and identify competency areas requiring industry exposure. NTTI, together with Sector Skills Councils, will work with industry enterprise to identify core activities for the instructors to engage in in order to develop the required competencies to deliver the course/program. Upon completion of the “instructor apprenticeship,” NTTI will assess instructors.

30. Twenty NTTI master trainers will be trained to pilot the delivery of the competency-based pre- and in-service TVET instructor training and instructor assessment, inclusive of the Return to Industry Scheme. In addition, the new program will be piloted with 30 instructors (consisting of 10 in construction, 10 in mechanics (auto mechanics), and 10 in ICT/business) from RTCs who would be teaching Certificate 1 (CQF level 2) programs in these sectors. NTTI, together with DGTVET, will assess the pilot and identify areas for refinement and revise the courses and approach accordingly.

31. The Project will support the roll-out of the competency-based pre- and in-service TVET instructor training and instructor assessment, inclusive of the Return to Industry Scheme. Approximately 600 instructors from Public TVET Institutions will be trained under the Project.

32. **Enhance Voucher Skills Training Program (VSTP).** The Project will support DGTVET to increase the effectiveness of the VSTP in terms of stronger linkages to the labor market, integration with the Cambodian Qualification Framework, and gender equity.

33. DGTVET will be supported to revise the process for local enterprise profiling under the Training and Employment Needs Assessment (TENA) to incorporate provincial investment plans and provincial industry data. The resulting commune training plans will relate to a broad range of skill needs. The Industry Liaison Units based in PTCs will assist in this process, together with the community development specialists (CDS). The CDS will be trained under the Project to analyze skill needs based on provincial investment plans and provincial industry data. The CDS will also be trained to identify skills needs and programs for female trainees and ways to inform women about the range of training and employment opportunities available within the commune, nearby communes, districts and in the province. A total of 62 CDS will be reached under the Project.

34. The Project will conduct orientation workshops with non-state TVET providers to build awareness about VSTP and its revised TENA requirement. MLVT will solicit proposals from non-state TVET providers for urban VSTP training in business development, entrepreneurship and product marketing, micro-finance, and farm management and value chains based on the revised TENA requirement.³ The voucher will be based on the following unit costs: \$22 per trainee for rural commune-based training; \$300 per trainee for rural enterprise-based training; \$350 per trainee for rural center-based training; and \$456 per trainee for urban center-based training.

35. The Project will support the introduction of basic skills competency standards and assessment in the VSTP courses through standardized curricula and skills standards in order to allow accumulation of credit towards VSC. The Project will support an assessment and revision of the VSTP guidelines in order to enable trainees to develop multiple documented skill sets and progress to the VSC. The project will expand and enhance the current VSTP curricula to reflect

³ 10% of the total 45 Urban VSTP courses supported under the Project will be outsourced to non-state providers.

competency-based training principles. Individuals will be encouraged to enroll multiple times in the VSTP.

36. The Project will develop modules for the revised VSTP implementation and participation guidelines kit. Revised criteria for VSTP participation and enhanced reporting templates will be developed and included in the Guideline's Kit. A template for the VSTP skills log book will be developed. Skills log books will be developed and published for occupational areas.

37. Increased participation of non-state providers in the delivery of CQF level 1 programs under VSTP will be promoted through the development and implementation of a quality assurance mechanism. This will include (i) registration with MLVT, and (ii) submission of standard documentation for compliance with competency-based training and assessment evaluated and approved by the office responsible for National Standards and Accreditation under DGTVET. Qualified providers will be able to submit VSTP training proposals to MLVT.

38. The Project will increase the number of communes involved in center-based and enterprise-based (urban) VSTP. The Project will support approximately 35,000 trainees (60% female) to enroll in VSTP with the following proportions: 30,800 trainees to enroll in commune-based training; 1,875 trainees to enroll in enterprise-based training; 1,250 trainees to enroll in rural center-based training, and 1,125 in urban center-based training.

39. The Project will support three tracer studies to understand the impact of the enhanced VSTP training on women and the poor and disadvantaged.

40. **Enhance Skills Bridging Program (SBP).** The Project will support DGTVET to expand and enhance the current SBP curricula to reflect competency-based training principles. The Project will support the development of a gender inclusive learning module on career opportunities following vocational training. SBP learning support materials will be designed to reflect curriculum enhancements and gender inclusive principles. The SBP assessment strategies will be revised to reflect competency assessment principles.

41. Orientation workshops will be conducted on the revised SBP curricula and learning support materials reaching 20 public and non-state providers. MLVT will solicit proposals from non-state TVET providers to deliver competency-based skills bridging courses.⁴ An SBP Guidelines Package will be developed to support the increased involvement of non-state providers in offering SBP.

42. Bi-annual orientation workshops reaching 100 SBP providers (public and non-state) will be conducted to review implementation of competency-based SBP and assessment and identify refinements. The Project will target approximately 6,400 trainees (approximately 50% female) to enroll in SBP.

43. **Improve TVET Facilities.** The Project will finance the enhancement of the following TVET facilities to support delivery of the revised CQF Levels 2–4 competency-based training and assessment in construction, mechanics (auto mechanics) and electrical works: (i) 9 workshops and specialized equipment packages at Banteay Meanchey PTC, Kampong Cham PTC, Kampong Speu PTC, Kampong Thom PTC, Kandal PTC, Koh Kong PTC, Pursat PTC, Siem Reap-CEFP, and Sihanoukville; and (ii) an additional building at the Battambang Institute

⁴ 10% of the total 425 skills bridging courses supported under the Project will be outsourced to non-state providers.

of Technology that includes 3 classrooms and 1 workshop. The Project will also make provision for rehabilitating the DGTVET building to accommodate the inclusion of the new units.

Output 3: Increased Involvement of Employers in TVET Delivery

44. **Strengthen Internship Program.** DGTVET will be guided to develop and implement an Internship Policy in coordination with Sector Skills Councils (SSC) to guide the reform of the existing internship program provided by Public TVET Institutions. DGTVET will also be supported to coordinate with Sector Skills Councils to develop a revised framework and guidelines for the internship program offered by Public TVET Institutions, RTCs, and PTCs. Staff of Industry Liaison Units managing the internship programs will be trained to implement and monitor the new program. Industry Liaison Units will also receive training on developing proposals for internship stipends based on the internships planned in coordination with Skills Sector Councils. Industry Liaison Units will submit proposals for internship stipends to DGTVET. The Project will make provision for stipends for CQF levels 2–4 trainees of the Public TVET Institutions to participate in internships. Internship stipends will cover accommodation, food allowance, and travel. Each intern will receive \$60 per month for the duration of the internship. Stipends will be paid directly to interns. The Project will support a total of 200 Public TVET Institution trainees (20% female) to engage in internships as per the following: 95 CQF level 2 trainees, 65 CQF level 3 trainees, and 40 CQF level 4 trainees. CQF levels 3–4 internships will be provided through Centers of Excellence (COE) as per para. 48 below.

45. A series of workshops reaching 200 staff of Public TVET Institutions, including RTCs and PTCs, NEA, and members of Sector Skills Councils will be conducted to build awareness about the revised internship program and review implementation on an annual basis.

46. **Establish Sector Skills Councils (SSC).** The Project will support DGTVET to establish SSC to represent each of the following priority sectors: construction, mechanics (auto mechanics), electrical works, and manufacturing. SSC will be composed of industry associations and large employers. DGTVET will be guided to formulate operating procedures to direct the activities of SSC, and to establish a monitoring and evaluation framework, inclusive of indicators to measure the work of SSC. Engagement of industry associations and large employers as members of the SSC will be formalized through Memoranda of Agreement with MLVT.

47. SSC will be engaged to support the development of COE under the Project, as well as to establish the following key training programs requiring the participation of large employers: (i) sector-specific soft skills training programs in cooperation with COEs; (ii) Return to Industry Scheme for TVET instructors in cooperation with NTTI; and (iii) internship program offered by Public TVET Institutions in cooperation with Industry Liaison Units and COEs. The Project will make provision for a series of workshops for consultation and planning among representatives of SSC and key stakeholders. The program will make provision for an honorarium paid to members of SSC upon service.

48. **Establish Centers of Excellence.** The Project will establish COEs in select host Public TVET Institutions in the following priority sectors: mechanics (auto mechanics), construction, electrical works, and manufacturing. The following are key criteria for selecting the host Public TVET Institutions: (i) experience and resources in delivering training programs for the specific sector; (ii) physical space for COE classes and specialized equipment for training; (iii) experience in collaborating with relevant industry associations or non-state providers; (iv) strong management and leadership as well as good governance; and (v) commitment to developing

the COE. Development of the COEs will be guided by SSC and industry advisory groups. DGTVET will be guided to set up a Governing Board for each COE, inclusive of representatives from its SSC. The project will build the capacity of DGTVET and the host Public TVET Institutions to formulate annual operating plans for engaging in the following core objectives for the COE: (i) improving delivery of CQF levels 1–4 courses in the 4 priority sectors; (ii) establishing sector-specific soft skills training program; and (iii) functioning as resource centers for RTCs and PTCs. The project will support the evaluation of the internship programs. The following provides details on the activities related to each core objective:

(i) Improving delivery of CQF Levels 1–4 courses in the 4 priority sectors.

49. The Project will build the capacity of DGTVET and each host Public TVET Institutions to develop and pilot VSC and CQF levels 2–4 training programs. The VSC training program will include skills bridging components along with a workplace familiarization course. The Project will provide workers with basic literary and numeracy skills within the workplace context and learning experiences to gain exposure into work floor or workshop environments specific to the sector. The COE for manufacturing will be supported to develop and pilot VSC (CQF level 1) and CQF level 2 course in basic manufacturing processes, inclusive of on-the-job training opportunities. The COE will pilot the training program in RTCs and PTCs located near Special Economic Zones (SEZ). The Project will make provision for 200 trainees to participate in the pilot training program: 100 at CQF level 1 (VSC), 50 at CQF level 2, 25 at CQF level 3, and 25 at CQF level 4.

50. The Project will build capacity of DGTVET and each host Public TVET Institutions to develop and pilot CQF levels 3–4 internship programs for mid-level and supervisory workers in large manufacturing enterprises. These internship programs will be 12 months in duration. The classroom, theoretical component of the program will be taught in the COE while the practical, hands-on work experience will be guided in select enterprise. Both courses (one at Certificate 2, and another at Certificate 3), will be piloted with enterprise located in the Phnom Penh SEZ.

(ii) Establishing sector-specific soft skills training program

51. In cooperation with Sector Skills Councils, the COEs will determine the necessity for soft skills training in terms of common workplace scenarios and problems/issues that arise. The project will support the development of a soft skills training module to be incorporated into curricula for CQF levels 1–4. Multimedia training materials for teaching sector-specific soft skills will be provided under the project.

(iii) Functioning as resource centres for NTTI and RTCs/PTCs.

52. The project will support the COEs to disseminate the CQF levels 1–4 course materials to RTCs and PTCs within each COE network. Support will also be provided to build links between COEs and NTTI in order to share resources to strengthen TVET instructor training.

53. The project will make provision for COE operating costs on a sliding scale. The COEs will submit annual operating plans to DGTVET, inclusive of financial needs for implementation of annual plan. The project will also make provision for specialized equipment for each COE to deliver CQF levels 1–4 training as per consultation with SSC.

Output 4: Strengthened Governance and Management of the TVET System

54. **Strengthen RTCs and Training Centers at Provincial Level to Offer CQF Level 2 and above courses.** The project will build the capacity of Public TVET Institutions offering certificate level courses, including RTCs, to deliver training courses at CQF levels 2–4 in construction, mechanics (auto mechanics), and ICT/business through the Innovative TVET Management Delivery (ITMD) Strategy. Each RTC will implement a maximum of 6 course titles, 2 per sector, at Certificate 1, 2, & 3 levels (CQF levels 2–4) during the 3rd, 4th, and 5th years of program implementation. The combined 5 RTCs will deliver a total of 90 courses and enroll approximately 2,700 (90 courses x 30 trainees per course) trainees. The ITMD Strategy will also build capacity in the 26 PTCs to deliver Certificate 1 (CQF level 2) training programs in the same three sectors. It is envisioned that each PTC will implement 3 course titles per year (one occupation per sector) at Certificate 1, 2, and 3 levels during the 3rd, 4th, and 5th years of Project implementation. Each Public TVET Institutions, in particular PTCs, will implement 9 courses. The combined 26 Public TVET Institutions will deliver approximately 234 courses (9 courses x 26 PTCs) with a total of approximately 7,000 students enrolled. All RTC and Public TVET Institution trainees will be assessed and certified under the new competency assessment system development and implemented under the Project.

55. The ITMD Strategy will strengthen RTCs and Public TVET Institutions in the areas of (i) planning; (ii) budgeting; (iii) Project implementation; (iv) business development; and (v) monitoring, evaluation, and reporting. RTC and Public TVET Institution directors and administrators will be trained to develop the following: (i) 3-year TVET institute business plan; (ii) annual operational plans; (iii) 3-year TVET institute human resource and institutional capacity development plan; and (iv) performance management scorecard.

56. The ITMD Strategy will also strengthen the capacity of RTC and PTC directors and administrators to develop budget plans and more effectively employ financial/accounting procedures. The strategy will also strengthen capacity to determine program costs and identify sources of funding. As part of the budgeting process, the ITMD Strategy will build capacity to develop a business model and plan to systematize revenue and develop RTC/PTC capacity to engage in income generating activities through the selling of training programs and services to businesses.

57. Finally, the ITMD Strategy will operationalize the RTC cluster system. The strategy will set up a cluster committee for each of the 5 RTC networks that have already been established under STVET. Committee meetings will be held once monthly and rotate around the RTCs and PTCs in each cluster, providing opportunities for the RTCs/PTCs to learn about the activities of other institutes. Staff of the DGTVET's office responsible for policy and planning will be members on each Cluster Committee to strengthen links between DGTVET and RTCs/PTCs and ensure that cluster activities are aligned with DGTVET policy and planning. Other DGTVET departments, such as finance, will also be represented on the committees to ensure that RTC/PTC budgeting is in line with decentralization initiatives related to Public Financial Management Reform Program and Program Budgeting. Cluster committees will carry out a needs analysis to produce a Cluster Operational Plan that aligns individual RTC and PTC operation plans in order to better coordinate their combined efforts to address local manpower and skill development needs.

58. An annual TVET conference, hosted by MLVT, will be implemented during the 3rd, 4th, and 5th years of the project, bringing together cluster with the COEs and other non-state and

non-government organization (NGO) TVET providers, to facilitate the exchange of ideas and address current issues in the TVET Sector.

59. **Strengthen Financing of Public TVET Institutions.** The project will finance start-up costs of select Public TVET Institutions, in particular RTCs and PTCs, to offer courses at CQF levels 2–4. The start-up costs will be funded on a sliding scale: 100% in the 1st year, 80% in the 2nd year, 50% in the 3rd year, 30% in the 4th year and 10% in the 5th year.

60. RTCs and PTCs will submit a business plan as a basis for spending start-up costs provided under the project, as well as an annual comprehensive budget for the institution which identifies proposed spending items to be financed by the project funds. Spending must be on eligible expenditures such as staff training, teaching materials and equipment, stationery, utilities, transport, industry liaison, marketing, tracer studies of certificate graduates, monitoring and evaluation, and cluster development.

61. Funds will be provided to RTCs and PTC in semester 1 in advance once enrollments are verified by submission of student details to DGTVET through appropriate forms. Further funding will be based on full accounting and acquittal against the annual budget and business plan.

62. **Improve Information Management Systems.** The project will review the existing labor market information system (LMIS) and TVET management information system (MIS) and support expansion of and linkages between them. The TVETMIS shall incorporate competency unit databases (courses), records of enrollment, achievement, institutional inventories, and assessor register. Expansion of TVETMIS will also include registration of training competency-based courses and participation in internship program. The project will support the development of a module to link TVETMIS and selected financial indicators for formation of unit costs. Revision and redevelopment of reporting modules within the information system will be supported to provide consolidated reporting and disaggregated division/institution reporting. The LMIS will be expanded to include achievement of skills areas among the workforce in order to assess the extent to which supply meets demand. A series of workshops reaching 100 National Employment Agency (NEA) staff, DGTVET staff, and staff of Public TVET Institutions, together with RTCs and PTCs, will be conducted to access and use the system to inform TVET programming.

II. IMPLEMENTATION PLANS

A. Project Readiness Activities

Indicative Activities	Months						Responsibility
	1	2	3	4	5	6	
Advance contracting actions				X			MLVT
Establish project implementation arrangements	X						MLVT
ADB Board approval				X			ADB
Loan signing			X				ADB/RGC
Government legal opinion provided			X				RGC
Government budget inclusion		X					RGC
Loan effectiveness					X		ADB
Mobilize Implementation TA						X	MLVT

III. PROJECT MANAGEMENT ARRANGEMENTS

A. Project Implementation Organizations–Roles and Responsibilities

Project Stakeholders	Management Roles and Responsibilities
National Training Board (NTB) (Apex Body)	The NTB, chaired by a Deputy Prime-Minister, has representation from concerned ministries, institutes, and organizations. The Ministry of Labour and Vocational Training (MLVT) will submit to NTB the following: (i) review and approval of technical and vocational education and training (TVET) regulatory framework, policy, and strategic directions; (ii) review and approve establishment of TVET sub-committees and Sector Skills Councils (SSC); and (iii) review and endorse the draft National TVET Policy and sub-decree on Cambodia Qualification Framework (CQF) for submission to Council of Ministers for signature of Prime Minister.
Executing Agency	The MLVT will be the Executing Agency (EA). As EA, MLVT will be fully responsible for the project under the established Loan Agreement.
Implementing Agency	Directorate General of Technical Vocational Education and Training (DGTVET), under MLVT, will be the Implementing Agency (IA) for the project. The IA has overall responsibilities for the implementation of the project under the established guidelines and procedures. DGTVET will establish the Project Coordination Unit under the guidance of the Project Director (Secretary of State, MLVT), who will oversee overall project implementation. The Project Director will be assisted by the Deputy Project Director (Undersecretary of State, MLVT).
Project Steering Committee	The Project Steering Committee (PSC) will be chaired by the Project Director and will comprise representatives from Ministry of Economy and Finance; Ministry of Education, Youth and Sport; Ministry of Agriculture, Forestry and Fisheries; Ministry of Industry and Handicraft; Ministry of Industry, Mining and Energy; Ministry of Women Affairs; Supreme National Economic Council; Council for the Development of Cambodia; National Employment Agency; Cambodian Federation of Employers and Business Associations; Phnom Penh Special Economic Zone; a representative from NGOs; and relevant Directorates and technical departments of MLVT. The PSC will be responsible for overall policy direction and project oversight. Its responsibilities include (i) provide overall supervision and guidance to STVET II, particularly with regards to policy formulation and implementation; (ii) ensure coordination with concerned ministries and institutes on cross-agency policy dialogue linked to policy reform agenda; (iii) approve annual work plan and budget allocations; and (iv) oversee progress and compliance with agreed guidelines and procedures.
Project Coordination Unit	The Project Coordination Unit (PCU) composed of Project Director (Secretary of State, MLVT), Deputy Project Director (Undersecretary of State), Project Coordinator (Director General, DGTVET), and Deputy Project Coordinator (Deputy Director

