

## PROJECT PREPARATORY TECHNICAL ASSISTANCE

### A. Justification

1. Cambodian youth continue to be employed in low-paid and low-skilled informal sector jobs. Secondary school graduates are unprepared for subsequent education, training and work. Cambodia strives toward universal basic education up to Grade 9. Given the likely competition Cambodia will face upon ASEAN economic integration, Grade 9 education will not be sufficient. The proposed Strengthening Secondary Education and Teaching of Math and Science (SSETMS) aims to support the Government of Cambodia in improving access to, and relevance and quality of, secondary education (SE; grades 7–12). A key project focus is on (i) implementing a social safety net program for poor families to keep children in school and complete Grade 9; (ii) integrating employability skills into the upper secondary education curriculum in partnership with private sector and employers; and (iii) improving science, mathematics, and technology education at the upper secondary level.

2. To design the Program, a robust participatory process involving all relevant stakeholders is necessary to seek consensus on the scope, coverage and priority reforms to be supported by the Program. The participatory process will be guided by the Ministry of Education Youth and Sport (MoEYS) Education Strategic Plan 2009–2013. Further informing the participatory process will be stakeholder priorities and lessons learned from initiatives under EEQP to inform the design of the Program. The design process will also involve engagement of employers and private sector to determine the scope of education interventions that serve labor market demands. Lessons learned from the ongoing PPP technical assistance projects in Cambodia will inform the design of PPP mechanisms for secondary education delivery under the proposed SSETMS.

### B. Major Outputs and Activities

3. The TA will (i) identify priority policy reforms for support under the policy loan, as well as specific targets for tranche conditions; (ii) prepare a situation and gap analysis of upper secondary education and detailed analysis of upper secondary provision in target areas, capacity of science, mathematics, and technology teachers, student assessment in science, mathematics, and technology skills; and employment prospects for grade 12 graduates; (iii) determine the scope and feasibility of proposed project investments, ranging from capacity building to civil works and equipment; (iv) prepare cost estimates and a financing plan; (v) analyze financial and economic viability and sustainability; and (vi) determine detailed implementation arrangements. It will prepare the project administration manual incorporating the above and other relevant aspects to guide overall implementation of the proposed SSETMS.

The major outputs and activities are summarized in Table A4.1.

**Table A4.1: Summary of Major Outputs and Activities**

Major Activities	Expected Completion Date	Major Outputs	Expected Completion Date
<b>A. Inception</b>			
1. Consultant mobilization	February 2014	Contract with firm and individual consultants	January 2014
2. Prepare detailed work Program	February 2014		
3. Initial stakeholder consultation and Inception workshop	February 2014		
4. Rapid assessment of sector/gaps	February 2014	Inception report	February 2014

Major Activities	Expected Completion Date	Major Outputs	Expected Completion Date
<b>B. Midterm</b>			
5. In-depth dialogue with EA and stakeholders to determine scope	February 2014		
6. Assess procurement and institutional capacity, and prepare risk assessment	March 2014	Draft interim report	April 2014
7. Develop initial design and monitoring framework (DMF)	April 2014		
8. Develop capacity building and human resource development plan	May 2014		
<b>C. Final</b>			
9. Prepare detailed implementation strategies for all project programs	May 2014		
10. Prepare cost estimates and financing plan	May 2014		
11. Assess economic and financial viability and sustainability	May 2014		
12. Finalize SPRSS, etc.	May 2014	Draft final report	June 2014
13. Develop detailed implementation arrangements and procurement plan	May 2014		
14. Prepare detailed PAM	May 2014	PAM	June 2014
15. Finalize program documents including PAM	May 2014	Final report	July 2014

SPRSS = Summary Poverty Reduction and Social Strategy, PAM = project administration manual.  
Source: Asian Development Bank

### C. Cost Estimate and Proposed Financing Arrangement

4. The TA is estimated to be \$800,000 equivalent which will be financed on a grant basis by the Asian Development Bank's (ADB's) Technical Assistance Special Fund (TASF-V). External financing will not be pursued because special funds supporting education and training do not exist. The government will provide in-kind contributions in the form of office accommodation and transport. The detailed cost estimate is presented in Table A4.2.

