

## PROJECT PREPARATORY TECHNICAL ASSISTANCE

### A. Justification

1. Project preparatory technical assistance (TA) is required for designing the project and enhancing its readiness through appropriate advance action.

### B. Major Outputs and Activities

2. The major outputs will include: (i) detailed survey of the current performance of a representative sample of industrial training institutes (ITIs) of Madhya Pradesh to assess strengths and weaknesses; (ii) institutional development plan to improve the performance and results-orientation of the ITIs in terms of the quality of training, counselling, placement services, industry engagement, and placement rates; (iii) brief master plan with different operating models and possible public–private partnership (PPP) contracts for the proposed global skills park (GSP); (iv) National Skills Qualification Framework and/or National Council of Vocational Training (NCVT)-aligned training protocols; (v) technical specifications for an information technology-based Madhya Pradesh-wide job portal and for a project management information system (MIS) linking Madhya Pradesh Council for Vocational Education and Training (MPCVET) to other departments; (vi) stakeholder analysis including a survey of youth aspirations and local demand (around selected ITIs) to identify the real skills-gap; (vii) gender analysis to identify barriers to entry of females into technical and vocational education and training (TVET) courses and careers; (viii) communication strategy to reach out to the different stakeholder groups—the youth, their parents, trainers (public and private), and industry representatives; (ix) counselling modules for different target groups—males and females, rural and urban youth, and those looking for formal placements, and those for improved rural livelihoods; (ix) gender action plan; (x) monitoring and evaluation strategy; (xi) baseline data for the design and monitoring framework; and, (xii) strategy for industry engagement.

3. The major outputs and activities are summarized in Table A3.1.

**Table A3.1: Summary of Major Outputs and Activities**

Major Activities	Expected Completion Date	Major Outputs	Expected Completion Date
Discussion with DTESD and ITE, Singapore	Jan 2017	Preliminary master plan and concept for GSP	Mar 2017
Workshops with faculty and trainees of sample ITIs	Dec 2016	<ul style="list-style-type: none"> <li>• IDP for ITIs</li> <li>• Training programs for ITI instructors</li> <li>• Specifications for training equipment required in line with NCVT 2014</li> </ul>	April 2017
Assessment of civil works upgrading work required in ITIs	April 2017	Procurement packages	May 2017
Review of the IT systems of different GOMP departments	Feb 2017	Specifications for MIS	June 2017

DTESD = Department of Technical Education and Skill Development, GOMP = Government of Madhya Pradesh, GSP = Global Skills Park, IDP = Institutional Development Plan, IT = information technology, ITE = Institute of Technical Education, ITI = industrial training institute, MIS = management information system, NCVT = National Council of Vocational Training.

Source: Asian Development Bank.

### C. Cost Estimate and Proposed Financing Arrangement

4. The TA is estimated to cost \$283,000 equivalent, of which \$225,000 will be financed on a grant basis by Asian Development Bank (ADB)'s TA Special Fund (TASF-other sources). The government will provide counterpart support in the form of counterpart staff and limited office space. The detailed cost estimate is presented in Table A3.2.

**Table A3.2: 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 (11 person-months)	101.6
ii. National consultants (15 person-months)	70.4
b. International and local travel	13.8
c. Reports and communications	1.6
2. Workshops, training, seminars, and conferences <sup>b</sup>	21.0
a. Facilitators	
b. Training program	
3. Contingencies	16.6
<b>Total</b>	<b>225.0</b>

Note: The technical assistance (TA) is estimated to cost \$283,000, of which contributions from the Asian Development Bank is presented in the table above. The government will provide counterpart support in the form of counterpart staff and limited office space. The value of government contribution is estimated to account for 20% of the total TA cost.

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

<sup>b</sup> Workshops, training, seminars, and conferences

Purpose	Venue
Stakeholder consultations	Students and faculty of industrial training institutes; local industry associations and representatives of small and medium enterprises.
Design and consultation mission	To ITE, Singapore

Source: Asian Development Bank.

### D. Consulting Services

5. ADB will engage seven individual consultants (three international and four national) for a total of 26 person-months.<sup>1</sup> The selection and engagement of consulting inputs will be carried out in accordance with ADB's Guidelines on the Use of Consultants (2013, as amended from time to time). All TA-financed goods and equipment will be procured in line with ADB's Procurement Guidelines (2015, as amended from time to time). All disbursements under the TA will be done in accordance with ADB's Technical Assistance Disbursement Handbook (2010, as amended).