Project Stakeholders	Management Roles and Responsibilities
	<p>General, DGTVET). The PCU will be supported by 33 DGTVET's qualified staff for coordination and ensuring the following: (i) the project outcomes and outputs are achieved as planned and within the agreed schedule and budget; (ii) all procurement activities, including management and performance monitoring of contracts, are carried out smoothly; (iii) administration of the imprest accounts, submission of withdrawal applications to ADB and retention of supporting documents; (iv) compliance with all financial covenants and other obligations in the Loan Agreement; (v) work with project implementation consultants, and assigned counterpart staff of concerned institutes under DGTVET at both national and sub-national levels towards the achievement of the agreed outcomes and outputs; (vi) all the required policies and guidelines are prepared and submitted timely to the EA and NTB; (vii) coordination with other concerned institutes and stakeholders under MLVT, NTB, and the project, and other development partners; (viii) the project progress, financial and procurement, and other reports and information generated by the project are submitted to PSC, the EA, and ADB in a timely manner; and (ix) prepare for project financial audits.</p>
DGTVET Counterpart Staff	<p>Implementation of STVET II will be supported by a total of 45 DGTVET counterpart staff associated with specific units of DGTVET to enable integration of project activities into overall DGTVET programs and sustainability. Counterpart staff will work in coordination with PCU staff and consultants to implement project activities.</p>
Gender Committee	<p>The Gender Committee under DGTVET will (i) coordinate implementation of the Gender Action Plan under STVET II with advice from ADB; (ii) monitor and evaluate targets under Gender Action Plan; and (iii) engage in consultations with Cambodian women's development groups to further refine implementation of the Gender Action Plan.</p>
ADB	<p>ADB will approve procurement activities, withdrawal applications, disburse funds for allowable expenditures, supervise project implementation and compliance with the Loan Agreement and project administration manual (PAM), and conduct periodic reviews, including mid-term and completion reviews to assess project progress towards project outcomes and objectives of Gender Action Plan. ADB will provide advice to the Gender Committee to implement the Gender Action Plan.</p>
Relevant TVET Institutions	<p>State TVET providers at both national and sub-national levels and other concerned institutes will implement CQF, quality assurance system, skills standards, and new curricula in the priority sectors through: (i) ensuring that every effort is made by institutional staff to support the implementation of the project; and (ii) complying with the planning, financial, and reporting requirements of the project.</p>

B. Key Persons Involved in Implementation**Executing Agency**

Ministry of Labour and Vocational Training

Officer's name: H.E. Pich Sophoan
Position: Secretary of State (Project Director)
Phone: +855 23 884 276
Email: sophoanpich@gmail.com

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#3 Russian Confederation Boulevard
Khan Toul Kork, Phnom Penh

ADB

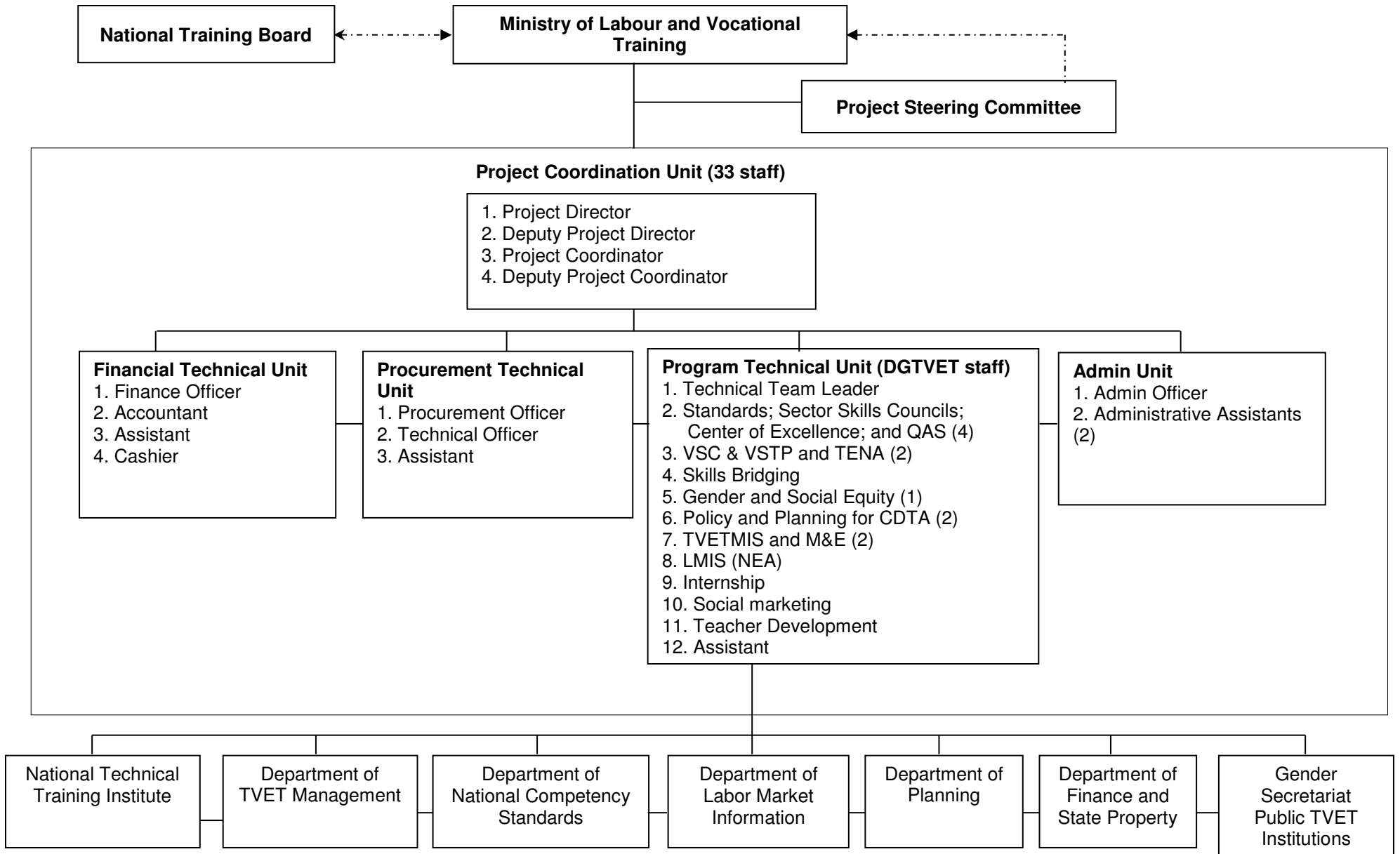
Officer-in-Charge, SEHS

Staff Name: Norman LaRocque
Position: Officer-in-Charge, Human and Social
Development Division, Southeast Asia
Department
Phone: (632) 632 6958
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Mission Leader

Staff Name: Norman LaRocque
Position: Principal Education Specialist
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C. Project Organizational Structure



IV. COSTS AND FINANCING

63. The total project cost is \$25.6 million. The government has requested a project loan in the amount of {\$23.0 million} to finance the investment activities. The loan will have a 32-year term, including a grace period of 8 years, an interest rate of 1.0% per annum during the grace period and 1.5% per annum thereafter, and such other terms and conditions set forth in the draft loan agreement. The government will provide cash contribution of \$2.43 million for supplementary salaries for counterpart staff, taxes and duties, civil works, and workshop equipment. Government will also provide in-kind contributions of \$0.17 million in office space and office equipment.

Table 1: Project Investment Plan (\$ million)

Item	Amount ^a	Percent
A. Base Cost^b		
1. Output 1: Increased Access to TVET programs	3.68	14.37
2. Output 2: Enhanced quality and relevance of TVET system	12.81	50.00
3. Output 3: Increased involvement of employers in TVET delivery	2.91	11.37
4. Output 4: Strengthened governance and management of TVET system	3.88	15.16
Subtotal (A)	23.28	90.93
B. Contingencies^c	1.58	6.17
C. Financing Charges During Implementation	0.74	2.89
Total (A+B+C)	25.60	100.00

^a Includes government cash contribution of \$2.43 and in-kind government contribution of \$0.17 million. Taxes and duties of \$0.64 million are born by the government

^b In mid-2013 prices.

^c Physical contingencies: 5% for civil works and mechanical equipment; 4% for capacity development, training, surveys, and studies. Price contingencies computed at 1%–1.4% on foreign exchange costs and 3.5% on local currency costs. Includes provision for potential exchange rate fluctuation under the assumption of a purchasing power parity exchange rate.

Source: Asian Development Bank estimates.

Table 2: Project Financing Plan (\$ million)

Financiers	Amount (\$ million)	Share of Total (%)
Asian Development Bank (project loan)	23.00	90.00
Royal Government of Cambodia ^a	2.60	10.00
Total	25.60	100.00

^a Includes government cash contribution of \$2.43 and in-kind government contribution of \$0.17 million.

Source: Asian Development Bank estimates.

A. Detailed Cost Estimates by Expenditure Category

Item	in US Dollars million	Local Currency	% of Total Base Cost
A. Investment Costs			
1 Civil Works	2.83	11,383.75	11.13
a. ADB	2.43	9,759.67	9.55
b. The Government	0.40	1,624.08	1.59
2 Mechanical and Equipment	4.62	18,589.78	18.18
a. ADB	4.22	16,965.70	16.59
b. The Government	0.40	1,624.08	1.59
3 Consulting Services	3.77	15,163.95	14.83
a. Project Management	0.69	2,787.95	2.73
b. Capacity Development	3.08	12,376.00	12.10
4 Training	8.85	35,595.02	34.81
5 Start-up Costs and contracts	1.63	6,557.75	6.41
Subtotal (A)	21.71	87,290.25	85.37
B. Recurrent Costs			
1 Project Management Costs			
a. ADB	0.00	0.00	0.00
b. The Government*	0.17	683.40	.67
2 External Audit			
a. The Government	0.20	809.38	.78
2 Incremental O&M			
a. ADB	0.60	2,401.95	2.35
b. The Government	0.60	2,401.95	3.16
Subtotal (B)	1.57	6,317.43	5.51
Total Base Cost	23.28	93,607.68	90.89
C. Contingencies			
1 Physical	0.89	3,560.83	3.48
2 Price	0.70	2,797.69	2.74
Subtotal (C)	1.58	6,358.52	6.22
D. Financing Charges During Implementation	0.74	2,960.86	2.90
Subtotal (D)	0.74	2,960.86	2.90
Total Project Cost (A+B+C+D)	25.60	102,927.06	100.00

* Government in-kind contribution.

B. Allocation and Withdrawal of Loan Proceeds

Number	CATEGORY		Amount Allocated	ADB FINANCING
	Item	Category	(\$ millions)	Percentage & Basis for Withdrawal from the Loan Account
1.	Civil Works		2.19	100% of total expenditure claimed*
2.	Mechanical and Equipment		3.80	100% of total expenditure claimed*
3.	Consulting Services		3.77	100% of total expenditure claimed*
4.	Training		8.85	100% of total expenditure claimed*
5.	Start-up Cost and Contracts**		1.63	100% of total expenditure claimed*
6.	Incremental O&M Costs***		0.60	100% of total expenditure claimed
7.	Interest Charge		0.74	100% of amounts due
8.	Unallocated		1.42	
Total			23.0	

*Exclusive of taxes and duties imposed within the territory of the Borrower.

**Start-up cost for delivering CQF level 2 and above training by Public TVET Institutions.

***Exclusive of salary supplements for Borrower's counterpart staff.

C. Detailed Cost Estimates by Financier

(in US Dollars million)

Item	ADB		Government				Total
	Amount	% of cost category	Amount (Costs)	Taxes and duties	Amount (Total)	% of cost category	
A. Investment Costs							
1 Civil Works	2.19	77.30%	0.40	0.24	0.64	22.60%	2.83
2 Mechanical and Equipment	3.80	82.29%	0.42	0.40	0.82	17.70%	4.62
3 Consultants	3.77	100.00%	0.00	0.00	0.00	0.00%	3.77
4 Training	8.85	100.00%	0.00	0.00	0.00	0.00%	8.85
5 Start-up Costs and contracts	1.63	100.00%	0.00	0.00	0.00	0.00%	1.63
Subtotal (A)	20.24		0.82	0.64	1.46		21.70
B. Recurrent Costs							
1 Project Management	0.00	0.00%	0.17	0.00	0.17	100.00%	0.17
2 Incremental O&M	0.60	42.80%	0.60	0.00	0.60	100.00%	0.60
3 External Audit	0.00	0.00%	0.20	0.00	0.20	100.00%	0.20
Subtotal (B)	0.60		0.97	0.00	0.97		1.57
Total Base Cost	20.84		1.79	0.64	2.43		23.28
C. Contingencies	1.42		0.17	0.00	0.17		1.58
D. Financing Charges During Implementation	0.74		0.00	0.00	0.00		0.74
Total Project Cost (A+B+C+D)	23.00	90.00%	1.96	0.64	2.60	10.00%	25.60
% Total Project Cost		90.00%				10.00%	

Note: Government financing of categories 1 and 2 under investment costs is in parallel. Government financing of category 2 under recurrent costs is in-kind.

D. Detailed Cost Estimates by Outputs/Components

(in US Dollars million)

Item		Output 1	Output 2	Output 3	Output 4	Total
A. Investment Costs						
1	Civil Works	0.66	1.95	0.22	0.01	2.83
	a. ADB	0.56	1.67	0.19	0.01	2.43
	b. The Government	0.09	0.28	0.03	0.00	0.40
2	Mechanical and Equipment	0.44	3.75	0.22	0.21	4.62
	a. ADB	0.40	3.43	0.20	0.19	4.22
	b. The Government	0.04	0.33	0.02	0.02	0.40
3	Consultants	0.66	1.75	0.31	1.05	3.77
	a. Project Management	0.00	0.00	0.00	0.69	0.69
	b. Capacity Development	0.65	1.72	0.31	0.41	3.08
4	Training	1.46	5.33	1.74	0.32	8.85
5	Start-up Costs and contracts	0.42	0.00	0.37	0.84	1.63
	Subtotal (A)	3.63	12.77	2.87	2.44	21.71
B. Recurrent Costs						
1	Project Management Costs					
	a. The Government*	0.05	0.04	0.04	0.04	0.17
2	External Audit					
	a. The Government	0.05	0.05	0.05	0.05	0.20
3	Incremental O&M					
	a. ADB	0.00	0.00	0.00	0.60	0.60
	b. The Government	0.00	0.00	0.00	0.60	0.60
	Subtotal (B)	0.05	0.04	0.04	1.44	1.57
	Total Base Cost	3.68	12.81	2.91	3.88	23.28
C. Contingencies						
1	Physical	0.00	0.00	0.00	0.00	0.89
2	Price	0.11	0.38	0.09	0.12	0.70
	Subtotal (C)	0.11	0.38	0.09	0.12	1.58
D. Financing Charges During Implementation						
		0.12	0.41	0.09	0.12	0.74
Total Project Cost (A+B+C+D)		3.91	13.60	3.09	4.12	25.60

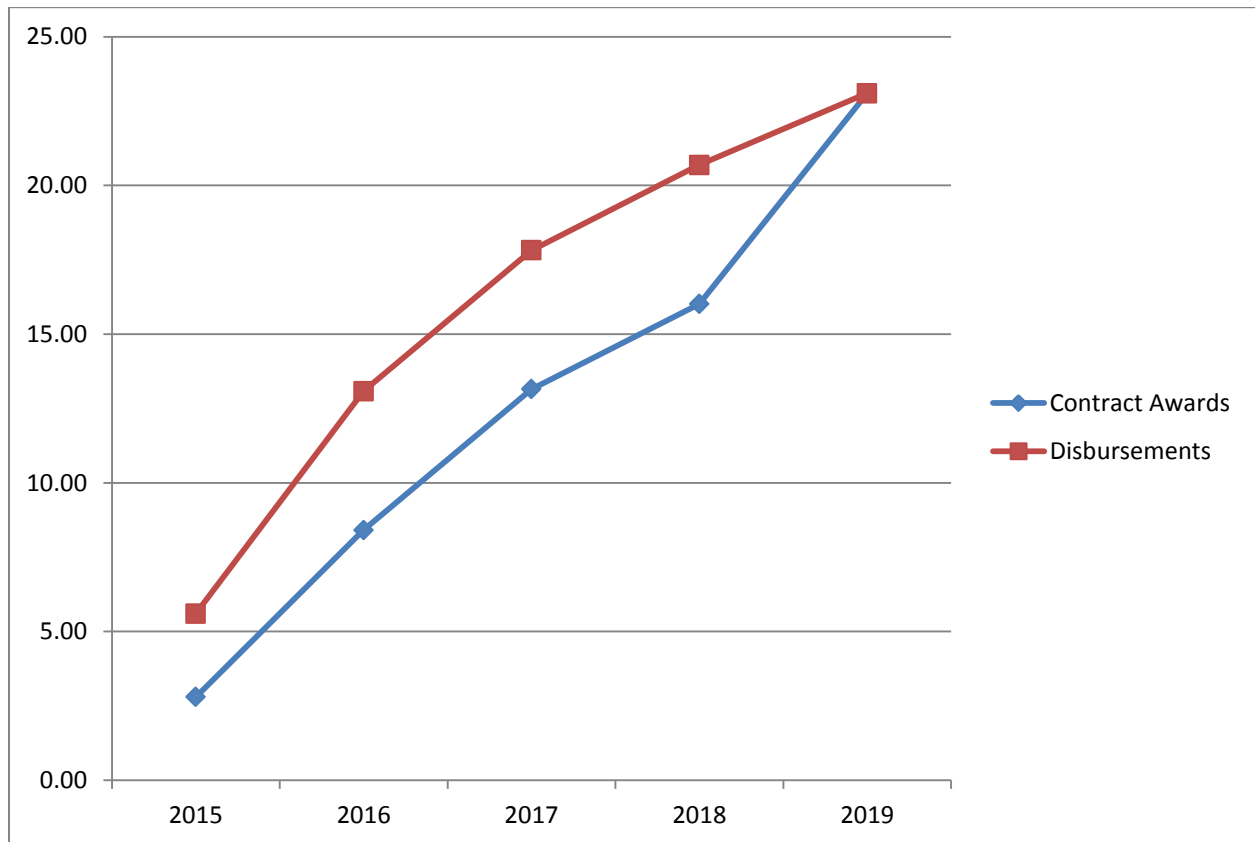
* Government in-kind contribution.