**Table A4.2: Cost Estimates and Financing Plan**  
(\$'000)

Item	Total Cost
<b>Asian Development Bank<sup>a</sup></b>	
1. Consultants	
a. Remuneration and per diem	
i. International consultants (32 person-months)	679
ii. National consultants (6 person-months)	15
b. International and local travel	26
c. Reports and communications	5
2. Equipment (computer, printer, etc.) <sup>b</sup>	5
3. Workshops, training, seminars, and conferences	5
4. Vehicle <sup>c</sup>	5
5. Surveys	5
6. Miscellaneous administration and support costs	5
7. Contingencies	50
<b>Total</b>	<b>800</b>

<sup>a</sup> Financed by the Asian Development Bank's Technical Assistance Special Fund (TASF-V).

<sup>b</sup> Ownership of the equipment will be transferred to MoEYS after closing of the TA.

<sup>c</sup> Consultants will require lease of vehicle to perform assigned tasks outside Phnom Penh.

Source: Asian Development Bank

## D. Consulting Services

5. Consultants will be engaged through an international consulting firm, indicatively including 32 person-months of international consultant inputs, and 6 person-months of national consultant inputs. ADB will select and engage consultants in accordance with ADB's Guidelines on the Use of Consultants (March 2013, as amended from time to time). The quality- and cost-based selection (QCBS), using simplified technical proposal procedures, will be followed. The quality and cost ratio for QCBS will be 80:20. The consultants may procure equipment through shopping in accordance with ADB's Procurement Guidelines (March 2013, as amended from time to time). Some of the contingency funds will remain unallocated for individual consultants (7 person-months), to be identified as needed. Individual consultants will be recruited following ADB's Individual Consultant Selection (ICS). Upon completion of the TA, equipment procured under the TA will be transferred to the EA. Inputs by the consultant firm may be augmented by a small number of resource persons as needed, to be recruited by ADB in accordance with ADB procedures.

**Table A4.3: Summary of Consulting Services Requirement**

<b>Positions</b>	<b>Person-Months Required</b>
<b>International</b>	
Upper Secondary Education Systems Expert/Team Leader	6
Science & Mathematics Education Specialist	3
Specialist in ICT for Education	3
Youth Employment Specialist	3
Specialist on Social Protection Programs	6
Public Private Partnership Specialist	4
Education Planner / Economist	3
Procurement and Project Costing Specialist	2
Governance and Public Financial Management Specialist	1
Specialist on Gender, Social Development and Equity/Project Safeguards	1
<b>National</b>	
Specialist in Secondary Education Project Management / Deputy Team Leader	6

Source: Asian Development Bank

The outline terms of reference for the project preparatory TA consultants are described in paras. 6 to 15.

6. **Upper Secondary Education Systems Expert/Team Leader** (international, 6 months) and **Specialist in Secondary Education Project Management/Deputy Team Leader** (national, 6 person-months). The international team leader will have experience in leading project preparation of similar education sector interventions and awareness of ADB project preparation requirements, and the domestic deputy team leader will have experience in internationally supported education projects and in working with civil society actors in the education sector. In terms of technical expertise, the consultants (in particular, the international expert) should have experience in secondary education and youth employment issues, including dialogue on and implementation of policies, subsector management, and institutional aspects. Their collective tasks include: (i) lead an upper secondary education situation analysis, identifying and examining issues, strategies, policies, and institutional factors related to access and equity, quality and relevance, sector management efficiency, and financing; (ii) guide assessment on existing schemes for social protection in Cambodia and lead coordination with

relevant government agencies to design social safety program supporting Grade 9 completion; (iii) guide assessment on the status of and priorities for support to key areas such as science, mathematics, and technology education, teacher preparation in these subject areas, curriculum reform to include employability skills, and private sector engagement; (iv) recommend improved operational mechanisms needed to carry forward and enhance the impact of USE reforms; (v) assess institutional management capacity and develop phased capacity building program for results-based management at central and sub-national levels of MoEYS; (vi) identify priorities for geographic targeting of project investments, institutional strengthening, and capacity-building; (vii) lead dialogue with the government to finalize the Program design; (viii) lead coordination with relevant government and non-government stakeholders and development partners; and (ix) take responsibility for the team's collective work, including (a) inception, interim and final reports; (b) surveys, stakeholder consultations, and workshops; and (c) the RRP and PAM and needed other related documents as per ADB. The deputy team leader will lead sub-national dialogue and coordinate and ensure the quality of inputs from the other national consultants.

7. **Science & Mathematics Education Specialist** (international, 3 person-months). The consultants will have expertise in science and mathematics curriculum development and teacher training, as well as in development of teaching and learning materials and student-centered pedagogy. Their collective tasks include: (i) assess the status of science and mathematics education at secondary level and identify priority interventions; (ii) conduct assessment of secondary students science and mathematics ability in coordination with MoEYS for baseline data; (iii) assess inservice and preservice science and mathematics teacher training programs for upper secondary level and identify priority interventions; (iv) identify needed supplementary materials for science and mathematics education, new textbooks and other teaching and learning materials, and materials to support inservice and preservice teacher training programs; and (v) produce required documents for implementation of proposed interventions to be included in PAM.