**Table A3.3: Summary of Consulting Services Requirement**

Positions	Person-Months Required
<b>International</b>	
Skill programs and processes specialist	4
Technical education specialist	4
Governance and institutional strengthening specialist	3

<sup>1</sup> Based on ADB's experience in India since 2011, it is clear that consulting firms are usually unable to provide good quality consultants for the different types of expertise required for designing TVET projects. Hence, individual consultants with the right mix of experience are being preferred for this PPTA.

Positions	Person-Months Required
<b>National</b>	
Public-private partnership specialist	3
Architect	4
Management information system specialist	4
Communication and counselling specialist	4

Source: Asian Development Bank.

6. The outline terms of reference for the consultants are described in paras. 7 to 13.<sup>2</sup>

7. **Skill programs and processes specialist / team leader (international, 4 person-months).** A skill programs and processes specialist with more than 10 years' relevant experience of working on skill development programs at the national and state levels is required. He/she should have a master's degree in business administration or technical and vocational education or other relevant discipline. The candidate should also be well aware of the various skill development policies and programs supported by the Ministry of Skill Development and Entrepreneurship, Ministry of Labor and Employment, Ministry of Rural Development, Ministry of Urban Development and Ministry of Human Resource Development. He/she should have had direct experience of working with different state level Skill Development Missions so that good practices can be incorporated into the design and implementation of the Madhya Pradesh Skill Development and Quality Improvement Project. The specialist will: (a) draw on international best practice—i.e. review examples of TVET centers of excellence/skills parks in other countries such as Singapore, Malaysia, and People's Republic of China—and propose a suitable model for Madhya Pradesh; (b) draw on the experience of other states (e.g. Jharkand, Kerala, Rajasthan, Uttar Pradesh), and suggest how relevant good practices can be incorporated into the design and implementation of the proposed project; (c) prepare detailed terms of reference and technical evaluation criteria following the standard norms of Ministry of Skill Development and Entrepreneurship to help the Government of Madhya Pradesh in engaging good quality training service providers (TSPs) and assessment agencies; (d) help MPCVET in laying down strong processes for tracking the work of TSPs and assessment agencies; (e) assist in designing and undertaking aspiration and skills-demand surveys to inform project design; and (f) prepare a lessons learned report on various national, state, and donor-funded skill development programs in India.

8. **Technical education specialist (international, 4 person-months).** The technical education specialist will preferably have a post-graduate degree in engineering or other equivalent discipline, with over 25 years' experience of working on technical education projects in India (at the national and state levels) and overseas. He/she should have the expertise to prepare technical specifications for training equipment based on India's NCVT as well as international standards for ITIs. The specialist will (a) undertake a detailed survey of a representative sample of ITIs of Madhya Pradesh to assess their strengths and weaknesses; (b) conduct workshops with ITI faculty and trainers to understand the challenges and opportunities; (c) provide guidance on the type of support (in terms of new training equipment, upgraded civil infrastructure, training and reorientation of ITI faculty, industry engagement) that should be provided to the ITIs under the proposed ADB project; (d) design an institutional development plan to make the ITIs accountable for improving their performance and results in terms of the quality of training, counselling, placement services, industry engagement, and placement rates; (e) prepare a plan for the training of ITI instructors (including master trainers) so that they can effectively use the new training equipment and improve their pedagogy; (e) provide inputs for

<sup>2</sup> To speed up project processing, consultants for financial management, procurement, environment safeguards, and gender have already been engaged using staff consultancy budget.

the master plan to be prepared for the proposed GSP, while highlighting how it can help the ITIs in drawing on relevant best practices; (f) support the ADB procurement consultant by providing tenderable specifications for the technical training equipment and machinery required by the ITIs to help them align with the latest NCVT guidelines; and (g) draw on examples of TVET best practices from other states such as Odisha (MSME Tool Room), Madhya Pradesh (Center for Research and Industrial Staff Performance, Bhopal), and Karnataka (Indo-German Technical Training Center).

**9. Governance and institutional strengthening specialist (international, 3 person-months).** The governance and institutional strengthening specialist should preferably have a master's degree in business administration, human resources management, economics, or other relevant degree from a reputed institute, with more than 12 years' experience of managing development projects. Experience in skill development and institutional reform will be preferred. He/she will undertake the following: (a) review the current structure of MPCVET in the context of its mandate, and suggest ways of improving its governance and capacity for project implementation; (b) prepare a governance framework including planning, execution, fund-flow, reporting, and monitoring etc. between MPCVET and the other departments of Madhya Pradesh which are involved in TVET, as well as with private TSPs; (c) prepare the required manuals laying down standard operating procedures so that the business processes become streamlined; (d) design training manuals, and train relevant MPCVET staff at the head office and district program units; (e) work with counterpart staff responsible for administration, financial management, and procurement to ensure that the governance is sound; (f) prepare an implementation road map to guide MPCVET; (g) examine the current governance structure of ITIs and explore the scope for providing flexibility and incentives (with the framework of the government's own policies and processes) to the faculty and trainers for improving the design and delivery of technical education and training; and (h) provide inputs in terms of possible institutional structures/PPP arrangements for the proposed GSP.