E. Detailed Cost Estimates by Year

(in US Dollars million)						
Item	2015	2016	2017	2018	2019	Total
A. Investment Costs						
1 Civil Works						
a. ADB	1.54	1.29	0.00	0.00	0.00	2.83
b. The Government	1.32	1.11	0.00	0.00	0.00	2.43
2 Mechanical and Equipment	0.22	0.18	0.00	0.00	0.00	0.40
a. ADB	1.22	2.00	1.23	0.09	0.08	4.62
b. The Government	1.11	1.82	1.13	0.09	0.08	4.22
3 Consultants	0.11	0.17	0.11	0.01	0.01	0.40
a. Project Management	1.53	1.56	0.49	0.13	0.07	3.77
b. Capacity Development	0.29	0.19	0.11	0.05	0.04	0.69
4 Training	1.23	1.36	0.38	0.08	0.03	3.08
5 Start-up Costs and contracts	1.07	2.06	2.25	1.91	1.57	8.85
6 Policy-based Loan	0.27	0.47	0.40	0.26	0.23	1.63
Subtotal (A)	5.63	7.38	4.37	2.39	1.95	21.71
B. Recurrent Costs						
1 Project Management Costs						
a. The Government*	0.05	0.04	0.04	0.02	0.02	0.17
2 External Audit						
a. The Government	0.05	0.05	0.05	0.05	0.05	0.20
3 Incremental O&M						
a. ADB	0.12	0.12	0.12	0.12	0.12	0.60
b. The Government	0.11	0.11	0.11	0.11	0.11	0.80
Subtotal (B)	0.33	0.32	0.32	0.30	0.30	1.57
Total Base Cost	5.96	7.70	4.69	2.69	2.25	23.28
C. Contingencies						
1 Physical	0.23	0.29	0.18	0.10	0.09	0.89
2 Price	0.18	0.23	0.14	0.08	0.07	0.70
Subtotal (C)	0.40	0.52	0.32	0.18	0.15	1.58
D. Financing Charges During Implementation	0.05	0.12	0.16	0.19	0.21	0.74
Total Project Cost (A+B+C+D)	6.41	8.34	5.17	3.06	2.61	25.60

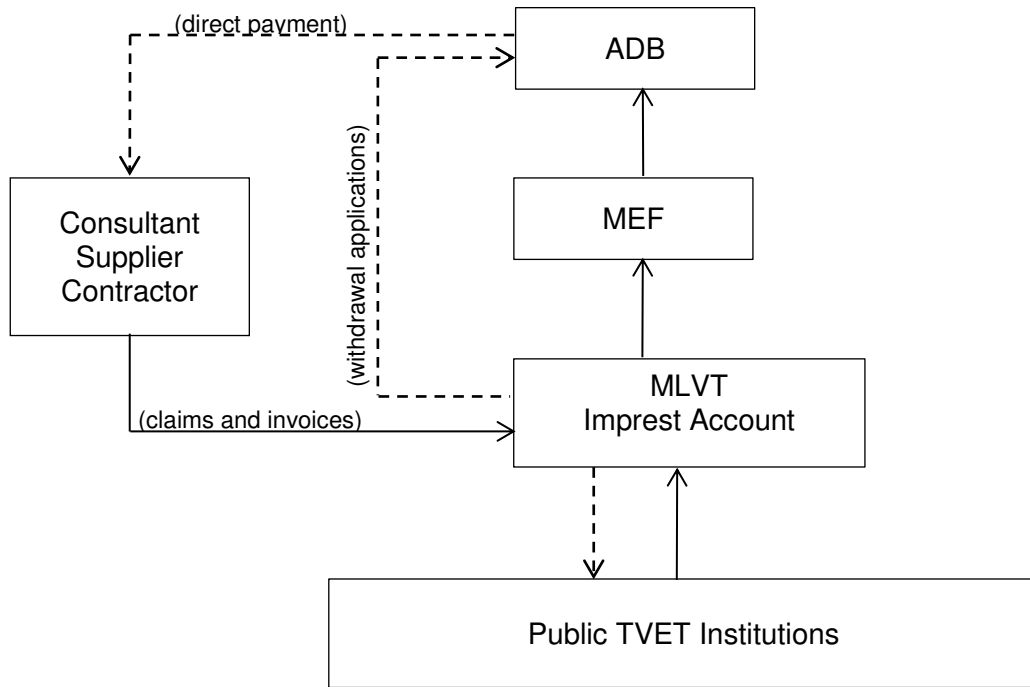
* Government in-kind contribution.

F. Contract and Disbursement S-curve



	Year 1	Year 2	Year 3	Year 4	Year 5
Contract Awards	2.8	5.6	4.7	2.9	7.0
Disbursements	5.5	7.5	4.7	2.9	2.4

G. Fund Flow Diagram



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Funds flow

—————>
Flow of funding request forms

V. FINANCIAL MANAGEMENT

A. Financial Management Assessment

64. The purpose of the Financial Management Assessment (FMA) was to review and assess the EA's financial management capacity in terms of financial reporting, accounting, auditing, internal control, disbursement pace, and cash flow management. The FMA was informed by *Cambodia: Governance Risk Assessment and Risk Mitigation Plan for Education Sector and Technical and Vocational Education and Training Sub-Sector*.⁵ The following are key findings from the FMA and risk mitigation measures.

65. Financial management systems are sound and MLVT has experience in management of disbursements from ADB under the STVET Project. MLVT's Department of Finance and State Assets (DFSAs) is responsible to the General Directorate of Administration and Finance (GDAF) and focuses on the governance and application of public funds. It also has overall responsibility for fiduciary reporting of donor funds where the MLVT is the executing agency. The Finance Unit of the Department of TVET Management within the DGTVET is responsible for acquitting all funds relating to the Project.

66. The MLVT, through the DGTVET has prior experience in ADB funded projects through the STVET I project (ADB 0178-CAM). Key staff members have also been involved with ADB and other agency funded projects under the Ministry of Education.

67. **Planning and Budgeting.** Considerable work remains to be done on setting specific targets and indicators for rolling three year periods and continuous monitoring of progress against targets related to specific TVET programs. Capacity building for public financial management is critical to the management and sustained delivery of TVET. Challenges are related to: (i) financial accountability of decentralized TVET system; (ii) budget flow; (iii) capacity for budget allocation; and (iv) lack of monitoring and evaluation of Project progress and budget impact. There is a need for clarity on budgets, fund flows, and expenditures at the provincial and regional levels. Such clarity is also needed in terms of Public TVET Institutions. Such information would inform cost norms and unit costs to facilitate accurate budget planning and resource utilization.

68. **Accounting and Financial Reporting.** MLVT follows an accounting system that allows for the recording of project financial transactions, including the allocation of expenditures in accordance with the respective components, disbursement categories, and sources of funds. The accounting system will be required to undergo changes as MLVT shifts further to program based budgeting. Program based budgeting will lead to MLVT developing program or budget entities and recoding of account classification.

69. **Audits.** For ADB financed projects, the MEF (Department of Cooperation and Debt Management) contracts audits out to private audit firms. The National Audit Authority (NAA) established in 2002 following the enactment of the Audit Law, 2000 continues to be strengthened. The number of audits performed by NAA has increased from 2 in 2002 to 58 in 2008 and 83 in 2009. However, the NAA needs to accelerate capacity development to be in a position to extend audit coverage to 2,700 auditable entities within its jurisdiction. ADB's support

⁵ ADB 2011. *Cambodia: Governance Risk Assessment and Risk Mitigation Plan for Education Sector and Technical and Vocational Education and Training Sub-Sector* was supported under RETA 7277: Support for Implementation of the Second Governance and Anticorruption Action Plan.

has included capacity development to enhance internal audit processes and control standards.⁶

70. MEF directly engages the auditors in consultation with ADB. The role of NAA needs to be strengthened in providing oversight of the audit reports submitted to MEF and ADB. A short term measure is for ADB to train private audit firms to better understand ADB requirements for higher quality audits. Despite these issues, the development of NAA has progressed in recent years. Its important strategic role in monitoring and managing governance risks warrants further and more substantive ADB support in the years ahead.

71. **Conclusion.** Financial management systems are sound and MLVT has experience in management of disbursements from ADB under the STVET Project. While MLVT has the capacity to carry out the Project, it will encounter challenges in planning and budgeting for a decentralized TVET system. Considerable work remains on setting specific targets and indicators for rolling three year periods and continuous monitoring of progress against targets related to specific TVET projects. Capacity building for public financial management is critical to the management and sustained delivery of TVET. Challenges are related to: (i) financial accountability of decentralized TVET system; (ii) budget flow; (iii) capacity for budget allocation; and (vi) lack of monitoring and evaluation of Project progress and budget impact. There is a need for clarity on budgets, fund flows, and expenditures at the provincial and regional levels. Such clarity is also needed in terms of Public TVET Institutions. Such information would inform cost norms and unit costs to facilitate accurate budget planning and resource utilization.

B. Disbursement

72. The Loan proceeds will be disbursed in accordance with ADB's *Loan Disbursement Handbook* (2012, as amended from time to time), and detailed arrangements agreed upon between the Government and ADB.⁷

73. **Imprest Account.** To expedite Project implementation, a pass through account will be established by MEF. An imprest account will be established by MLVT at a commercial bank acceptable to ADB in US dollars.⁸ The imprest account is to be used exclusively for ADB's share of eligible expenditures. The EA is accountable and responsible for proper use of advances to the imprest account.

74. The ceiling of the imprest account is 10% of the loan amount. The EA may request for initial and additional advances to the imprest account based on an Estimate of Expenditure Sheet⁹ setting out the estimated expenditures to be financed through the account for the forthcoming six (6) months. Supporting documents should be submitted to ADB or retained by the borrower {EA or IA as appropriate} in accordance with ADB's *Loan Disbursement Handbook* when liquidating or replenishing the imprest account.

75. **Statement of Expenditure (SOE).**¹⁰ The SOE procedure may be used for reimbursement of eligible expenditures or liquidation of advances to the imprest account. The ceiling of the SOE procedure is the equivalent of \$100,000 per individual payment. SOE records should be maintained and made readily available for review by ADB's disbursement and review mission or upon ADB's request for submission of supporting documents on a sampling

⁶ RRP for Public Financial Management for Rural Development Program, Cambodia, September 2010.

⁷ Available at: http://www.adb.org/Documents/Handbooks/Loan_Disbursement/loan-disbursement-final.pdf

⁸ Bank charges may be financed by ADB loan.

⁹ Available in Appendix 10B of the *Loan Disbursement Handbook*.

¹⁰ Checklist for SOE procedures and formats are available in Appendix 9B of the *Loan Disbursement Handbook*.

basis, and for independent audit. Individual payments in excess of the SOE ceiling should be supported by submission of full supporting documentation when submitting the WA to ADB.

76. Before the submission of the first withdrawal application, MEF should submit to ADB sufficient evidence of the authority of the person(s) who will sign the withdrawal applications on behalf of the borrower, together with the authenticated specimen signatures of each authorized person. The minimum value per withdrawal application is US\$100,000, unless otherwise approved by ADB. Individual payments below this amount should generally be paid from the imprest account, or by the EA/IA and subsequently claimed to ADB through reimbursement. ADB reserves the right not to accept WAs below the minimum amount.

77. **Disbursement arrangements for VSTP and Stipends.** Funds for VSTP and stipends will be transferred directly from the imprest account to the bank accounts of the Public TVET Institutions, each of which will be authorized to make agreed upon payments to beneficiaries and approved training providers. All supporting documents, including evidence of expenditures, will be retained by the PCU.

78. **Funds Flow for CQF Levels 2–4 Training Stipends and Internship Stipends.** Public TVET Institutions will submit a proposal for CQF Levels 2–4 training stipends for Cambodian youth to enroll in training programs at their institute; and Internship Stipends for trainees already enrolled to participate in on-the-job training opportunities provided through employers. Proposals for the CQF levels 2–4 training stipends will be based on regional Training and Employment Needs Assessment (TENA) identifying training skills areas, and will include cost estimates based on numbers of beneficiaries from the poorest communes, those identified as ethnic minorities, and the proportion of women proposed to enroll in CQF levels 2–4 training.¹¹ Proposals for internship stipends will include cost estimates for the number of eligible beneficiaries currently enrolled in CQF levels 2–4 training programs.

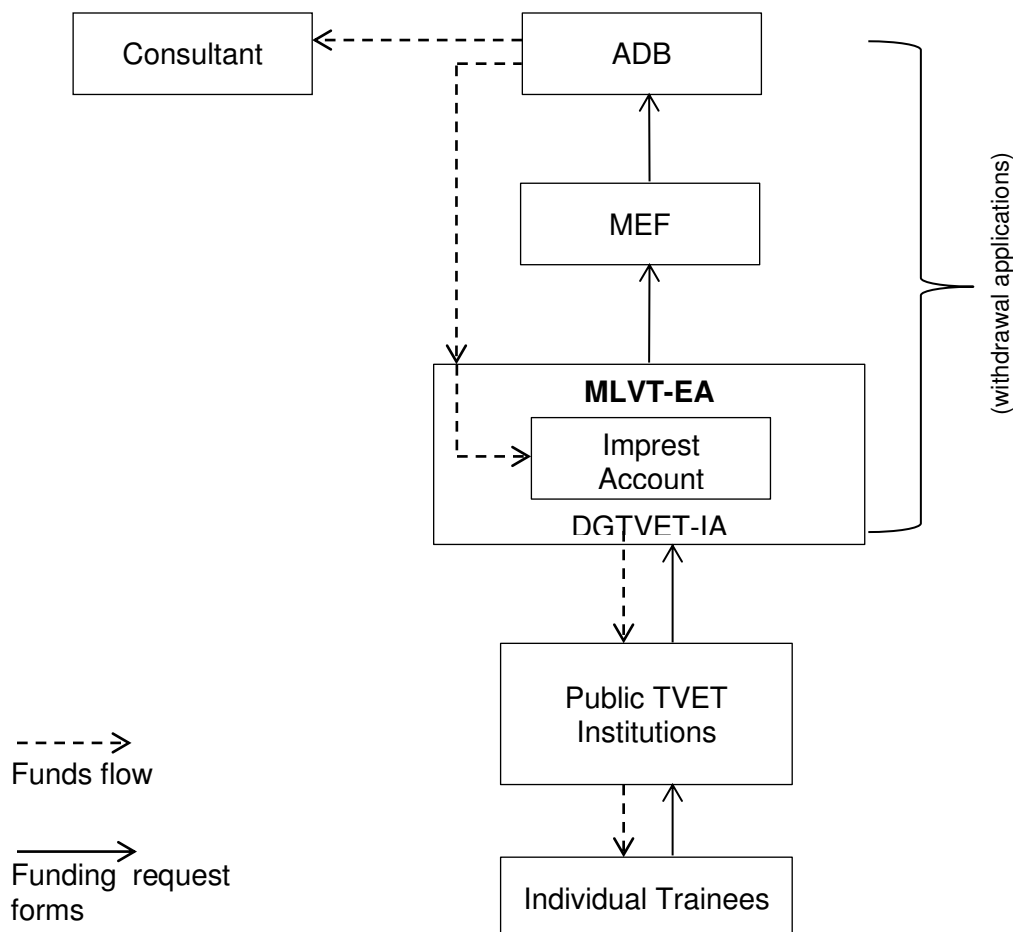
79. The DGTNET (IA) under MLVT (EA) will review all proposals against specific criteria for endorsement. Upon endorsement, the DGTNET will send the withdrawal applications, reflecting the endorsed stipend proposals, to MEF. MEF will authorize withdrawal application submission to ADB. The stipend proposals will be kept with DGTNET.

80. The funds for approved proposals will be transferred from the imprest account in a lump sum (based on DGTNET endorsed proposals) to provincial bank accounts of Public TVET Institutions. Public TVET Institutions will disburse cash funds to trainees individually. Trainees will sign receipts. Public TVET Institutions will record transactions to be reported to DGTNET. MLVT will request replenishment/liquidation of imprest account using Statement of Expenditures by indicating the stipend amounts (for training and internship, separately) that have been provided to the Public TVET Institutions.

81. Public TVET Institutions will submit annual report and original receipts. DGTNET will keep copies of annual reports and trainee receipts. Figure 1 provides an illustration of the funds and document flow for direct payments and disbursement of stipends.

¹¹ Beneficiaries from poor households will be identified through the Ministry of Planning's Identification of Poor Households Program.

Figure 1. Funds Flow for CQF Levels 2–4 Training Stipends and Internship Stipends



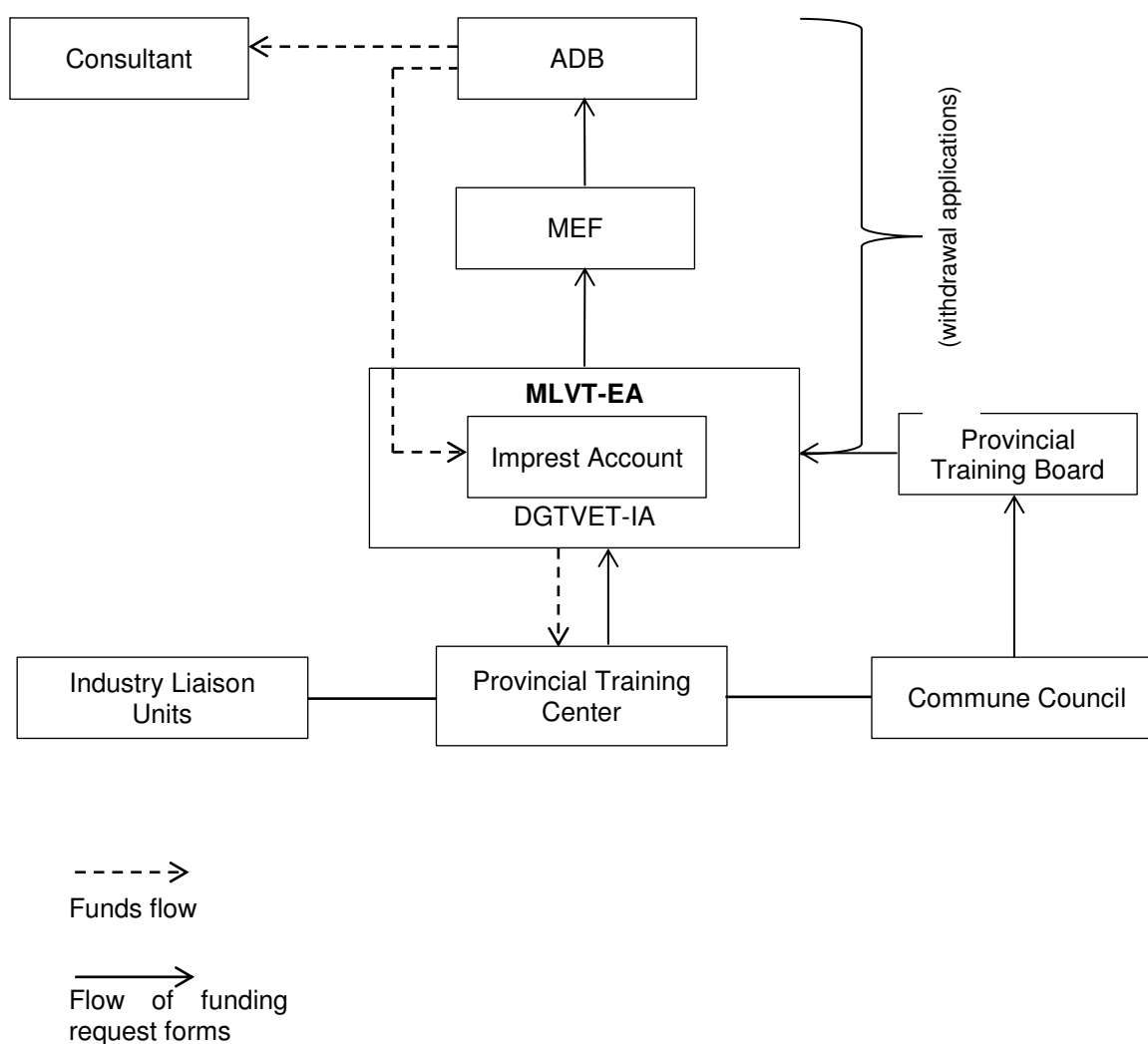
82. **Compliance Monitoring of Stipends.** Compliance monitoring ensures that (i) stipends are awarded, distributed, and used in accordance with the agreed upon criteria and guidelines established by MLVT; and (ii) public accountability and transparency of the stipend award and use are maintained. For the stipends, (i) the Project Steering Committee and Sector Skills Councils will monitor the implementation of the stipend-supported training; (ii) members of the Project Committee and Sector Skills Councils will visit the beneficiary Public TVET Institutions regularly for routine compliance checks and random compliance audit; (iii) independent monitors will make unannounced visits to randomly selected Public TVET Institutions to ensure trainee eligibility for stipend and monitor training program implementation; and (iv) independent monitors will conduct in-depth financial and process compliance audits in each Public TVET Institution at least twice during each year of Project implementation.