8. **Specialist in ICT for Education** (international, 3 person-months). The consultant will have experience in developing technology education programs at the US level and in integrating ICT for classroom learning across the US curriculum. Experience in developing country context is required. Key tasks include: (i) develop implementation plan for roll out of MoEYS ICT master plan at the secondary level; (ii) develop phased capacity building program for MoEYS and sub-national staff, school directors, and teachers on ICT integration into secondary curriculum; (iii) develop SRC computer lab program and implementation plan in consultation with MoEYS and Public Private Partnership Specialist; (iv) identify necessary materials for classroom teaching and learning; (v) develop technology education program to be piloted in SRCs in consultation with key private sector partners and MoEYS; and (vi) produce required documents for implementation of proposed interventions to be included in PAM.

9. **Youth Employment Specialist** (international, 3 person-months). The consultant will have expertise in designing youth employment programs in developing country context. Experience in Cambodia is an asset. Key tasks to be completed in coordination with Public Private Partnership Specialist include: (i) develop framework for role of secondary education in youth employment in consultation with MoEYS and private sector entities / employers; (ii) design employability skills program for US level (in parallel to employability skills program for LS level under ESDP III) to be integrated across the curriculum in consultation with MoEYS, private sector entities / employers such as Cambodia Federation of Employers and Business Associations (CAMFEBA) and industry advisory groups (established under ADB-supported Strengthening Technical Vocational Education and Training Project (STVET)); (iii) design

school-to-work transition program in consultation with MoEYS, National Employment Agency (NEA) and private sector; (iv) design entrepreneurship program in coordination with work under ADB-supported STVET and Cambodia-India Entrepreneurship Development Center and MoEYS; (v) conduct consultative workshops for each program with key stakeholders; and (vi) develop implementation guides for each newly designed program and monitoring and evaluation framework to be included in PAM.

10. **Specialist on Social Protection Programs** (international, 6 person-months). The consultant will have expertise in designing and implementing social protection programs in developing country contexts. Experience in education and Cambodia is an asset. Key tasks include: (i) design social safety net program (in consultation with MoEYS) for LS completion for poor and vulnerable population in consultation with MoEYS and government's Social Protection Unit; (ii) develop phased capacity building program for administration of social safety net program; (iii) conduct consultative workshop with key stakeholders; (iv) conduct economic analysis of proposed social safety net program in consultation with Education Planner / Economist; and (v) develop implementation guides for each newly designed program and monitoring and evaluation framework to be included in PAM.

11. **Public Private Partnership Specialist** (international, 4 person-months). The consultant shall have experience in public private partnerships in the social sector. Experience with Cambodia and education sector is an asset. The consultant will (i) review relevant policies and government documents regarding Secondary Resource Centers (SRCs) and prepare a framework for PPP for development, management, and sustainability of SRCs in consultation with relevant departments of MoEYS; (ii) identify potential private sector entities / employers as potential partners in SRC development, management, and sustainability, and, in consultation with Youth Employment Specialist, in implementation of other programs at the US level proposed under SSETMS (i.e. entrepreneurship program, employability skills program, and school-to-work transition program); (iii) establish scheme for contracting with private sector entities / employers in consultation with MoEYS and other relevant government agencies; (iv) identify and develop (in consultation with MoEYS) policy reforms for defining a PPP structure for secondary education delivery; (v) develop concept papers for engagement with private sector / employers under SSETMS and conduct consultative workshop (in consultation with MoEYS) with relevant stakeholders to discuss PPP policies, framework and methods for engagement; and (vi) produce required documents for implementation of proposed interventions to be included in PAM.

12. **Education Planner / Economist** (international, 3 person-months). The consultant will have expertise in economic analysis in the education sector, including reform programs. Key tasks include: (i) analyze recent and projected budgets and expenditures for the education sector, with a detailed analysis of the secondary subsector; (ii) assess related policies and strategies and implications for access, quality and relevance, and overall efficiency of the secondary subsector; (iii) assess the magnitude of investments required to implement and sustain key elements of the reform agenda, including any incremental reforms proposed for support under SSETMS; (iv) review existing analytical work and assess supply- and demand-side constraints to SE access and education outcomes, as well as the projected poverty impact of the proposed Program; (v) lead economic and financial analyses for the proposed Program, including sustainability aspects (in consultation with Specialist on Social Protection Programs) and cost benefit analysis; (vi) develop a monitoring and evaluation (M&E) framework and assess options for rigorous econometric impact evaluation for selected interventions; and (vii) produce required documents for RRP and PAM and other support as needed.