**10. PPP specialist (national, 3 person-months).** A PPP specialist with either a master's degree in business administration or finance from a reputed university, with preferably more than 12 years of relevant experience (i.e. structuring infrastructure contracts) is required. Exposure to PPPs in skill development projects will be given additional weightage. The specialist will help in conceptualizing the PPP aspects of the GSP. He/she will (a) assess the interest of different industries in partnering with the GSP for imparting high-end training in their sectors; (b) prepare different business models for the consideration of MPCVET; (c) organize workshops with relevant private sector partners for getting their feedback and inputs; and (d) support MPCVET in developing draft contractual and legal documents.

**11. Architect (national, 4 person-months).** An experienced architect with preferably more than 25 years' relevant experience of designing technical education and training institutes is required. Based on a review of good quality private and public training facilities around India, the architect will prepare architectural design and technical specifications for (a) the proposed GSP; (b) civil works upgrading of selected ITIs; and (c) hostels (for females and males) in selected ITIs. While the complete master plan for the GSP, which will come up on a greenfield site of nearly 40 acres, will take time, the architect will prepare preliminary designs comprising basic facilities (administrative block, 1–2 training blocks, counseling center, convention center, hostel, guest-houses, library, cafeteria, automated teller machines, medical room, business center, etc.), plus the support urban infrastructure (i.e., solid waste management, water and sanitation, electric sub-station, boundary wall, roads within the complex, street lighting etc.). He/she will work closely with the Public Works Department, Government of Madhya Pradesh to prepare this master plan, architectural drawings, technical specifications, and bills of quantity. He/she will

coordinate closely with the procurement consultant and provide the required information and drawings for the bidding documents.

12. **MIS specialist (national, 4 person-months).** The MIS specialist will preferably have a master's degree in computer science/IT from a reputed university, with more than 6 years' relevant experience. He/she should have system development experience in MIS design, website design, network management, software maintenance, and security systems. The person should have proven track record of working with central/state government programs, and exposure and experience of working on MIS pertaining to skill development. He/she will review the IT platforms that are currently being used by the Department of Technical Education and Skill Development, MPCVET, and Directorate of Skill Development, and suggest ways of connecting the different platforms in a cost-effective manner so that information on core parameters of different skills training programs can be consolidated and made available to MPCVET. He/she will prepare the technical specifications for the required MIS.

13. **Communication and counselling specialist (national, 4 person-months).** A communication and counselling specialist with preferably a master's degree in mass communication, and more than 12 years' relevant work experience (including exposure to skill development projects) is required. Knowledge of behavior change communication, and experience of working with females and people with disabilities will be given additional weightage. He/she will help to (a) design a communication strategy for MPCVET and the ITIs so that they can disseminate information on relevant training courses to all stakeholders—trainees, their parents, potential employers, and industry associations; (b) assist MPCVET and selected ITIs in conducting focus group discussions so that feedback and inputs from these stakeholders can be collected; (c) design sample brochures and pamphlets (focusing on popular job roles) based on this feedback; (d) incorporate relevant concerns pertaining to females and people with disabilities into the communication material so that the ITIs are able to attract more students from these segments; and (e) prepare a communication and participation plan for this project.

## E. Implementation Arrangements

14. The Department of Technical Education and Skill Development will be the executing agency for the proposed TA. MPCVET and Directorate of Skill Development will be the two implementing agencies. The government will provide counterpart support in the form of counterpart staff and limited office space for conducting some meetings. The TA will be implemented over 12 months with expected commencement in November 2016 and completion in September 2017. The proposed TA processing and implementation schedule is listed in Table A3.4.

**Table A3.4: Technical Assistance Processing and Implementation Schedule**

<b>Major Milestones</b>	<b>Expected Completion Date</b>
TA commencement	November 2016
Mobilization of consultants	November 2016
Completion of project design and due diligence	September 2017
Completion of reports	November 2017
Financial Closure	December 2017

TA = technical assistance.

Source: Asian Development Bank.