83. **Funds Flow for VSTP.** The commune-based voucher skills training plan will be based on the TENA conducted by the PTCs in conjunction with the Commune Council and Industry Liaison Units housed within the PTCs. The skills training plan proposals will outline specific skills training needs and the cost for conducting training by the 3 modes of VSTP and the determined unit costs as follows: \$22 per trainee for rural commune-based training; \$300 per trainee for rural enterprise-based training; \$350 per trainee for rural center-based training; and

\$456 per trainee for urban center-based training. The Commune Council will submit the skills training plan to the Provincial Training Board (PTB) for approval. The PTB will maintain copies of the approved skills training plan proposals. Approved skills training plan proposals will be submitted to MLVT for endorsement. Upon endorsement, the DGTVET will send the withdrawal applications, reflecting the endorsed skills training plan proposals, to MEF. MEF will authorize withdrawal application submission to ADB. The original approved skills training plan proposals will be kept with DGTVET.

84. Funds for approved training plans will be transferred from the imprest account in a lump sum (based on DGTVET endorsed proposals) to provincial bank accounts of PTCs. PTCs will submit receipts and expenditure report to MLVT. Expenditure incurred for the training will be reconciled by MLVT against the disbursement on a monthly basis. Figure 2 provides an illustration of the funds and document flow for direct payments and disbursement of training funds for VSTP.

Figure 2. Funds Flow for VSTP



C. Accounting

85. The MLVT has developed a sound and reliable accounting system to record all financial transactions of the funding sources for the expenditures of the Project. The recording and reporting of Project expenditures will be consistent with the chart of accounts and budget classification of the Government. The MLVT will maintain separate Project accounts and records by funding source for all expenditures incurred on the Project. Project accounts will follow international accounting principles and practices.

D. Auditing and Public Disclosure

86. The MLVT will cause the detailed consolidated Project financial statements to be audited in accordance with International Standards on Auditing and with the Government's audit regulations, by an independent auditor acceptable to ADB. The audited Project financial statements will be submitted in the English language to ADB within six months of the end of the fiscal year by the executing agency.

87. The annual audit report will include an audit management letter and audit opinions which cover: (i) whether the Project statements present a true and fair view or are presented fairly, in all material respects, in accordance with the applicable financial reporting framework; (ii) whether loan and grant proceeds were used only for the purposes of the Project or not; (iii) the level of compliance for each financial covenant contained in the legal agreements for the Project; (iv) compliance with the imprest fund procedure; and (v) compliance with use of the SOE procedure certifying (a) to the eligibility of those expenditures claimed under SOE procedures, and (b) proper use of the procedure in accordance with ADB's Loan Disbursement Handbook and the Project documents.

88. Compliance with financial reporting and auditing requirements will be monitored by review missions and during normal Project supervision, and followed up regularly with all concerned, including the external auditor.

89. The MLVT and DGTJET have been made aware of ADB's approach to delayed submission, and the requirements for satisfactory and acceptable quality of the audited Project financial statements. ADB reserves the right to require a change in the auditor (in a manner consistent with the constitution of the borrower, or for additional support to be provided to the auditor, if the audits required are not conducted in a manner satisfactory to ADB, or if the audits are substantially delayed. ADB reserves the right to verify the project's financial accounts to confirm that the share of ADB's financing is used in accordance with ADB's policies and procedures.

90. Public disclosure of the Project financial statements, including the audit report on the Project financial statements, will be guided by ADB's Public Communications Policy (2011).¹² After review, ADB will disclose the financial statements for the Project and the opinion of the auditors on the financial statements within 30 days of the date of their receipt by posting them on ADB's website. The Audit Management Letter will not be disclosed.

¹² Available from <http://www.adb.org/documents/pcp-2011?ref=site/disclosure/publications>

VI. PROCUREMENT AND CONSULTING SERVICES

A. Advance Contracting

91. All advance contracting will be undertaken in conformity with ADB's Procurement Guidelines (2013, as amended from time to time)¹³ and ADB's Guidelines on the Use of Consultants (2013, as amended from time to time).¹⁴ To expedite Project implementation, the Royal Government of Cambodia may request ADB to approve advance contracting. Advance contracting would include preparation of Quality and Cost-Based Selection (QCBS) recruitment documents for submission to ADB. The issuance of invitations to bid under advance contracting will be subject to ADB approval. The Government would be advised that approval of advance contracting does not commit ADB to finance the Project.

B. Procurement of Goods, Works and Consulting Services

92. All procurement of goods and works will be undertaken in accordance with ADB's *Procurement Guidelines* (April 2013, as amended from time to time) and the procurement plan prepared and agreed between the Government and ADB.

93. Contracts for works above \$1,000,000 and goods, such as laboratory and workshop equipment, estimated at above \$500,000 will be awarded on the basis of international competitive bidding.

94. Supply contracts for goods such as vehicles, computers and office equipment of more than \$100,000 and up to 500,000 will follow national competitive bidding procedures. Items costing at \$25,000 and up to \$100,000 will be procured through shopping with advertising. Supply contracts of less than \$25,000 will be procured by shopping without advertising.

95. Civil works under the Project will consist of construction and/or rehabilitation of training facilities and laboratories. Civil works contracts estimated at \$1 million or more will be awarded on the basis of international competitive bidding. Civil works contracts of more than \$100,000 and up to \$1 million will be procured through national competitive bidding procedures, and contracts up to \$100,000 may be procured through shopping.

96. An 18-month procurement plan indicating threshold and review procedures, goods, works, and consulting service contract packages and national competitive bidding guidelines is in Section C.

97. All consultants and non-governmental organizations (NGOs) will be recruited according to ADB's *Guidelines on the Use of Consultants*.¹⁵ The terms of reference for all consulting services are detailed in Section D.

98. An estimated 467 person-months (112 international, 355 national) of consulting services are required to (i) facilitate Project management and implementation, and (ii) strengthen the institutional and operational capacity of the executing agency. A consulting firm will be engaged using the QCBS method with a standard quality: cost ratio of 80:20.

¹³ Available at: <http://www.adb.org/Documents/Guidelines/Procurement/Guidelines-Procurement.pdf>.

¹⁴ Available at: <http://www.adb.org/Documents/Guidelines/Consulting/Guidelines-Consultants.pdf>.

¹⁵ Checklists for actions required to contract consultants by method available in e-Handbook on Project Implementation at: <http://www.adb.org/documents/handbooks/project-implementation/>

99. The procurement capacity assessment revealed that the DGTVET is experienced in the procurement of goods, works and services, consultants, and site management and monitoring of civil works. Training and mentoring will be provided by the consultants to strengthen procurement capacity, specifically in the preparation of bidding documents and bid evaluation reports for civil works, bid evaluation, preparation of detailed lists, and technical specifications of equipment, and selection and contracting of consulting services.

C. Procurement Plan

100. The procurement plan is prepared in accordance with the country specific template for Cambodia.

Basic Data

Project Name: Technical and Vocational Education and Training Sector Development Program (TVETSDP)

Project Number: 46064-002

Country: CAMBODIA

Approval Number:

Executing Agency: Ministry of Labour and Vocational Training (MLVT)

Implementing Agency: Directorate General of Technical and Vocational Education and Training (DGTVET)

Project Financing Amount: \$23.0 million

ADB Financing: \$23.0 million

Non-ADB Financing:

Date of First Procurement Plan: 14 February 2014

Date of this Procurement Plan: 3 July 2014

A. Methods, Thresholds, Review and 18-Month Procurement Plan

1. Procurement and Consulting Methods and Thresholds

101. Except as the Asian Development Bank (ADB) may otherwise agree, the following process thresholds shall apply to procurement of goods and works.

Procurement of Goods and Works

Method	Threshold	Comments
International Competitive Bidding (ICB) for Works	Above US\$1,000,000	
International Competitive Bidding for Goods	Above US\$500,000	
National Competitive Bidding (NCB) for Works	All Procurement from US\$100,000 and less than US\$1,000,000	
National Competitive Bidding for Goods	All Procurement from \$100,000 and below \$500,000	
Shopping for Works	Below \$100,000	
Shopping for Goods	Below \$100,000	

Consulting Services

Method	Comments
Quality and Cost Based Selection (QCBS)	Prior Review –Quality-Cost Ratio 80:20
Consultants' Qualifications Selection (CQS)	7 packages estimated at \$472,000
Individual Consultant Selection	156 person-months (national)

2. Goods and Works Contracts Estimated to Cost \$1 Million or More

102. There are no goods and works contracts of \$1,000,000 or more for which procurement activity is expected to commence within the first 18 months.

3. Consulting Services Contracts Estimated to Cost \$100,000 or More

103. The following table lists consulting services contracts for which the recruitment activity is either ongoing or expected to commence within the next 18 months.

Package Number	General Description	Estimated Value	Recruitment Method	Review (Prior/Post)	Advertisement Date (quarter/year)	Type of Proposal	Comments
C-01-QCBS	Project Supervision Consulting Firm	\$3,080,000	QCBS	Prior	Q3 2014	FTP	International; firm Quality Cost Ratio 80:20
C-01-ICS	Civil Engineer	\$108,000	ICS	Prior	Q2 2015		National; individual
C-02-CQS	Women's Leadership Center Management	\$264,000	QCBS	Prior	Q2 2015	BTP	National; 1 NGO
C-04-CQS	Social Marketing	100,000	CQS	Prior	Q1 Y1	BTP	National/International
C-05-CQS	Mid-term and completion M&E reporting	100,000	CQS	Prior	Q1 Y1	BTP	National

BTP = bio data technical proposal, CQS = consultant's qualification selection, FTP = full technical proposal, ICS = individual consultant selection, NGO = non-government organization, QCBS = quality and cost-based selection.
Source: Asian Development Bank.

4. Goods and Works Contracts Estimated to Cost Less than \$1 Million and Consulting Services Contracts Less than \$100,000 (Smaller Value Contracts)

104. The following table groups smaller-value goods, works and consulting services contracts for which the activity is either ongoing or expected to commence within the next 18 months.

Goods and Works

Package Number	General Description	Estimated Value	Number of Contracts	Procurement Method	Review (Prior/Post)	Bidding Procedure	Advertisement Date (quarter/year)	Comments
Works								
CW-02-NCB	COE Rehabilitation – Phnom Penh	\$200,000	1	NCB	Prior/Post Prior review	1S1E	Q2 Y1	GPM
CW-08-NCB	DGT VET HQ rehabilitation	\$100,000	1	NCB	two English language	1S1E	Q2 Y1	GPM
CW-07-NCB	Svay Rieng cluster	\$100,000	1	NCB	version of NCB bidding documents.	1S1E	Q3 Y1	GPM
CW-01-	Women's	\$600,000	3	NCB		1S1E	Q3 Y1	GPM

Package Number	General Description	Estimated Value	Number of Contracts	Procurement Method	Review (Prior/Post)	Bidding Procedure	Advertisement Date (quarter/year)	Comments
NCB	Leadership Centre Dormitories				ADB-approved procurement documents will be used as a model for subsequent procurement			
CW-04-NCB	Takeo cluster	\$200,000	1	NCB		1S1E	Q3 Y1	GPM
CW-05-NCB	Siem Reap cluster	\$200,000	1	NCB		1S1E	Q3 Y1	GPM
CW-03-NCB	Battambang cluster	\$550,000	1	NCB		1S1E	Q1 Y2	GPM
CW-06-NCB	Kampot Cluster	\$200,000	1	NCB		1S1E	Q1 Y2	GPM
Goods								
G-01-SHP(A)	PMU/DGTVET computer upgrade	\$45,000	1	SHP(A)	Prior/Post	1S1E	Q1 Y1	GPM
G-02-SHP(A)	PMU/DGTVET photocopiers	\$10,000	1	SHP	Prior review of the first draft English language version of the Shopping documents.	1S1E	Q1 Y1	GPM
G-08-NCB-i	PMU/DGTVET, COE vehicles [8x]	\$192,000	1	NCB	Prior/Post	1S1E	Q2 Y1	GPM
					Prior review for the first two English language version of NCB bidding documents.			
					ADB-approved procurement documents will be used as a model for subsequent procurement			
G-07-NCB	COE Furniture [4x]	\$29,560	1	SHP(A)		1S1E	Q4 Y1	GPM
G-01-SHP(A)	CoE computers [4x]	\$14,800	1	SHP	Prior/Post	1S1E	Q4 Y1	GPM
G-07-NCB	COE photocopiers [4x]	\$20,000	1	SHP	Prior review of the first draft English language version of the Shopping documents.	1S1E	Q4 Y1	GPM
G-02-SHP(A)	DGTVET furniture	\$18,900	1	SHP		1S1E	Q4 Y1	GPM
G-01-SHP(A)	PTCs computer upgrade 1 [13 x]	\$98,150	1	SHP(A)		1S1E	Q1 Y2	GPM
G-06-NCB	PTCs photocopiers 1 [13 x]	\$65,000	1	SHP(A)		1S1E	Q1 Y2	GPM
G-08-NCB-ii	RTC vehicles [5 x]	\$120,000	1	NCB	Prior/Post	1S1E	Q1 Y2	GPM
G-06-NCB	Furniture	\$297,000	2	NCB	Prior review for the first two English language version of	1S1E	Q1 Y2	GPM

Package Number	General Description	Estimated Value	Number of Contracts	Procurement Method	Review (Prior/Post)	Bidding Procedure	Advertisement Date (quarter/year)	Comments
					NCB bidding documents. ADB-approved procurement documents will be used as a model for subsequent procurement			
G-07-NCB	Dormitory Equipment [3x]	\$60,000	1	SHP(A)	Prior review of the first draft English language version of the Shopping documents.	1S1E	Q1 Y2	GPM
G-05-NCB	Construction equipment [11x]	\$275,000	1	NCB	Prior/Post	1S1E	Q1 Y2	GPM
G-03-NCB	Auto mechanics equipment [16x]	\$270,000	1	NCB	Prior review for the first two English language version of NCB bidding documents.	1S1E	Q1 Y2	GPM
G-01-NCB	Specialized Electrical equipment for workshops [4x]	\$280,000	1	NCB	ADB-approved procurement documents will be used as a model for subsequent procurement	1S1E	Q1 Y2	GPM
G-04-NCB	Specialized Construction equipment [5x]	\$250,000	1	NCB		1S1E	Q1 Y2	GPM

NCB = national competitive bidding, SHP = shopping, SHP(A) = shopping with advertisement. GPM = Government Procurement Manual, 1S1E = one stage one envelope
Source: Asian Development Bank

Consulting Services

Package Number	General Description	Estimated Value	Number of Contracts	Recruitment Method	Review (Prior/Post)	Advertisement Date (quarter/year)	Type of Proposal	Comments
C-06-CQS	Study on training unit costs	\$70,000	1	CQS	Prior	Q2 Y1	BTP	International
C-07-CQS	Impact study on career mentorship program	\$30,000	1	CQS	Prior	Q1 Y2	BTP	National

Package Number	General Description	Estimated Value	Number of Contracts	Recruitment Method	Review (Prior/Post)	Advertisement Date (quarter/year)	Type of Proposal	Comments
C-09-CQS	Contracted Urban VSTP Training	\$3,000	1	CQS	Prior	Q2 Y2	BTP	International/ National
C-08-CQS	Contracted Skills Bridging	\$9,000	1	CQS	Prior	Q2 Y2	BTP	International/ National

BTP=bio-data technical proposal, CQS = consultant's qualification selection, VSTP = voucher skills training program.
Source: Asian Development Bank.

B. Indicative List of Packages Required Under the Project

105. The following table provides an indicative list of goods, works and consulting services contracts over the life of the project, other than those mentioned in previous sections (i.e., those expected beyond the current period).

Goods and Works

Package Number ⁵	General Description	Estimated Value (cumulative)	Estimated Number of Contracts	Procurement Method	Review (Prior / Post)	Bidding Procedure	Comments
Works							
CW-01-NCB	Women's Leadership Center	\$600,000	3	NCB		1S1E	GPM
CW-02-NCB	Dormitories COE Rehabilitation - Phnom Penh	\$200,000	1	NCB	Prior/Post Prior review for the first two English language	1S1E	GPM
CW-03-NCB	Battambang cluster	\$550,000	1	NCB	version of NCB bidding documents.	1S1E	GPM
CW-04-NCB	Takeo cluster	\$200,000	1	NCB	ADB-approved procurement	1S1E	GPM
CW-05-NCB	Siem Reap cluster	\$200,000	1	NCB	documents will be used as a model for subsequent procurement	1S1E	GPM
CW-06-NCB	Kampot cluster	\$200,000	1	NCB		1S1E	GPM
CW-07-NCB	Svay Rieng cluster	\$100,000	1	NCB		1S1E	GPM
CW-08-NCB	DGTVET HQ Rehabilitation	\$100,000	1	NCB		1S1E	GPM
Goods							
G-01-NCB	Specialized Electrical Equipment for Workshops (10)	\$700,000	2	NCB	Prior/Post Prior review for the first two English language	1S1E	GPM
G-02-NCB	Specialized auto mechanics equipment (10)	\$600,000	2	NCB	version of NCB bidding documents.	1S1E	GPM
G-03-NCB	Auto mechanics equipment (16)	\$540,000	2	NCB	ADB-approved procurement documents will be used as a	1S1E	GPM

Package Number ⁵	General Description	Estimated Value (cumulative)	Estimated Number of Contracts	Procurement Method	Review (Prior / Post)	Bidding Procedure	Comments
G-04-NCB	Specialized construction equipment (10)	\$500,000	2	NCB	model for subsequent procurement	1S1E	GPM
G-05-NCB	Construction Equipment (16)	\$500,000	2	NCB		1S1E	GPM
G-06-NCB	PTC furniture and equipment	\$455,185	4	NCB		1S1E	GPM
G-07-NCB	COE Furniture and equipment	\$196,360	4	NCB		1S1E	GPM
G-08-NCB-i	Vehicles	\$312,000	2	NCB		1S1E	GPM
G-08-NCB-ii							
G-01-SHP(A)-i	Computers and peripherals	\$412,500	8	SHP(A)	Prior review of the first draft English language version of the Shopping documents.	1S1E	GPM
G-01-SHP(A)-ii							
G-01-SHP(A)-iii							
G-02-SHP(A)	DGTVET furniture and equipment	\$28,900	2	SHP(A)		1S1E	GPM

GPM = Government Procurement Manual, 1S1E = one stage one envelope

Consulting Services

Package Number ⁵	General Description	Estimated Value (cumulative)	Estimated Number of Contracts	Recruitment Method	Review (Prior / Post)	Type of Proposal	Comments
C-01-QCBS	Project Supervision Consulting Firm	\$3,080,000	1	QCBS	Prior	FTP	
C-02-CQS	Women's Leadership Center Management	\$264,000	6	QCBS	Prior	BTP	
C-03-CQS	Project Management Training	\$160,000	1	CQS	Prior	BTP	
C-04-CQS	Social Marketing	\$100,000	1	CQS	Prior	BTP	
C-05-CQS	Mid-term and completion M&E reporting	\$100,000	1	CQS	Prior	BTP	
C-06-CQS	Study on Training Unit Cost	\$70,000	1	CQS	Prior	BTP	
C-07-CQS	Impact Study on Career Mentorship Program	\$30,000	1	CQS	Prior	BTP	
C-08-CQS	Contracted Skills Bridging	\$9,000	1	CQS	Prior	BTP	
C-09-CQS	Contracted Urban VSTP Training	\$3,000	1	CQS	Prior	BTP	
C-01-ICS	Civil Engineer	\$108,000	1	ICS	Prior		
C-02-ICS	Site supervision engineers (6)	\$144,000	6	ICS	Prior		

BTP = biodata technical proposal, CQS = consultant's qualification selection, DGTVET = Directorate General of Technical and Vocational Education and Training, ICS = individual consultants selection, MLVT = Ministry of Labour and Vocational Training, PTC = provincial training center, QCBS = quality and cost-based selection, RTC = regional training center, SHP = shopping, SHP(A) = shopping with advertisement.