13. **Procurement and Project Costing Specialist** (international, 2 person-months). The consultant shall have a graduate degree in public administration, business administration or other related disciplines and at least 10 years of experience in public and private procurement and capacity building in procurement. Consultant will also be experienced in costing under similar projects, and have a mastery of COSTAB. Experience in working with ADB's Procurement Guidelines and the Guidelines on the Use of Consultants and the government's procurement guidelines is required. The consultant will (i) review the requirements for procurement under the Program and group potential procurement packages by key categories (consultancy services, goods, civil works) as appropriate; (ii) assess the capacity of the Government to manage procurement and suggest if there is any need for strengthening this capacity; (iii) conduct procurement capacity assessment for the Project; (iv) prepare a procurement plan for the Project that will be reviewed each year and firmed up for implementation; (v) compile and review costing data from existing sources and field data; (vi) prepare detailed and disaggregated cost estimates for all Program elements, with detailed annotation for the cost tables; and (vii) prepare PAM inputs and other documents, as needed.

14. **Governance and Public Financial Management Specialist** (international, 1 person-months). The consultant shall have post-graduate degree in public administration, business administration, accounting, and other relevant social sciences; professional accountancy qualification (i.e. CPA, ACCA, etc.); and at least 10 years of experience in assessing public organizations' capacity in financial management, procurement and anti-corruption issues. Experience in conducting governance capacity assessment following multilateral financial institutions is required. The consultant will, in line with GACAP II, (i) review the current funding arrangement for ESDP III and other ongoing education and training projects, including the government system for budget execution, accounting, and auditing; (ii) analyze governance, fiduciary, and institutional risks in the sector and the executing and implementing agencies; (iii) assess the capacity of concerned government agencies for internal control, staffing requirements and skills, accounting hardware, software and training needs; (iv) assess the capacity of external auditors to provide timely report in accepted auditing standards; and (v) prepare financial capacity assessment, project funds flow, governance risk assessment, and risk mitigation plan for the Program.

15. **Specialist on Gender, Social Development and Equity/Project Safeguards** (international, 1 person-month). The consultant will have expertise in analysis and project design work related to social development, equity issues affecting females and other disadvantaged groups (preferably in the education sector), and in project safeguards—particularly those related to indigenous peoples (IP). Consultant will have a good understanding of relevant ADB policies and requirements. Key tasks include: (i) work with the Education Economist to conduct poverty and social analyses, including disaggregated analysis of social impacts and benefits of the proposed Program, and to develop the M&E framework with gender indicators; (ii) identify priority interventions and procedures to promote participation by and benefits to women and other disadvantaged groups under the proposed interventions of the Program; (iii) develop gender action plan; and (iv) in accordance with ADB's *Safeguard Policy Statement* (SPS; 2009) and other relevant ADB and Government requirements, work with the EA to prepare an IP Plan for the Program.

## **E. Implementation Arrangements**

16. The Ministry of Education, Youth and Sport (MoEYS) will be the executing agency for the TA, and will provide coordination with other agencies and institutions as needed. The project management unit (PMU), to be formed by the General Department of Administration and

Finance, will act as implementer, reporting to MoEYS and providing day-to-day oversight and liaison with ADB and the consultants. MoEYS will provide qualified counterpart staff and adequate office accommodations for the consultants. Disbursements will be done in accordance with ADB's *Technical Assistance Handbook* (May 2010, as amended from time to time). The Government was advised that approval of the TA does not commit ADB to financing any ensuing loan/grant.

The proposed TA processing and implementation schedule is listed in Table A4.4.

**Table A4.4: Proposed Technical Assistance Processing and Implementation Schedule**

<b>Major Milestones</b>	<b>Expected Completion Date</b>
Reconnaissance mission	14–18 October 2013
Peer review meeting	14 November 2013
VP concept clearance/PPTA approval	16 December 2013
Consultant mobilization	6 February 2014
TA inception	13 February 2014
Inception report	17 March 2014
Draft interim report	24 April 2014
Midterm workshop	31 April 2014
Draft final report	21 May 2014
Final report	30 June 2014
TA financial closure	31 July 2014

Source: Asian Development Bank