Source: Asian Development Bank.

C. National Competitive Bidding

1. General

106. The procedures to be followed for national competitive bidding shall be those set forth for the "National Competitive Bidding" method in the Government's Procurement Manual of May 2012 issued under Decree Number 74 ANKR.BK dated 22 May 2012 with the clarifications and modifications described in the following paragraphs required for compliance with the provisions of the Procurement Guidelines.

2. Application

107. Contract packages subject to National Competitive Bidding procedures will be those identified as such in the project Procurement Plan. Any changes to the mode of procurement from those provided in the Procurement Plan shall be made through updating of the Procurement Plan, and only with prior approval of ADB.

3. Eligibility

108. Bidders shall not be declared ineligible or prohibited from bidding on the basis of barring procedures or sanction lists, except individuals and firms sanctioned by ADB, without prior approval of ADB.

4. Advertising

109. Bidding of NCB contracts estimated at \$500,000 or more for goods and related services or \$1,000,000 or more for civil works shall be advertised on ADB's website via the posting of the Procurement Plan.

5. Anti-Corruption

110. Definitions of corrupt, fraudulent, collusive and coercive practices shall reflect the latest ADB Board-approved Anti-Corruption Policy definitions of these terms and related additional provisions

6. Rejection of all Bids and Rebidding

111. Bids shall not be rejected and new bids solicited without ADB's prior concurrence.

7. Bidding Documents

112. The bidding documents provided with the government's Procurement Manual shall be used to the extent possible. The first draft English language version of the procurement documents shall be submitted for ADB review and approval, regardless of the estimated contract amount, in accordance with agreed review procedures (post and prior review). The ADB-approved procurement documents will then be used as a model for all procurement

financed by ADB for the project, and need not be subjected to further review unless specified in the procurement plan.

8. Member Country Restrictions

113. Bidders must be nationals of member countries of ADB, and offered goods, works and services must be produced in and supplied from member countries of ADB.

D. Consultant's Terms of Reference

114. The project will be supported by a number of consulting service packages. Foremost of which are the project implementation consultants comprising of 587 person-months (112 person-months of international and 475 person-months of national consultants). The project implementation consulting services will be engaged through a firm on the basis of quality- and cost-based selection with an 80:20 weighting. Individual consultants (156 person-months of national consultants) will be recruited for supervision of civil works activities.

Project implementation consulting services engaged through a firm on the basis of QCBS

Total Person Months			112	355
			Months International	Months National
1	ITL	International Team Leader: TVET/ CQF Policy and Planning Specialist	36	
2	IIS	International Implementation Specialist	24	
3	NDTL	National Deputy Team Leader: TVET Management		48
4	NSM	National Social Marketing/Interpersonal Communication Specialist		18
5	ISBP	International Skills Bridging Specialist	6	
6	NSBP	National Skills Bridging Specialist		24
7	IVSTP	International VSC & VSTP Implementation Specialist	9	
8	NVSTP	National VSC & VSTP Implementation Specialist		20
9	ILM	International Competency-based Training and Assessment Learning Materials Specialist	6	
10	NLM	National Competency-based Training and Assessment Learning Materials Specialist		20
11	IAS	International Competency-based Training and Assessment System Specialist	6	
12	NAS	National Competency-based Training and Assessment System		30
13	NCQF	National Middle-level Skills development Specialist (2 x 8m)		15
14	NApps	International Apprentice/Internships Specialist	3	
15	IAppS	National Apprentice/Internships Specialist		6
16	IITMD	International Innovative Training and Management Program Developer	3	
17	NITMD	National Innovative Training and Management Development Specialist Program Mentor		18
18	ITTS	International Competency-based Training and Assessment Master Teacher Trainer Specialist	6	
19	NMT	National Master Teacher Trainer		18
20	NPFM	National Public Financial Management Specialist/Business Process Analyst		18
21	NIT	National Information Technology Specialist (1 yr FT, 4 yr P/t)		24
22	EEO	Equal Employment Opportunity Specialist	7	
23	GS	Gender Analyst		18
24	IM&E	International Monitoring and Evaluation (M&E) Specialist	6	
25	NM&E	National M&E Specialist (F/t six months, then part time)		18
26	NProc	National Procurement specialist		24
27	NCCE	National Civil/Construction Engineer		36

Individual consultants recruited for supervision of civil works activities

Total Person Months			0	156
			Months International	Months National
1	NCCE	Civil/Construction Engineer		36
2	NSE	Site Engineers (6 x 20)		120

Outline terms of reference for this package are provided below:

115. Team Leader/TVET Policy Specialist (International, 36 person-months over 5 years: 1 year full time, then 6 months per year). The Team Leader/TVET Policy Specialist (TL) shall have experience in quality assurance framework development, assessment systems, and in TVET policy development. The primary responsibility of the TL is in implementation of project activities related to the development of the assessment system and quality assurance system, as well as to support the development and strengthening of COEs/RTCs/PTCs. Working closely with the Project Director, Project Manager, and the TVETIMO, the TL will: (i) be responsible for the overall progress of the Project; (ii) provide policy guidance on matters of TVET reform, including the Cambodian Qualifications Framework, quality assurance framework, and assessment systems; (iii) formulate and develop the quality assurance system; (iv) provide quality assurance direction in the development of competency—based assessment and training modules and learning materials; (v) provide direction to international and national consultants in the performance of their relative responsibilities; (vi) quality assure and certify all project reports and documentation prior to submission to MEF and ADB; (vii) identify and schedule proposed study tours; and (viii) supervise proposed study tours and ensure Project of follow-up actions and knowledge products by DGTVET for submission and presentation to Project Steering Committee and ADB.

116. Deputy Team Leader/TVET Management (National, 48 person-months—3 years full time, then half time for 2 years). The Deputy Team Leader (DTL) will have demonstrated skills and experience in managing projects, working with government bodies on management systems and organizational development processes. The DTL should have excellent writing skills. The role of the DTL will be to facilitate and assist the PMU in the overall management and progress of the Project. The DTL will: (i) work with the TVETIMO and PMU, oversee and monitor progress of all components in the absence of the Team Leader; (ii) liaise with the MLVT/DGTVET/TVETIMO/PMU on day to day matters relating to the project; (iii) oversee and provide inputs on the development of the COEs and Sector Skills Councils; (iv) manage the project office; (v) coordinate the inputs of international and national consultants; (vi) under direction of the TL direct, collate and prepare quarterly reports and other Project reports as required; and (vii) assist the TL in the coordination and delivery of proposed study tours.

117. Project Implementation Specialist (International, 24 person-months). The Project Implementation Specialist (PIS) will have experience in management of large projects and familiar with ADB Procurement Guidelines and project reporting procedures. Experience in Cambodia would be highly preferred. The PIS will (i) assist the Team Leader in all matters relating to the development and progress of the project; (ii) in consultation with the TVETIMO review and redevelop the implementation schedule to best progress the project with regard to given resources; (iii) assist the TVETIMO and PMU to coordinate scheduling and implementation of activities; (iv) ensure the project governance and processes are consistent and compliant with ADB principles and guidelines; (v) assist the Procurement Specialist and PMU to develop or refine services terms of reference for tenders and oversee the tendering

process to ensure compliance to ADB Procurement Guidelines; (vi) assist in the development of DGTVET units to ensure they are capable of undertaking their relative responsibilities and mentor/train staff as required; (vii) identify training capacity development needs of project and PMU staff, recommend or arrange capacity development as required; and (viii) support the consultants to implement their respective responsibilities.

118. National Social Marketing Specialist (National, 18 person-months). The role of the National Social Marketing Specialist (NSM) will be to advise and assist the MLVT, RTCs, and PTCs in the development of a social marketing strategy, design and delivery of marketing interventions (road shows, career fairs, and school visits), facilitate promotion of opportunities provided by TVET with a view to strengthen TVET/private sector linkages and increase TVET enrolments. The Specialist will: (i) facilitate the development of the MLVT/DGTVET marketing unit linked with the NEA; (ii) guide the MLVT and RTCs to develop marketing strategies appropriate for the local context to build TVET awareness among women and disadvantaged populations; (iii) assist in developing social marketing initiatives at the regional and provincial levels; (iv) oversee the implementation and roll-out of the Social Marketing Strategy; and (v) provide practical training and mentoring to appropriate MLVT and RTC staff on the design and delivery of appropriate social marketing/communication interventions (at national, regional, provincial and commune levels).

119. International Skills Bridging Specialist (International, 6 person-months). The International Skills Bridging Specialist (ISBP) will have demonstrated skills and experience in developing and implementing basic education/bridging programs (years 7–9) within vocational training systems. In particular, the specialist will have experience in designing skills bridging programs aimed at assisting socially disadvantaged out-of-school youth gain access to formal vocational training programs. While the specialist will have a sound understanding of competency based training system, the specialist will: (i) contribute inputs into the development of the VSTP/VSC, increasing access to TVET; (ii) review and recommend revision of the entry standards for the current skills bridging program with the view to making entry more flexible; (iii) review relevance of current SB curricula to ensure it reflects the appropriate mix of skills and knowledge required to prepare for trainees to entry into the new national TVET CBT certificates; (iv) update SB program in line with recent reforms in public school curriculum; (v) recommend any re-design of learning support materials to reflect competency based training principles and to incorporate relevant changes as required by the reformed public school curriculum; (vi) recommend the development of additional modules as required to develop trainees' awareness of career and skills development opportunities through further vocational training; (vii) revise and update SB assessment strategies and instruments to reflect competency assessment principles; (viii) develop and prepare a comprehensive SB Implementation Guidelines Package which incorporates a) Administration, funding and reporting guidelines, b) Master copies of all enhanced learning support materials, and c) SB tutor teaching tips; (ix) work with relevant counterparts to develop a community social marketing strategy targeting an expanded range of potential SB participants and providers (including private providers and NGO's; (x) work with IIS and PMU to develop tender packages including specifications and selection criteria and contract obligations; (xi) develop a SB specific performance monitoring and evaluation plan for incorporation into the M&E Framework; and (xii) assist counterparts to develop a sustainability plan that incorporates SBP into regular TVET program budgeting after the project finishes.

120. National Skills Bridging Specialist (National, 24 person-months). The National Skills Bridging Specialist will have experience in the delivery of skills bridging programs, particularly years 7–9, and preferably experience in curriculum development. Working closely with the ISBP, the NSBP will (i) assist in a review of current SBP and MEYS school bridging

programs; (ii) facilitate development of SBP curricula for delivery by state and non-state providers; (iii) assist in the development and dissemination of the Comprehensive SBP Implementation Guidelines; (iv) deliver briefings and awareness training of the SBP processes to potential SBP providers; (v) facilitate and implement social marketing initiatives to encourage non-state providers to deliver SBP; (vi) assist the PMU in selection of SBP providers; (vii) assist the PMU in performance monitoring of SBP providers; and (viii) facilitate development of sustainability plan that incorporates SBP into regular TVET program budgeting after the project finishes.

121. International VSC & VSTP Development Specialist (International, 9 person-months). The International VSC & VSTP Development Specialist (IVSTP) will have extensive experience in developing and documenting Competency-based Training and Assessment entry-level (CQF L1) vocational skills training modules, and assessments. The primary role of the IVSTP is the development of the VSC and ensuring the VSTP is broadened to incorporate multiple skills training and delivery by non-state training providers. In consultation with the Skills Bridging Specialist, DGTJET VSTP staff and selected training providers, and the National Standards and Accreditation Department, the IVSTP will: (i) review current VTC and VSP program delivery and documentation, including entry requirements for CQF L2; (ii) identify RCC/RPL requirements as alternative entry pathways to CQF L2; (iii) work with relevant DGTJET departments and other consultants to develop an alternate Vocational Skills Certificate, RCC/RPL and VSTP as an entry pathway to CQF L2; (iv) facilitate development of generic skills log book; (v) identify additional bridging or other CQF L1 competency modules required to complete the VSC and coordinate development of the required modules; (vi) prepare a modular VSTP implementation guidelines incorporating but not limited to administrative and management arrangements, VSTP/VSC delivery modalities, trainer guides, trainee guides, identification and documentation of competency based training including approval/accreditation processes, reporting, assessment processes and certification; and (vii) provide capacity building and mentoring to DGTJET VSTP staff and unit; (viii) contribute to preparation of draft regulations for recognition of a revised SBP, VSC including RCC/RPL.

122. National VSC & VSTP Implementation Specialist (National, 20 person-months). The National VSC & VSTP Implementation Specialist will have experience in delivery of entry level and commune level skills training, and preferably in competency-based training and assessment. Under the direction of the IVSTP, and in conjunction with the NS&AD of the DGTJET and selected COEs and RTCs, the National VSTP Implementation Specialist will: (i) assist in the review current VTC and VSTP program delivery and documentation; (ii) work with the Competency-based Training and Assessment System and learning materials consultants to develop an alternate Vocational Skills Certificate, RCC/RPL as an entry pathway to CQF L2; (iii) facilitate redevelopment of the VSTP program to reflect multi-skill and demand-based training opportunities; (iv) facilitate development of and promulgate sector specific skills log book; (v) facilitate development of the modular guides and manuals for delivery of the VSC and revised VSTP; (vi) work with relevant DGTJET departments to develop/improve Competency-based Training and Assessment module documentation, approvals and accreditation processes; (vii) deliver briefings to non-state providers on accessing the VSTP including anticipated contractual and performance obligations; (viii) deliver awareness workshops and training to TVET provider institutes on the revised VSTP and VSC; (ix) assist the PMU in the selection and contracting of non-state providers to deliver the VSTP; and (x) assist and facilitate the QA-M&E team in monitoring VSTP.

123. International Learning Resources Development (International, 6 person-months). The International Competency-based Training and Assessment Learning Resource

Development Specialist (ILMS) will have experience working with contemporary competency based training learning and assessment resources particularly for on-the-job apprenticeships, internships and/or traineeships. The ILMS must not only be in traditional institutional course-based learning resources. It is important that the ILMS also has experience in working with the industry to develop innovative learning and assessment resources for workplace training. The ILMS will work with the TVETIMO and the SO in consultation with the Skills Bridging Specialists, VSC & VSTP Implementation Specialists, Middle-level Skills development Specialists, Apprentice/Internships Specialists and the NTTI. The ILMS will: (i) review the current processes used to develop competency-based training and assessment learning and assessment materials and recommend necessary improvements and sources of training and assessment modules; (ii) in coordination with MLVT/DGTVET establish a common approach, and format for, the development and/or adaptation of competency units and qualifications; (iii) in coordination with MLVT/DGTVET undertake the development of standard approaches and formats for the development of course outlines and learning and assessment materials that can be used in developing materials for structured on-the-job training or in an institutional setting; (iv) identify and build capacity of core DGTVET units responsible for developing competency-based training and assessment learning resources; (v) develop supporting information on how the materials are to be used with information for students and/or workplace supervisors; and (vi) coordinate the development of course outlines and learning and assessment materials for 2 to 3 apprenticeships in each of the priority industries sectors with priority given to the industries with fewer apprenticeships currently in place.

124. National Learning Resources Development (National, 20 person-months). The National Learning Resources Specialist (NLMS) will be experienced in developing learning materials, and preferably has in-industry training experience. The NLMS will work with the ILMS, TVETIMO, SO, NTTI, and other relevant DGTVET units. The NLMS will (i) assist in the review of current competency-based modules development; (ii) facilitate and coordinate establishment of common approaches to competency-based training and assessment modules development; (iii) liaise with industry to identify in-industry training modalities and resources; (iv) coordinate, facilitate and assist the development of course outlines and learning and assessment materials, including identifying source for competency-based materials and adaptation of modules for the key sectors and Cambodian context; (v) advise non-state providers and industry trainers on documenting competencies; (vi) liaise with the IVSTP and NVSTP and contribute to competency-based module approvals, accreditation and certification system; and (vii) facilitate roll-out of accredited competency-based modules and resources.

125. International Assessment System Specialist (International, 6 person-months). The International Assessment System Specialist (ICBAS) will have international experience in the development and implementation of competency based assessment packages and recognition of prior learning/recognition of current competency (RPL/RCC) systems in vocational training. The Specialists will (i) recommend an RPL/RCC and assessment systems including development of policy, standards, protocols and implementation manuals compliant with the CQF; (ii) plan and implement a pilot program aimed at certifying through RPL/RCC processes for industry workers working in Cambodia; (iii) work closely with the Department of National Competency Standards in DGTVET and TVETSDP staff developing and implementing an assessment and certification system; (iv) facilitate development of the National Assessment Management Centers; (v) establish criteria identification and accreditation of assessors, including data requirements for an assessor database; (vi) in conjunction with the National Assessment Specialists and Standards and Competencies Office, develop system for documentation of competency-based assessment packages and relevant data requirements for the assessment database; (vii) develop a training module for Assessment Center Managers;

(viii) working with the NTTI, develop training modules for competency-based assessors; and (ix) assist the DGTVET to draft relevant legislation/regulation for the recognition of RCC/RPL/Assessments.

126. National Assessment System Specialist (National, 30 person-months). The National Assessment System (NCBAS) consultant should have a solid understanding of Competency Based Training and Assessment systems as it relates to their fields with relevant industry experience in assessment of competencies. It is important that the consultants have in-industry experience in training and assessments. Guided by the IAS, and working with relevant MLVT institutes and DGTVET Department of National Standards and Accreditation, the national consultant will (i) assist in reviewing, evaluating and revising current qualifications and competency development, standards and packages; (ii) facilitate and guide documentation of new competencies and qualifications for CQF level 1-4; (iii) review, revise or develop assessment requirements, standards and assessment packages for relevant CQF levels; (iv) identify and recommend assessment instruments; (v) identify TVET provider institutes or industries/enterprises capable of delivering assessments; (vi) develop and document criteria for appointment as Register Assessors; (vii) develop relevant Assessor guide and manuals; (viii) identify a core of assessors to pilot the assessment packages (ix) undertake pilots of assessment packages, evaluate/validate and refine packages and instruments as necessary; and (x) facilitate and oversee establishment and operations of assessment centers, including training of assessment center managers.

127. National Middle-level Skills Development Specialist (National, 15 person-months). The National Middle-level Skills Development Specialist (NCQF) will assist the ITL and be responsible for the day-to-day oversight of development of new competency modules and redevelopment of existing modules to comply with the revised CQF architecture. The NCQF will have experience in developing CBT curricula and in delivery of training programs. The NCQF, under the direction of the ITL will: (i) work with CBLM specialist to identify and document CQF Levels 1–4 skills requirements and relevant qualifications and competency units; (ii) with the ILM and NLM identify similar existing competency units from other qualifications framework that are suitable or can be adapted to the Cambodian context; (iii) work with the NSAD, skills committee, relevant IAGs or institutes/COE to develop or adapt and document the competency modules and qualifications; (iv) work with the NTTI to incorporate any specialized sector/level training required; and (v) facilitate necessary documentation and revision of the CQF to reflect recommended CQF structures.

128. International Internships Specialist (International, 3 person-months). The International Specialist (IAS) will have strong experience working with developing and monitoring internship programs with TVET or educational institutes. It is important that the Specialist has experience in working with the industry to implement innovative approaches to workplace training. Core responsibilities include: (i) review the scope of internship programs offered in Public TVET Institutions and capacity assessment of Industry Liaison Units; (ii) in consultation with DGTVET and Sector Skills Councils, develop revised internship program enabling 3, 6, and 9 month programs, including learning materials and assessments guiding and evaluating workplace learning; (iii) conduct workshops with employers, Sector Skills Councils, and DGTVET to introduce internship program concept and determine implementation through consultation; (iv) in coordination with DGTVET, support dialogue among DGTVET, Public TVET Institutions, and employers for participation in implementation of internship program; (v) support DGTVET and Public TVET Institutions in solidifying Memoranda of Agreement for participation in internship program; (vi) in consultation with DGTVET, establish internship stipend program with accountability system and reporting system; (vii) train staff of DGTVET to implement

internship stipend program and Industry Advisory Groups to implement internship programs; (viii) work with DGTVET to develop marketing messages for Public TVET Institutions offering internship programs; and (ix) develop and pilot monitoring and evaluation framework for internship program.

129. National Internships Specialist (National, 6 person-months). The National Internships Specialist will work closely with the International Internships Specialist to: (i) review the scope of internship programs offered in Public TVET Institutions and capacity assessment of Industry Liaison Units; (ii) conduct workshops with employers, Sector Skills Councils, and DGTVET to introduce internship program concept and determine implementation through consultation; (iii) support DGTVET and Public TVET Institutions in solidifying Memoranda of Agreement for participation in internship program; (iv) in consultation with DGTVET, establish internship stipend program with accountability system and reporting system; and (v) train staff of DGTVET to implement internship stipend program and Industry Advisory Groups to implement internship programs.

130. Innovative Training and Management Program Developer (International, 3 person-months). The Innovative Training and Management Program Developer (IITMD) will work with selected Public TVET Institutions to identify management and entrepreneurial development requirements. The IITMD should have experience in institution business development and strategies, business start-ups, identifying public/private partnerships opportunities, institution facilities management or development. The IITMD Specialist will: (i) review current management and entrepreneurial status of relevant institutes; (ii) develop the ITMD strategy and scheduling (iii) identify and develop the 18 competency elements for the TVET Institute Management and Systems Deployment Certificate; and (iv) work closely with other Project components (e.g., COE establishment, apprenticeship & internship) to ensure the successful implementation the ITMD Strategy at all levels.

131. National Innovative Training and Management Program Mentor (National, 18 person-months). The ITMD Program Mentor (NITMD) will have experience in business start-ups and management training. The NITMD will (i) initially assist the IITMD to develop the CBT Certificate in TVET Institute Management and Systems Deployment; (ii) assist and facilitate the establishment and development of provincial ITMD committees, (iii) work with and oversee the selected training firm to deliver the ITMD modules to institute staff according to clusters; (iv) implement the on-the-job and extended mentoring components of the training program in the RTC and associated cluster schools; (v) monitor and evaluate the impact of the training on institutes, RTC, PTC management and operations; (vi) advise institutes, RTC, PTCs on business opportunities and income generation; (vii) identify public-private opportunities to support the delivery of internship programs, and the development and delivery of customized courses; (viii) facilitate study tours and capacity building as necessary.

132. International Competency-Based Training and Assessment Master Teacher Trainer Specialist (International, 6 person-months). The Competency-Based Training and Assessment Master Teacher Trainer (ITTS) will have international experience in developing competency-based training and assessment master trainers, preferably in development country context. Working with the NTTI, the ITTS will: (i) develop a Master Teachers Training Program and the Competency-Based Training and Assessment Certificate module for pre-service, in-service and in-industry trainers; (ii) assist in embedding the pre-service Competency-Based Training and Assessment Certificate within the current pedagogy/teacher training curriculum; (iii) prepare a proposal for a Return to Industry Scheme for incorporation into teacher training; (iv) train NTTI master trainers in the delivery of the Competency-Based Training and

Assessment Certificate; (v) pilot the Competency-Based Training and Assessment Teacher Training Program; and (vi) develop scheduling plan for delivery of the Competency-Based Training and Assessment Certificate to in-service trainers.

133. National Master Teacher Trainer (National, 18 person-months). The National Master Teacher Trainer (NMT) will have extensive experience in pre-service and in-service teacher training, preferably in or with knowledge of competency-based training and assessment systems. The Specialist will: (i) assist the Competency-Based Training and Assessment Master Teacher Trainer to develop and pilot the Master Teacher Training Program; (ii) assist in the development of the Competency-Based Training and Assessment Teacher Training Program; (iii) assist in training NTTI Master Teachers; (iv) pilot the Competency-based Training and Assessment Certificate; and (v) oversee the delivery of the Competency-Based Training and Assessment Certificate.

134. National Public Financial Specialist/Business Process Analyst (National, 18 person-months). The National Public Financial Specialist/Business Process Analyst (NPFM) should have extensive experience in financial management and business process analysis and documentation in a Cambodian context, and have knowledge of the Government's Public Financial Management Reform Program and recent agenda for program-based budgeting. Good English language skills are critical. Recognized international professional accountancy qualification is required. The NPFM, under the direction of the Team Leader, will work with various units of the MLVT, DGTVET, National/RTC and PTCs to build the capacity for public financial management for the management and sustained delivery of TVET and stronger decentralization. Core responsibilities for this expert include: (i) work closely with the Director of Finance of MLVT and DGTVET to track changes in processes as a result of ongoing Program Budgeting and Public Financial Management Reform Programs; (ii) recommend, develop, and establish standardized financial reports and financial management practices; (iii) assist to develop and promulgate standard financial templates; and (iv) prepare a manual on the standardized practices.

135. Information Technology Specialist (National, 24 person-months—1 year full time, then part time over 4 years). The Information Technology Specialist (ITS) will have demonstrated experience in management and oversight of information system development, including training of users. Experience in web-based system and database development will be desirable. The ITS will: (i) work closely with assigned experts and specialists in the design of an integrated information System; (ii) provide advice and assistance for the (a) procurement and maintenance of hardware, (b) development of templates for statistics and reports, and (c) development of data standards and templates for statistics and reports; (iii) work with relevant specialist and participate in development of the Qualifications Database, Assessment Database and Record of Achievement Database; (iv) redevelop the TVETMIS to comply with and link to other MIS modules; (v) assist in development and commissioning of a procurement tracking system; (vi) liaise with relevant departments and units in IT requirements and training needs, and assist in training of users; and (vii) provide technical support to users in all provinces and at the MLVT.

136. Equal Employment Opportunity Specialist (International, 7 person-months). The International Equal Employment Opportunity Specialist (IEEOS) will support the development and implementation of gender strategies across the project interventions, coordinating with other specialists. The consultant will have experience in analyzing the situation of women, the poor and ethnic groups, and be experienced in employing participatory methodologies to assist in review of gender and social issues in relation to the development and implementation of

relevant action plans. The IEEOS will (i) review and update the Gender Action Plan to reflect proposed initiatives; (ii) provide inputs to the baseline survey to collate gender and ethnicity data; (iii) conduct additional gender analyses as required particularly with regard to increasing women's post TVET employment strategies; (iv) confirm the social impact, beneficiaries, and social benefits of the proposed project; (v) develop mechanisms to support initiatives for increasing ethnic involvement in TVET programs; (vi) identify opportunities for and recommend women's participation in human resource development plans; (vii) monitor progress in social equity developments throughout the project; and (viii) provide recommendations for programming, scheduling, methodology and ancillary support, including scholarships and other assistance.

137. Gender Specialist (National, 18 person-months—1 year full time, then part time over 4 years). The Gender Analyst will have demonstrated experience in gender action plans in Cambodia, particularly for large multilateral project. The Analyst will work with the IEEO Specialist to (i) work with the MLVT Committee for Women to assist and support initiatives; (ii) identify training and capacity building opportunities available in Cambodia and support access to the training opportunities; (iii) continuously review and update the GAP to ensure relevance and applicability; (iv) review the proposed initiatives of the Project, in particular the Skills Bridging Program, Vocational School Certificate and VSTP to ensure women and disadvantaged group representation and participation; (v) conduct gender and ethnicity action training as part of the project's capacity building efforts within the Ministry, DGTVET, TVET providers and related stakeholders; (vi) prepare recommendations for modifications to the Social Marketing Strategy and other project implementation to increase access; and (vii) participate in M&E activities to ensure performance targets for women participation are met.

138. International Monitoring and Evaluation Specialist (International, 6 person-months). The International Monitoring and Evaluation Specialist (IM&ES) will have significant experience in evaluation for a range of education/TVET development interventions, preferably multilateral donor projects and the ADB. The IM&ES should have post graduate qualifications in a relevant field. The IM&ES will, in consultation with the QA-M&E Team and DGTVET, (i) review the provided DMF and M&E Framework and update as necessary; (ii) formulate a range of appropriate evaluation strategies for the project and National TVET systems; (iii) recommend additional performance measures on which the TVET system should be regularly reporting; (iv) establish process to review and update the Risk Management Matrix; (v) identify TVETMIS standard performance reports; (vi) identify generic and institute specific issues and provide recommendations to allow institutional membership of the APQN; (vii) refine the Terms of References for a contract for an external Baseline, mid-term and project completion evaluation; (viii) provide inputs to the data and analytical requirements for the external reviews; and (ix) recommend specific evaluation studies to better inform the MLVT on TVET and skills development.

139. National Monitoring and Evaluation Specialist (National, 18 person-months—full time 6 months, then part time thereafter for up to 2 years). The National Monitoring and Evaluation Specialist (NM&ES) will have experience in evaluation of programs or projects implemented by multilateral donors, preferably ADB, and government agencies. The NM&ES will work closely with the international M&E specialist and the QA-M&E team to assist in (i) formulating appropriate evaluation strategies and approaches; (ii) identifying evaluation instruments and surveys; (iii) designing relevant data gathering; (iv) undertaking data collation; (v) undertaking data analysis and M&E report preparation; (vi) developing an M&E manual; (vii) regularly review and update the Risk Management Matrix; (viii) collaborate with the IT Specialist to prepare and produce TVETMIS reports; (ix) prepare M&E components of the Inception,

Quarterly, Mid-Term and Project Completion Reports; (x) ensure the M&E process proceeds according to schedule during the absence of the international specialist; and (xi) assist in capacity building of the QA-ME team.

140. Procurement Specialist (National, 24 person-months). The Procurement Specialist must have demonstrated extensive experience in preparation and management of procurement for multilateral project procurement, particularly for the ADB. The Specialist will: (i) monitor and revise procurement schedules and packaging appropriate to project activities and scheduling; (ii) assist in development of specifications for construction, goods and consultancy services; (iii) develop selection and evaluation criteria for procurement packages; (iv) assist the DGTVETM Procurement unit and associated committees in preparation of tenders; (v) ensure all procurement are compliant to MEF/ADB SOPs; (vi) train procurement staff in development and preparation of specifications and evaluation of tenders; and (vii) work with the IT Specialist to develop a procurement tracker system, including tracking of warranties and maintenance scheduling.

141. Civil/Construction Engineer (National, 36 person-months). The Civil Engineer (CE) shall be a licensed civil engineer with at least 10 years work experience in civil works and procurement, preferably with ADB procurement experience. The CE will work closely with the PMU and relevant institutes to (i) conduct site surveys, review existing building sites, and identify areas for rehabilitation or construction; (ii) prepare detailed building designs for new construction and develop detailed civil works implementation plans; (iii) prepare bills of quantities and confirm the engineering cost estimates for new construction or rehabilitation of existing buildings; (iii) assist in development of tender specifications; (iv) participate in pre-bid meetings and assist in clarifying technical content of bid documents related to civil works; (v) assist the PMU in evaluating bid proposals and in preparing bid evaluation reports; (vi) oversee site supervisors and ensure adherence to building standards and plans; (vii) conduct periodic reviews and evaluation of civil works including preparation of implementation reports; (viii) assist the PMU in the bidding process; and (ix) prepare reports as required.

142. Site Engineers (6 National, 20 person months each). Site Engineers (SEs) shall be licensed civil or construction engineers with at least 5 years of experience in site supervision of civil works. The SEs are likely to be located at provincial centers during construction works. The SEs will work with the Civil Engineer and PMU to (i) conduct site surveys of designated construction areas; (ii) oversee construction to ensure strict adherence to all aspects of the approved building plans; (iii) check and certify all materials and works; (iv) check and certify all invoices; (v) prepare daily supervision reports and brief the PMU on developments, arising risks or issues including suggested action; (vi) check for defects and arrange repair or demolish and rebuild; (vii) certify completion of construction to required standards; and (viii) other duties related to construction management as may be determined by the Civil Engineer and PMU.

VII. SAFEGUARDS

143. Pursuant to ADB's Safeguard Policy Statement (2010) (SPS),¹⁶ ADB funds may not be applied to the activities described on the ADB Prohibited Investment Activities List set forth at Appendix 5 of the SPS.

144. **Indigenous People.** About 4% of the population in Cambodia belongs to indigenous groups. The predominant dwelling areas of the indigenous populations are in the extremities of

¹⁶ Available at: <http://www.adb.org/Documents/Policies/Safeguards/Safeguard-Policy-Statement-June2009.pdf>

sparsely populated areas of the north and northeast. These areas are mainly along the national borders of Viet Nam, Lao People's Democratic Republic (Lao PDR), and Thailand. The Technical and Vocational Education Training Sector Development Program (TVETSDP) will address access and equity issues related to formal TVET in all 26 provinces with Provincial Training Centers and the following 5 regions with regional training centers (RTC): Kampot, Siem Reap, Svay Rieng, and Takeo.

145. The ADB categorization for indigenous people is B. TVETSDP is expected to have no adverse impact on indigenous people in the border provinces while substantially benefiting them. An Indigenous Peoples Matrix (IPP) has been prepared in order to (i) outline the potential impacts of the program on indigenous groups; (ii) specify actions to address the impacts; and (iii) help improve the distribution of benefits to indigenous groups. The IPP supports the integration of indigenous peoples' needs and interests into each of the project outputs, and ensures effective participation and access to the benefits of the project. It outlines anticipated positive and negative effects and recommendations to enhance/mitigate impacts.

INDIGENOUS PEOPLES PLAN

146. The IPP shall be carefully implemented and closely monitored throughout the Project.

Project Output	Anticipated Positive Impact	Anticipated Negative Impact	Proposed measures to mitigate impact (by output and sub-output)
Output 1: Increased Access to TVET Programs	Better access of Indigenous People to TVET programs, and increased awareness about TVET and employment opportunities.	Indigenous Peoples excluded due to limited TVET course offerings and limited employment opportunities in remote regions, and failure of social marketing campaigns	<p>Ensure that VSC piloting with the existing nonformal TVET courses in agricultural skills development offered by PTCs takes place in majority IP areas.</p> <p>Ensure that processes for RPL/RCC, including competency assessments, reflect awareness of IP cultural patterns and values.</p> <p>Ensure trainees in majority IP areas receive preferential access to training stipends for CQF levels 1–4 courses at Public TVET Institutions.</p> <p>Ensure social marketing strategies under the Office of Special Needs and Gender and social marketing agency are sensitive to ethnicity and culturally appropriate occupation choices and workplace skills.</p>
Output 2: Improved Quality and Relevance of TVET System	Skills development among Indigenous People is recognized in terms of cultural patterns and values.	Indigenous People are exposed to limited TVET offerings and employment opportunities.	<p>Ensure quality standards for TVET institutes include sensitivity to ethnicity and culturally appropriate occupation choices and workplace skills.</p> <p>Directors of Public TVET Institutions in IP majority areas attend workshops and annual seminars on the implementation of TVET quality assurance system.</p> <p>Internal audit will include 2 Public TVET Institutions in IP majority areas.</p> <p>Competency assessment units will be established in 2 Public TVET Institutions in IP majority areas.</p> <p>Ensure competency assessment processes reflect</p>

Project Output	Anticipated Positive Impact	Anticipated Negative Impact	Proposed measures to mitigate impact (by output and sub-output)
			<p>awareness of IP cultural patterns and values.</p> <p>Ensure piloting of competency assessments to include Cambodian youth enrolled in Skills Bridging Program located in IP majority areas.</p> <p>RTC and PTC instructors of IP majority areas receive competency-based pre- and in-service TVET instructor training.</p> <p>Ensure trainees in majority IP areas receive preferential access to center-based and enterprise-based course offerings through VSTP.</p> <p>Ensure trainees in majority IP areas received preferential access to Skills Bridging Program.</p>
Output 3: Increased Involvement of Employers in TVET Delivery	Indigenous People gain awareness of skills required in the workplace.	Indigenous People, TVET instructors and communities are excluded from benefits of employer involvement.	<p>Ensure that the members of Sector Skills Councils are aware of IP needs and support requirements for skills development and employment.</p> <p>Ensure internship programs at PTCs located in majority IP areas and RTCs serving majority IP areas are well networked to provinces with large enterprise and large business community.</p> <p>Ensure that 100% of TVET instructors at PTCs located in majority IP areas and RTCs serving majority IP areas participate in the piloting of the Return to Industry Scheme.</p> <p>Ensure sector-specific soft skills training program is developed in the context of IP cultural patterns and values.</p> <p>Include IP in piloting Level 1 course in Basic Manufacturing Processes for Low Level technicians under the Center of Excellence in manufacturing.</p>
Output 4: Strengthened Governance and Management of TVET System	Indigenous People benefit from TVET programs linked to labor market needs		<p>Directors of PTCs located in majority IP areas and RTCs serving majority IP areas are supported to engage in network of provinces with large enterprise and large business community in developing their own business plan for revenue generation.</p> <p>Ensure that PTCs located in majority IP areas and RTCs serving majority IP areas use expanded TVETMIS to enable TVET programming relevant to IPs.</p>

IP = indigenous people, MIS = management information system, MLVT = Ministry of Labour and Vocational Training, PTC = provincial training centers, RCC = recognition of current competencies, RPL = recognition of prior learning, RTC = regional training centers, TVET = technical and vocational education and training, VSC = vocational skills certification, VSTP = voucher skills training program.

Source: Asian Development Bank.

147. **Implementation Arrangements.** The Project Director and project management unit (PMU) will be responsible to ensure IPP implementation in close cooperation with other relevant Directorate General of Technical and Vocational Education and Training units and other partners. The Project Director and PMU will also ensure that semiannual IPP progress reports are submitted to ADB. International and national consultants will assist in integrating indigenous people concerns into Project activities, working closely with the PMU. The Progress reports will provide data and analysis on IP related aspects. The midterm review mission will review and identify any needed adjustments to the IPP.

148. **Involuntary Resettlement.** In accordance with the ADB Safeguard Policy Statement (2009), the project is classified Category C. All construction under the Project will take place on government-own land on the premises of existing Public TVET Institutions. Rehabilitation of civil works will be for existing laboratories and TVET buildings. Designs will ensure appropriate management of waste or by-products where required.

149. No resettlement is anticipated. The Project does not include construction on undeveloped land not owned by the Government.

150. **Environment.** The ADB categorization for environment is B. The Project includes small scale construction, and all buildings are expected to be situated on non-sensitive areas. The construction contractor must keep noise and dust within locally acceptable levels, as well as manage fill, excavated material, and solid waste in a way that does not create a permanent impact. Mitigation and monitoring measures will be defined in the initial environmental examination (IEE).

VIII. GENDER AND SOCIAL DIMENSIONS

151. This Gender Action Plan (GAP) is based on social and gender analysis and stakeholder consultations. It highlights the specific actions that will be implemented and monitored under STVET II. The elements of the GAP have been integrated into the overall project design, with specific gender indicators included in the design and monitoring framework (DMF). The GAP was prepared in accordance with the Asian Development Bank (ADB) *Policy on Gender and Development* (1998).

GENDER ACTION PLAN

Project Outputs	Actions	Responsible Unit/ Person
Output 1: Increased Access to TVET Programs	<ul style="list-style-type: none"> • Ensure that at least 20% of participants for the VSC pilot with nonformal TVET courses in agricultural skills development are female. • All capacity building and training to emphasize gender inclusive participation in RPL/RCC. • At least 20% of trainers/staff/assessors are women. • 20% of the 150 pilot assessments for RPL/RCC with participants of SBP are female. • 20% of the 200 target assessors to implement RPL/RCC are female. • 30% (1,200) of the 4,000 trainees who receive stipends for CQF levels 2–4 training are female. • 20% of female trainees receiving stipends for CQF levels 2–4 training are enrolled in non-traditional areas. • A total of 120 women enrolled in CQF levels 2–4 training and residing in dormitories attend career mentorship programs on a monthly basis. • Two female PTC staff from each of the 3 PTCs receiving dormitories/career mentorship programs trained to oversee implementation of the career mentorship program. • 20% of the 100 participants attending workshops for implementing TVET marketing campaign are women. • 100% of the total 100 roadshows for marketing TVET include a gender component to address female participation in TVET and employment opportunities. • 50% of electronic and print mass media messages produced by social marketing agency address female participation in TVET and employment opportunities. 	PCU, DGTVET DNCS RTC Social Marketing Coordinator National Employment Agency All Public TVET Institutions Local employers Social marketing agency
Output 2: Improved Quality and Relevance of TVET System	<ul style="list-style-type: none"> • Quality standards for Public TVET Institutions include gender equity component. • Self-assessment tools to be used by Public TVET Institutions measure conditions promoting gender equity. • 30% of the 70 directors of Public TVET Institutions attending workshops on quality standards are female. • 30% of the 100 directors of Public TVET Institutions and other staff attending annual seminars on quality standards implementation are female. • 20% of DGTVET staff participating in study tours is women. • 20% of 250 staff introduced to competency assessment is female. • Women account for 20% of assessors accredited by MLVT. • 40% of 200 Cambodian youth participating in the pilot program for competency assessment is female. • At least 2 of the 10 NTTI master trainers trained to pilot delivery of competency-based pre- and in-service TVET instructor training and assessment are female. • 20% of RTC and PTC instructors trained on competency-based training are female. • Capacity building for Training and Employment Needs Assessment includes module on identifying skills needs and training programs for female trainees and ways to inform women about training and employment opportunities. • 50% of the 62 community development specialists trained to analyze skill needs based on revised Training and Employment Needs Assessment is female. • Ensure that curriculum and all learning materials for VSTP units of competency are gender inclusive. • At least 60% (21,000) of VSTP trainees are female. • Expand women's participation by 20% in non-traditional skills training under VSTP from baseline. 	DGTVET QA-ME NTTI All Public TVET Institutions Community Development Specialists

Project Outputs	Actions	Responsible Unit/ Person
	<ul style="list-style-type: none"> At least 50% (3,200) of the enrollment in SBP is female. Develop gender inclusive learning module on career opportunities following TVET to be integrated into SBP curriculum. 	
Output 3: Increased Involvement of Employers in TVET Delivery	<ul style="list-style-type: none"> 20% of staff of Industry Liaison Units trained to implement revised internship program is female. 20% (40) of 200 Public TVET Institution trainees who receive internship stipends are female. 20% of trainees at RTCs and PTCs participating in the piloting of CQF level 1 course in Basic Manufacturing Processes for Low Level Technicians are female. 20% of trainees participating in the piloting of the CQF levels 3–4 internship programs in construction, auto mechanics, electrical works, and manufacturing are female. Ensure multimedia training materials for sector-specific soft skills are gender inclusive. 	DGTVET Host Public TVET Institutions Centers of Excellence RTCs/PTCs Sector Skills Councils
Output 4: Strengthened Governance and Management of the TVET System	<ul style="list-style-type: none"> 30% of the total RTC and PTC staff trained to deliver courses at CQF levels 1–4 are female. 30% of the total 9,700 students trained at CQF levels 1–4 by PTCs and RTCs are female. 30% of the total 100 DGTVET staff and staff of Public TVET Institutions trained to access and use expanded TVETMIS are female. 	DGTVET RTCs/PTCs
Project Implementation Arrangements	<ul style="list-style-type: none"> Gender-related activities regularly reported in quarterly and annual reports. Sex-disaggregated data and gender responsive indicators used in all M&E activities, including in reporting progress against the DMF. The midterm review will review past updates, assess gender-related achievements and identify constraints in implementing the gender action plan. Adjustments, as required, will be recommended for improved implementation of gender action plan. 	PMU PMU PMU

DGTVET = Directorate General of Technical and Vocational Education and Training, DMF = design and monitoring framework, DNCS = Department of National Competency Standards, MLVT = Ministry of Labour and Vocational Training, NTTI = National Technical Training Institute, PCU = project coordination unit, PMU = project monitoring unit, PTC = provincial training centers, QA-ME = Quality Assurance–Monitoring and Evaluation Division, RCC = recognition of current competencies, RPL = recognition of prior learning, RTC = regional training centers, SBP = skills bridging program, TVET = technical and vocational education and training, VSC = vocational skills certification, VSTP = voucher skills training program.

Source: Asian Development Bank.

152. Implementation Arrangements. The Gender Committee of the DGTVET will be responsible for overseeing implementation of the Gender Action Plan (GAP). The project consultant team will include an international specialist in Equal Opportunity Employment and an international labour market analyst to guide the Gender Committee in implementing and monitoring the GAP.

153. The project coordination unit (PCU) will incorporate GAP monitoring in its quarterly progress reports to ADB. The PCU will invite the Ministry of Women's Affairs to send representatives to attend meetings to develop cooperative strategies where relevant. The monitoring and evaluation specialists will mainstream gender monitoring and evaluation within their activities, including disaggregation of performance indicators and progress reports by sex, development of a monitoring and evaluation system that captures gender and ethnicity disaggregated data, and conduct of baseline surveys with male and female recipients and ethnic minorities, and train relevant staff in integrating gender and ethnicity concerns in monitoring and evaluation.

IX. PERFORMANCE MONITORING, EVALUATION, REPORTING AND COMMUNICATION

A. Project Design and Monitoring Framework

154. The detailed DMF is in Appendix 1.

B. Monitoring

155. **Project Performance Monitoring.** Baseline studies for Public TVET Institutions under MLVT based in Phnom Penh and PTCs and RTCs will be undertaken before project inception. The monitoring and recording system and procedures followed by DGTVET will be reviewed and modified as per the monitoring needs for the PTCs and RTCs. Project performance monitoring will focus on project implementation plans and targets, and their execution and achievement. Performance evaluations will examine the impact of project interventions, problems and constraints, their causes, and solutions to them. Mid-term and final evaluation reports will be externally sourced.

156. **Compliance Monitoring.** All covenants in the Loan Agreement will be monitored regularly by the Project Director, and during ADB project review missions.

157. **Safeguards Monitoring.** Involuntary resettlement is categorized as C. Any impact on involuntary resettlement is not deemed significant since the civil works will take place on available land on compounds of existing PTC and Public TVET Institutions. The PCU will provide a report of the construction site for civil works detailing possible resettlement issues and the measures taken to avoid involuntary resettlement.

158. The Indigenous Peoples' categorization is B, as interventions of TVETSDP covers PTCs located in the border provinces which are inhabited by ethnic minority groups. Ethnic minority groups will directly benefit from quality inputs to strengthen TVET such as the stipend program for CQF levels 2–4 training and competency-based training and assessment. The PCU will provide a report on progress indicators as per the Indigenous People Plan, as well as indicators that are context specific.

159. The environmental categorization is B. During construction of the new workshops and classrooms, the contractor will keep noise and dust within locally acceptable levels, as well as manage fill, excavated material, and solid waste in a manner that does not create a permanent impact. Water supply will meet national drinking water quality standards.

160. It is not anticipated that the project will enact interventions which may be detrimental to the environment or involuntary resettlement. While the project incorporates some possible rehabilitation or refurbishment of Public TVET Institutions, these will be located on existing institutional properties. Designs will ensure appropriate management of waste or by-products where required. Individual proposals are expected to address safeguards, and these will be assessed and monitored by the PCU as appropriate.

161. **Gender and Social Dimensions Monitoring.** Specific actions and targets are set out in the Gender Action Plan, with some of these targets included in the DMF. The Team Leader, Project Manager, and Gender Committee will be responsible for the implementing, monitoring and reporting progress on the GAP.

C. Evaluation

162. ADB will conduct an inception mission within 2 months of project start-up, and a review mission every 6 months thereafter. The midterm review mission will occur early in Year 3 of implementation. Within 6 months after the physical completion of the project, the Project Director will submit to ADB a project completion report, analyzing project implementation, project performance and achievements against the targets, and expected project impact. Monitoring and Evaluation Matrix is in Appendix 2 to guide evaluation.

D. Reporting

163. The MLVT will provide ADB with (i) quarterly progress reports in a format consistent with ADB's project performance reporting system; (ii) consolidated annual reports including (a) progress achieved by output as measured through the indicator's performance targets, (b) key implementation issues and solutions, (c) updated procurement plan, and (d) updated implementation plan for next 12 months; and (iii) a project completion report within 6 months of physical completion of the Project. To ensure projects continue to be both viable and sustainable, project accounts and the executing agency AFSs, together with the associated auditor's report, should be adequately reviewed.

E. Stakeholder Communication Strategy

164. Information on the Project will be disseminated regularly through the project web site as well as through regular press releases and other media coverage to highlight project achievements. Regular meetings will be held to key stakeholders to inform them about the Project, and Project achievements, opportunities and other issues.

165. The Project website will be a project webpage linked to the website of the National Training Board. It will publicize and share all key information about the Project. The quarterly progress reports will also be posted on the webpage. MLVT will also conduct bi-annual coordination meetings with project implementers throughout project implementation.

166. The Social Marketing Strategy will also produce information for dissemination, including Electronic and print mass media resources, TV and radio broadcast, advocacy interventions, public briefings, and "road shows".

167. The establishment of Sector Skills Councils for the key sectors is also expected to function as a stakeholder forum and coordination on skills development in the 5 key sectors, as well as provide a stronger linkage between TVET providers and private sector – both TVET providers and industry.

X. ANTICORRUPTION POLICY

168. ADB reserves the right to investigate, directly or through its agents, any violations of the Anticorruption Policy relating to the Project.¹⁷ All contracts financed by ADB shall include provisions specifying the right of ADB to audit and examine the records and accounts of the executing agency and all Project contractors, suppliers, consultants and other service providers. Individuals/entities on ADB's anticorruption debarment list are ineligible to participate in ADB-

¹⁷ Available at: <http://www.adb.org/Documents/Policies/Anticorruption-Integrity/Policies-Strategies.pdf>

financed activity and may not be awarded any contracts under the Project.¹⁸

169. To support these efforts, relevant provisions are included in the loan agreement and the bidding documents for the Project. The Government and MLVT will ensure that the anticorruption provisions acceptable to ADB are included in all bidding documents and contracts, including provisions specifying the right of ADB to audit and examine the records and accounts of the executing and implementing agencies and all contractors, suppliers, consultants, and other service providers as they relate to the Project.

170. The Government will maintain a website to disclose information about procurements related to the Project. For each contract, the website will include information on the list of participating bidders, name of the winning bidder, basic details on bidding procedures adopted, amount of contract awarded, and the list of goods/services procured. In addition to the web-based disclosure, stakeholders, which include civil society and non-governmental organizations, will be provided detailed information on procurement on public notice boards.

XI. ACCOUNTABILITY MECHANISM

171. People who are, or may in the future be, adversely affected by the project may submit complaints to ADB's Accountability Mechanism. The Accountability Mechanism provides an independent forum and process whereby people adversely affected by ADB-assisted projects can voice, and seek a resolution of their problems, as well as report alleged violations of ADB's operational policies and procedures. Before submitting a complaint to the Accountability Mechanism, affected people should make a good faith effort to solve their problems by working with the concerned ADB operations department. Only after doing that, and if they are still dissatisfied, should they approach the Accountability Mechanism.¹⁹

¹⁸ ADB's Integrity Office web site is available at: <http://www.adb.org/integrity/unit.asp>

¹⁹ For further information see: <http://www.adb.org/Accountability-Mechanism/default.asp>.

XII. RECORD OF PAM CHANGES

This PAM was formulated during the fact-finding mission from 7–11 October 2013 and jointly reviewed with the Government during the loan negotiations held on 2–3 July 2014.

ANNEX: TECHNICAL APPENDIXES TO PAM

- Appendix 1: Design and Monitoring Framework
- Appendix 1: Good Governance Framework
- Appendix 2: Monitoring and Evaluation Matrix

DESIGN AND MONITORING FRAMEWORK

Design Summary	Performance Targets and Indicators with Baselines	Data Sources and Reporting Mechanisms	Assumptions and Risks
<p>Impact Increased employability of technical and vocational education and training (TVET) certified workers</p>	<p>By 2025: Number of workers in the labor force with TVET qualifications increased by 30% (25% for females)^a</p> <p>90% of TVET graduates from nonformal and formal TVET programs who enter the labor force find employment within 3 months of graduation^a</p>	<p>Labor market information system (LMIS) data Labor force data</p>	<p>Assumptions Economy continues to grow</p> <p>Government sustains priority for labor market skills</p> <p>Risk Demand for middle-level skilled workers in the priority areas weakens</p>
<p>Outcome An accessible, demand-driven TVET system responsive to continuing and emerging labor market demands</p>	<p>By 2019: 30% increase (25% for females) in enrollments for Cambodia Qualifications Framework (CQF) levels 2–4 training courses at public TVET institutions from an estimated baseline of 918 (197 females) in school year 2011–2012</p> <p>Female enrollments in nontraditional skills areas increases from less than 2% to 10% at public TVET institutions^a</p> <p>60% of regional training center (RTC) and provincial training center (PTC) graduates awarded vocational skills certificate (VSC)</p>	<p>TVET management information system (MIS) data</p> <p>Tracer studies</p> <p>Impact study reports from sector skills councils (SSCs)</p>	<p>Risks Poor perception of TVET limits interest in pursuing TVET qualifications</p> <p>Inadequate supply of TVET instructors to deliver CQF levels 2–4 courses hinders TVET quality improvement</p>
<p>Output 1: Increased access to TVET programs</p>	<p>900 Cambodians assessed for competency in priority sectors by 2018</p> <p>40% of VSC holders enroll in CQF level 2 courses in priority skills areas by 2018</p> <p>120 female trainees receive accommodation in dormitories at PTCs by 2016</p> <p>Women constitute 20% of enrollments at Public TVET Institutions in CQF level 2 training programs in priority skill areas by 2019</p> <p>50% of CQF level 1 enrollees at public TVET institutions assessed for recognition of CQF level 2 competency in the priority skill areas by 2018</p> <p>4,000 people age 14 to 25 (30% female) receive stipends for CQF levels 2–4 training at public TVET institutions by 2019 (70% from poorest communes and 30% disadvantaged)</p>	<p>Impact assessment</p> <p>Impact assessment</p> <p>Project quarterly reports</p> <p>Project quarterly reports</p> <p>Project quarterly reports</p>	<p>Assumptions Government remains committed to forming alternate pathways into formal TVET system</p> <p>Government remains committed to social marketing of TVET</p>
<p>Output 2: Improved quality and relevance of TVET system</p>	<p>200 staff from public TVET institutions in Phnom Penh and 50 staff from public TVET institutions in all provinces participate in competency assessment workshops for recognition of competencies by 2015</p> <p>600 RTC and PTC instructors (20% female) trained to deliver competency-based training and assessment for CQF levels 1–4 programs by 2017</p> <p>50% of TVET instructors at public TVET institutions attain competency according to standards developed under the</p>	<p>TVET MIS</p> <p>Midterm study</p> <p>Program quarterly reports</p>	<p>Assumption Government processes cause delay in implementation of key interventions for TVET system</p>

Design Summary	Performance Targets and Indicators with Baselines	Data Sources and Reporting Mechanisms	Assumptions and Risks
	<p>program by 2018</p> <p>10% of urban voucher skills training program (VSTP) courses and 10% of skills bridging courses outsourced to non-state TVET providers by 2016</p> <p>35,000 trainees (60% female) supported to participate in VSTP</p> <p>6,400 trainees (approximately 50% female) supported to participate in skills bridging program (SBP)</p>	<p>Program quarterly reports</p> <p>Tracer study</p>	
Output 3: Increased involvement of employers in TVET delivery	<p>Internship program in public TVET institutions revised in collaboration with SSCs by 2016</p> <p>200 public TVET institution trainees (20% female) engaged in internships by 2019 (70% from poorest communes and 30% disadvantaged)</p> <p>In collaboration with SSCs: (i) instructor apprenticeship program developed by 2016; (ii) four centers of excellence (COEs) representing four priority skill areas developed by 2016; (iii) CQF level 2 training course in basic manufacturing processes developed and piloted by 2016; (iv) soft skills training program for CQF levels 1–4 developed and piloted by 2016; (v) VSC and CQF levels 1–4 training programs in the four priority skill areas developed and piloted by 2017; and (vi) internship program for CQF levels 3–4 for middle-level workers and supervisors established by 2017</p>	<p>Program quarterly reports</p> <p>Midterm study</p> <p>Pilot studies</p>	<p>Assumption Political will for government to collaborate with industry associations and employers for TVET development continues</p> <p>Risk Formal agreements with industry associations and employers are delayed</p>
Output 4: Strengthened governance and management of the TVET system	<p>9,700 Cambodians (30% female) trained at CQF levels 1–4 by PTCs and RTCs by 2019</p> <p>20% of RTCs and PTCs engage in revenue-generating activities related to business development plan submitted to the directorate general of TVET (DGTVET) by 2017</p> <p>60% of public TVET institutions use expanded TVET MIS and LMIS to inform TVET programming by 2018</p>	<p>Program quarterly reports</p> <p>Consultant reports</p> <p>Midterm study</p>	<p>Assumption Government ensures required staff for operation and management of public TVET institutions, including RTCs and PTCs</p>

Activities with Milestones	Inputs
<p>Output 1: Increased access to TVET programs</p> <p>1.1 Introduce the VSC</p> <p>1.1.1 <i>Prakas</i> and CQF guidelines issued by 2015</p> <p>1.1.2 Competency standards developed, and VSC courses offered by PTCs, by 2015</p> <p>1.2 Develop policies for recognition of prior learning and current competencies (RPLCC)</p> <p>1.2.1 Staff trained on RPLCC implementation by 2015</p> <p>1.2.2 RPLCC and competency assessments piloted by 2015</p> <p>1.2.3 Assessors trained in competency assessments by 2016</p> <p>1.2.4 Assessment and certification policy endorsed by 2017</p> <p>1.2.5 Training modules for RPLCC developed by 2017</p> <p>1.3 Establish stipend program for TVET training at CQF levels 2–4</p> <p>1.3.1 Staff trained to implement stipend program by 2015</p> <p>1.4 Pilot women's dormitories with career mentorship program</p> <p>1.4.1 Women's dormitories constructed by 2016</p> <p>1.4.2 Dormitory management and operation procured by 2016</p> <p>1.4.3 Implementation grants disbursed annually</p> <p>1.5 Promote social marketing of TVET</p> <p>1.5.1 Social marketing agency contracted by 2016</p> <p>1.5.2 Marketing messages developed by 2017</p> <p>1.5.3 Roadshows presented by 2019</p>	<p>Policy-based loan ADB: \$7,000,000</p> <p>Project loan ADB: \$23,000,000</p> <p>Government: \$2,600,000</p>

<p>Output 2: Improved quality and relevance of TVET system</p> <p>2.1 Strengthen TVET quality assurance system</p> <p>2.1.1 Quality assurance system for public TVET institutions piloted by 2017</p> <p>2.1.2 Directors of public TVET institutions introduced to components of quality assurance system by 2017</p> <p>2.1.3 DGTNET staff participates in study tour to build knowledge about quality assurance systems by 2017</p> <p>2.1.4 Internal audits of public TVET institutions conducted by 2018</p> <p>2.1.5 Results following pilot reported by 2018</p> <p>2.2 Establish TVET competency-based assessment and certification system</p> <p>2.2.1 Revised competency assessment and TVET certification system developed by 2017</p> <p>2.2.2 Competency assessment units or centers established and tools developed by 2017</p> <p>2.2.3 Assessors and 10 managers of competency assessment units or centers trained by 2018</p> <p>2.2.4 Assessors accredited and competency assessment conducted by 2019</p> <p>2.3 Improve TVET instructor training system</p> <p>2.3.1 TVET instructor training and instructor assessment introduced by 2016</p> <p>2.3.2 Curriculum and learning materials for training instructors developed by 2016</p> <p>2.3.3 Instructor assessment program, inclusive of assessment tools, developed by 2016</p> <p>2.3.4 Instructor apprenticeship program developed, piloted, and implemented by 2017</p> <p>2.3.5 TVET instructor training and instructor assessment rolled out to all RTCs by 2018</p> <p>2.4 Enhance voucher skills training program</p> <p>2.4.1 Process for training and employment needs assessment revised by 2016</p> <p>2.4.2 Community development specialists trained by 2016</p> <p>2.4.3 Standardized curricula, skill standards, and guidelines for VSTP courses developed by 2016</p> <p>2.4.4 Modules for revised VSTP implementation and participation guidelines kit developed by 2016</p> <p>2.4.5 Quality assurance mechanism supporting private and non-state providers developed and implemented by 2016</p> <p>2.4.6 Vouchers for training by non-state providers disbursed by 2017</p> <p>2.4.7 Tracer studies conducted by 2019</p> <p>2.5 Enhance SBP</p> <p>2.5.1 SBP curricula revised to reflect competency-based training principles by 2016</p> <p>2.5.2 Gender-inclusive learning module on career opportunities following vocational training developed by 2016</p> <p>2.5.3 Non-state providers oriented on revised SBP curricula and learning support materials by 2016</p> <p>2.5.4 Competency-based SBP contracted to non-state providers by 2017</p> <p>2.5.5 SBP providers (public and non-state) attend semiannual orientation workshops by 2018</p> <p>2.6 Improve TVET facilities</p> <p>2.6.1 Workshops constructed by 2018</p> <p>2.6.2 Specialized equipment packages procured for nine workshops by 2018</p> <p>2.6.3 Classroom building and workshops at the Battambang Institute of Technology constructed by 2018</p> <p>2.6.4 DGTNET building rehabilitated by 2018</p>
<p>Output 3: Increased involvement of employers in TVET delivery</p> <p>3.1 Strengthen internship program</p> <p>3.1.1 Framework and guidelines for internship program developed by 2016</p> <p>3.1.2 Industry liaison units trained to implement and monitor new internship program by 2016</p> <p>3.1.3 Internship stipends provided to 200 TVET trainees by 2019</p> <p>3.2 Establish SSCs</p> <p>3.2.1 Operating procedures and monitoring and evaluation framework for SSCs established by 2015</p> <p>3.2.2 SSCs established and formalized through memoranda of agreement by 2016</p> <p>3.3 Establish COEs</p> <p>3.3.1 COEs established by 2016</p> <p>3.3.2 VSC and CQF levels 2–4 training programs piloted by 2016</p> <p>3.3.3 Soft skills training module developed to be incorporated into curricula for CQF levels 1–4 by 2016</p> <p>3.3.4 CQF levels 3–4 internship programs for middle-level and supervisory workers piloted by 2017</p> <p>3.3.5 Multimedia training materials for teaching sector-specific soft skills procured by 2017</p> <p>3.3.6 CQF levels 1–4 course materials disseminated to RTCs and PTCs within each COE network by 2017</p>
<p>Output 4: Strengthened governance and management in TVET system</p> <p>4.1 Strengthen RTCs and PTCs to offer CQF level 2 and above courses</p> <p>4.1.1 PTCs deliver 234 courses, and five RTCs deliver 90 courses by 2019</p> <p>4.2 Strengthen financing of RTCs and PTCs</p> <p>4.2.1 Start-up costs for RTCs and PTCs to offer CQF level 2–4 courses financed</p> <p>4.3 Improve information management system</p> <p>4.3.1 TVET MIS and LMIS expanded by 2019</p>

^a Baselines will be determined at project inception and informed by data from Strengthening Technical and Vocational Education and Training Project.

Source: Asian Development Bank.

No.	Issue	Action to Mitigate Risk	Responsibility	Target/Frequency
		and anticorruption.		
1.c	Weak procurement capacity	<p>A procurement capacity assessment was undertaken as part of the project preparation technical assistance for preparation of the Project. The assessment found that DGTVET is experienced in the procurement of goods but less experienced in procuring works, services and consultants, and site management and monitoring of civil works.</p> <p>Training and mentoring will be provided to strengthen capacity, specifically in the preparation of bid documents for civil works, bid evaluation and preparation of bid evaluation reports for civil works, training of PCU staff and Procurement Review Committees on procurement regulations and ADB Guidelines, preparation of detailed lists and technical specifications of equipment, and selection and contracting of consulting services.</p> <p>The Project will be monitored, and where necessary, additional measures will be incorporated to improve procurement procedures.</p> <p>As procurement process is beyond the award of contract, the Project</p>	MLVT with ADB approval	Throughout project duration.

No.	Issue	Action to Mitigate Risk	Responsibility	Target/Frequency
		<p>will organize frequent monitoring visits to work sites in order to ensure that the construction works will meet quality standards in line with desired specification.</p> <p>The Project will recruit a Project Implementation Specialist (international, 24 months) and Procurement Specialist (national, 24 months) to support the procurement process.</p>		
1.d	Inadequate or delayed procurement plans	<p>The Project will prepare a procurement plan as guided by ADB's Procurement Guideline and SOP/PM.</p> <p>The Project will prepare an annual Procurement Plan tied to the annual work plan and budget.</p>	<p>MLVT and ADB</p> <p>MLVT with ADB approval</p>	<p>First year plan completed by appraisal mission.</p> <p>One in 2014, and annually thereafter.</p>
1.e	Informal payments by contractors, suppliers and consultants	All contractors, suppliers and consultants—firms or individuals, national and international—bidding for contracts under the Project shall sign the Declaration on Ethical Conduct and Fraud and Corruption in the SOP/PM, and be subject to the sanctions specified in the ADB's Procurement Guidelines.	MLVT with ADB approval	Throughout project duration.
1.f	Potential project staff-contractor collusion over volumes and build quality	The Project will strengthen project monitoring and introduce technical audit during the midterm review to clarify structures, authorities, and	MLVT with ADB approval	Inception mission.

No.	Issue	Action to Mitigate Risk	Responsibility	Target/Frequency
		effectiveness of project management.		
Element 2: Financial Management (FM)				
2.a	Weak internal controls	<p>The Government will strengthen the financial management system and internal audit function of MLVT, and provide capacity development through the extension of the PFM reform program to MLVT.</p> <p>The Project will apply internal control procedures specified in SOP and Financial Management Manual (FMM), both of which are consistent with ADB guidelines, including in the areas of:</p> <ul style="list-style-type: none"> • financial policies and standards; • elements of internal control; • financial accounting system, ledgers, journals; • bank accounts and credit/grant withdrawals; • project expenditure, payroll, petty cash, advances; and • financial management reports, audit, counterpart funds withdrawals. <p>The project will provide an</p>	MLVT and Ministry of Economy and Finance (MEF)	Throughout project duration.

No.	Issue	Action to Mitigate Risk	Responsibility	Target/Frequency
		<p>International Public Financial Management Specialist (4months) and National Financial Management Specialists (24 months).</p> <p>The project will also assist in the design and funding for a modular Financial Management system compliant to the PFMRP and Program Budgeting initiatives.</p>		
2.b	Cash transactions	<p>The Project will ensure that payments to contractors, suppliers and consultants – firms, individuals, national and international – are made by cheque or transfer to bank accounts, and will retain evidence for audit and donor supervision missions.</p>	MLVT	Throughout project duration
2.c	Inconsistent allowances paid to Government staff attending training, workshops and study tours	<p>The Project will follow MEF's Instruction Letter No. 2000 dated 23 April 2007²⁰ on standard daily subsistence and travel allowances.</p> <p>The Project will establish an Annual Training and Workshop Plan.</p> <p>The Project will set eligibility rules for attending training, workshops and study tours. Attendees must:</p> <ul style="list-style-type: none"> • be engaged in work 	<p>MLVT with ADB approval</p> <p>MLVT</p> <p>MLVT</p>	<p>Throughout project duration</p> <p>Throughout project duration as per annual work plan.</p> <p>Throughout project duration as per annual work plan.</p>

²⁰ Letter No. 2000 dated 23 April is being reviewed by MEF.

No.	Issue	Action to Mitigate Risk	Responsibility	Target/Frequency
		<p>receipts except where covered by fixed allowances in MEF's Letter No. 2000.</p> <p>The Project to retain evidence of payment of attendees' per diem and allowances.</p>		
2.d	Delayed or non-existent reconciliation of advances for operating costs and expenses	<p>The Project will reconcile advances of operating expenses of staff or field offices within one week of the end of each month.</p> <p>The Project to ensure that no further advances are paid until previous advance reconciled and cleared against documentary evidence.</p>	<p>The Project financial officers</p> <p>The Project financial officers</p>	<p>Each occasion</p> <p>Throughout project duration</p>
Element 3 : Disclosure				
3.a	Conflict of interest among project staff	The Project will minimize conflict of interest through disclosing of private and public affiliations or personal interest before becoming involved in any project related transaction such as contract award.	MLVT	Throughout project duration.
3.b	Enhance transparency through greater public disclosure of project information	<p>The Project will disclose on MLVT's and, or NTB's website(s), with hard copies available for public inspection if requested, at a minimum:</p> <ul style="list-style-type: none"> • project name, objectives, original and revised 	MLVT and ADB to agree final list	Agreed at Loans negotiations.

No.	Issue	Action to Mitigate Risk	Responsibility	Target/Frequency
		<p>amount, sources of funding, effectiveness date, number of extensions, name and address of MLVT, name of ADB officers in charge, list of Project Steering Committee (PSC) members and contact information in the MEF-ADB unit, contact information for ADB office in Cambodia, and contact information and mandate of ADB's Office of Anticorruption and Integrity;</p> <ul style="list-style-type: none"> • details of project components, percentage completion, data on performance indicators; • annual Work Program and Procurement Plan, identifying contracts to be procured in the next 12 months, nature of each contract, cost estimate, location, method of procurement, means of advertisement, bidding period, location where bidding documents and RFP's can be inspected, expected date of availability, and cost of bidding documents; 		

No.	Issue	Action to Mitigate Risk	Responsibility	Target/Frequency
		<ul style="list-style-type: none"> • consultant long and short lists; • bidding documents and RFP's to be available for inspection; • bid closing dates, names of bidders and their bid prices at opening; • list and details of contracts awarded, names of losing bidders and, if their bid prices were lower than the winning bidder, the reason for their rejection; • six month progress reports; • planned and actual disbursements by sub component; • annual financial statements and audit opinion; • other specific reports prepared by the Project • complaints remedies and mechanism; • criteria and procedure for selection of candidates for scholarships; and • code of ethical conduct once signed by all staff. 		

No.	Issue	Action to Mitigate Risk	Responsibility	Target/Frequency
Element 4: Complaints and Remedies Mechanism				
4.a	Inadequate complaints and remedies mechanisms	<p>The Project will prepare a remedy mechanism to address complaints, including establishment of a grievance redress mechanism at Project Coordination Unit (PCU), Provincial Training Centers (PTC), and Regional Training Center (RTC) to receive complaints/grievances from communities, contractors, etc.</p> <p>Procedures regarding procurement complaints are to follow process set out in the Loan Agreement and SOP/PM</p>	<p>MLVT with ADB approval</p> <p>MLVT and MEF</p>	<p>Inception mission</p> <p>Throughout project duration</p>
Element 5: Civil Society Organization and Private Sector Roles				
5.a	Lack of involvement of CSOs and Private Sector to increase transparency	Each advertisement shall mention that any civil society or private sector representatives or interested persons may attend the bid opening.	MLVT	Throughout project duration
Element 6: Code of Ethical Conduct				
6.a	Poor enforcement of the Code of Conduct for civil servants	The Project will provide copies of the relevant laws and articles on Code of Conducts for civil servant to all Project staff, including contracted staff. Project will maintain signed declaration of receipt of these documents by all	MLVT	Inception mission or to be incorporated in PAM

No.	Issue	Action to Mitigate Risk	Responsibility	Target/Frequency
		Project staff, including contracted staff.		
	Element 7: Sanctions			
7.a	Inadequate sanctions for fraudulent and corrupt activity by project staff, contracts, suppliers and consultants.	<p>The Project will identify and apply sanctions available under current law and regulations of Cambodia.</p> <p>Sanctions for individuals may include transfer of duties, retaining, suspension, dismissal, re-grading, prosecution under Cambodian Law. Sanctions for firms may include: termination of contract, debarment, blacklisting, and prosecution under Cambodian Law.</p>	MLVT	Throughout project duration
	Element 8: Project Specific Elements			
8.a	Risk of low quality construction and supervision.	<p>The Project will recruit a national civil works and procurement specialist (48 months) to assist the project staff in preparing and costing a design for civil works package; monitoring procurement connected with civil works; supervising the construction of women's dormitories and workshops, and renovation of training institutes.</p> <p>See also 1 f. above.</p>	MLVT and ADB approval	Throughout project duration
7.b	Risk in abuse in resettlements of affected people over appropriate	The Project to ensure that no rehabilitation or construction of	MLVT, Inter-Ministerial Resettlement Committee,	Agreed at grant

No.	Issue	Action to Mitigate Risk	Responsibility	Target/Frequency
	compensation	training facilities in MLVT's training institutes and women's dormitories will involve involuntary resettlement according to ADB's Policy on Involuntary Resettlement (1995) and the relevant Government regulations. Ensure that monitoring of the implementation of any Resettlement Plan is done by External Monitor.	NGOs, and ADB approval	negotiation Before issuance of civil work contracts

MONITORING AND EVALUATION MATRIX

Performance Questions	Indicators	Data to be collected	Method of data collection
Output 1: Increased Access to TVET Programs			
To what extent is the process for the recognition of prior learning and current competencies (RPLCC) leading out-of-school youth and disadvantaged groups to enter formal TVET?	Percentage of RPLCC participants enrolling in Level 2 training programs at PTCs, RTCs, and Public TVET Institutions.	Sex-disaggregated enrollment data of RPLCC participants by Public TVET Institution.	MLVT reports.
To what extent are Vocational Skills Certificate (VSC) holders enrolling in Level 2 training courses in the priority sectors?	Number of VSC holders enrolling at Level 2 in PTCs, RTCs, and Public TVET Institutions.	Sex-disaggregated enrollment data by Public TVET Institution.	MLVT reports.
To what extent do women's dormitories with career mentorship programs retain women trainees to complete training program at PTC?	Comparison of perceptions of women trainees completing training program who resided in the dorms and participated in career mentorship programs and those who did not.	Survey responses.	Impact study on career mentorship program.
To what extent do the learning events and information sessions offered by the career mentorship programs motivate women to engage in non-traditional trades?	Women's perceptions of how the career mentorship program motivated them to consider non-traditional trades.	Survey responses.	Impact study on career mentorship program.
To what extent does social marketing campaign improve public perception of TVET?	Perceptions of youth and disadvantaged populations on how they understand TVET and related employment opportunities.	Survey responses.	MLVT report. Midterm evaluation. Project completion evaluation.
Output 2: Improved Quality and Relevance of TVET System			
To what extent is competency-based assessment and certification implemented?	Percentage of Public TVET Institutions employing the competency-based assessment and certification system. Perception of Public TVET Institution instructors and administrators on the challenges in implementation.	Data by TVET institution. Survey responses.	MLVT reports.
To what extent are TVET instructors prepared to teach CQF levels 2–4 courses?	TVET instructors' perceptions of applicability of competency-based training and assessment principles	Survey responses.	MLVT report. Midterm evaluation. Project completion evaluation.

Performance Questions	Indicators	Data to be collected	Method of data collection
	and relevance of experiences gained through Return to Industry Scheme.		
To what extent are trainees (particularly, women) from the Voucher Skills Training Program and Skills Bridging Program enrolling in CQF level 2 training courses?	Number of VSTP and SBP trainees participating in RCLCC and being awarded VSC (sex disaggregated). Number of VSTP and SBP trainees who are awarded VSC enrolling in CQF Level 2 training courses (sex disaggregated).	Assessment unit data. Data by TVET institution.	MLVT report. Midterm evaluation. Project completion evaluation.
Output 3: Increased Involvement of Employers in TVET Delivery			
To what extent are Sector Skills Councils operating?	Signed MOUs. Perception of stakeholders. Number of employers working with TVET institutes to offer internships for trainees and TVET instructors.	Copy of MOUs. Survey responses. Data by Public TVET Institution and from NTTI.	MLVT report. Midterm evaluation. Project completion evaluation
To what extent do Centers of Excellence support middle level skills development in the priority sectors?	Number of Public TVET Institutions employing sector-specific soft skills training program. Number of RTCs and PTCs served by COEs in providing training resources.	Data by Public TVET Institution. Data by Public TVET Institution.	MLVT report. Midterm evaluation. Project completion evaluation
Output 4: Strengthened Governance and Management of TVET System			
To what extent is CQF levels 2–4 training delivery sustainable by RTCs and PTCs?	Expenditure costs as a percent of DGTVET recurrent budget and Public TVET Institution budget.	Unit costs for training. Budget information by Public TVET Institution. DGTVET recurrent budget.	MLVT report. Unit cost study.