

## TERMS OF REFERENCE FOR TA CONSULTANTS

### A. Individual consultants for preliminary analytical work

1. **Industrial Human Resource Development Specialist** (2.5 person-months). The international consultant will have at least a master's degree in education, technical and vocational education and training (TVET), human resource development, or a related field, with extensive experience (12 years minimum) in education and TVET projects funded by ADB, the World Bank, or other international agencies. Experience in Cambodia is strongly preferred. The international consultant will work closely with his or her national counterpart to (i) review national policies, especially the Industrial Development Policy 2015-2025, and consult with the National Employment Agency, the Council for Development of Cambodia, and Cambodian Federation of Employers and Business Associations to estimate and project the number, type and level of skills Cambodian industry will require for the next 5 to 10 years; (ii) conduct rapid assessments of labor market demand and supply in priority sectors and industries, including those industries in specialist economic zones and/or industrial parks that are being supplied by qualified technical training institutes (TTIs) in Phnom Penh and selected provinces; (iii) assess institutional capacity and quality of technical training programs at key (minimum 5) TTIs that have the potential to respond to the needs of industry, and assess the investments (facilities, equipment, machinery, materials, teacher capacity they may require; (iv) consult with selected industries, workers, and TTIs to assess opportunities and challenges in implementing work-based learning programs, and what investments might be required; and (v) explore the experiences of other countries to find good models that best fit the Cambodian context.<sup>1</sup> The consultant should coordinate closely with Asian Development Bank (ADB) Cambodia Resident Mission staff and other development partners supporting TVET and employment analytical work, and refer to ADB resources on labor market and skills demand analyses.

2. **National Industrial Human Resource Development Specialist** (2.5 person-months). The national consultant will have at least a master's degree in education, TVET, human resource development, or a related field, with extensive experience (8 years minimum) in education and TVET projects funded by ADB, World Bank, or other international agencies. The national consultant will work closely with his or her international counterpart to (i) review national policies, especially the Industrial Development Policy 2015-2025, and consult with the National Employment Agency, the Council for Development of Cambodia, and CAMFEBA to estimate and project the number, type and level of skills Cambodian industry will require for the next 5 to 10 years; (ii) conduct rapid assessments of labor market demand and supply in priority sectors and industries, including those industries in specialist economic zones and/or industrial parks that are being supplied by quality TTIs in Phnom Penh and selected provinces; (iii) assess institutional capacity and quality of technical training programs at key TTIs that have the potential to respond to the needs of industry, and assess the investments (facilities, equipment, machinery, materials, teacher capacity) they may require; and (iv) consult with selected industries, workers, and TTIs to assess opportunities and challenges in implementing work-based learning programs, and what investments might be required. The consultant should coordinate closely with ADB Cambodia

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<sup>1</sup> These could include (i) the Orissa Skills Development Project's innovations in TVET and industry consultation mechanisms, (ii) the Sialkot, Pakistan experience in developing polytechnic universities towards precision equipment process engineering, (iii) Pakistan McKinsey Global Institute case studies that provide a guide to industrial transformation, and (iv) Canada's University of Waterloo, known for strong partnerships between industry and the education sector.

Resident Mission staff and other development partners supporting TVET and employment analytical work, and refer to ADB resources on labor market and skills demand analyses.

## **B. Consultants through a consulting firm for project preparation**

### **1. Project background and objectives of the assignment**

3. ADB requires the services of a consulting firm to help prepare the proposed Skills for Competitiveness Project in Cambodia. The proposed project will enhance the skills and competitiveness of the labor force in Cambodia's industrial sector. Industry has been and is expected to continue to be a key driver of the country's robust growth. The project will support the new national priority of transforming and modernizing Cambodia's industrial structure from labor-intensive to skills-driven by 2025. It will promote the development of human resources in high value-added industries where the demand for labor is significant, by (i) strengthening post-secondary technical training institutes in selected priority sectors; (ii) promoting work-based learning programs in industry; and (iii) supporting implementation of the government's proposed new national skills development fund. The project cost is estimated at \$60.6 million of which ADB will finance \$60 million through concessional ordinary capital resources. Both the ensuing loan and the transaction technical assistance (the TA) are included in the Cambodia Country Operations Business Plan 2018–2020.

### **2. Scope of services**

4. The consultant team will work with the project management unit of the Directorate General for Technical and Vocational Education and Training (DGTVET) in the Ministry of Labor and Vocational Training (MLVT) to support the studies, analysis, due diligence, implementation arrangements, and document preparation required for the ADB Board of Directors to approve the proposed project in January 2019.

### **3. Key expertise required**

5. Proposing entities will determine the number and nature of experts they will require to achieve the objectives of the contract, in accordance with their proposed approach and methodology. However, ADB requires a minimum of 3 key experts: an international team leader and a national deputy team leader (both engaged for 10 person-months each spread over a 12-month period), and an international procurement specialist (inputs to be determined by the proposing entities). Other international and national non-key experts required for the assignment, and their level of effort in person months, will be defined by the proposing entities. The overall team will demonstrate expertise in TVET planning and management, industrial human resources development, work-based learning, skills development funds, private sector engagement, civil engineering and TVET facilities planning, economic and financial analysis, social marketing, gender and social analysis, safeguards (environment, resettlement, and indigenous people, per the ADB Safeguards Policy Statement), and in conducting due diligence for ADB project preparation.

6. **Team leader (international).** The specialist should have a master's degree at minimum in education, TVET, or a related field with extensive experience (12 years minimum) in education and TVET projects funded by ADB, the World Bank, or similar international agencies. The consultant should demonstrate an understanding of TVET policies, curriculum and teacher training in Cambodia and will require the strong management and analytical skills needed to design a feasible and high-quality project based on ADB requirements. The specialist will further

need the good communication and coordination skills required for a participatory approach to project design involving local authorities, development partners, TTIs, and industry skills councils, firms, and workers. As a team leader, the specialist will have overall responsibility for planning and implementing all outputs of the TA, and will be primarily responsible for preparing all the required documentation. The specialist's tasks will include but not be limited to:

- (i) Overseeing and contributing to the reports and due diligence assessments included in the detailed outputs section;
- (ii) Developing a work plan and participation strategy with major stakeholders;
- (iii) Reviewing and analyzing Cambodia's TVET sector and key TVET institutions and identifying potential TTIs for support;
- (iv) Proposing indicators and collecting baseline data for measuring the impact, outcome, and outputs of the proposed project (with specific gender targets and actions in accordance with the gender equity theme);
- (v) Assessing the training needs of counterparts and organizing workshops for participatory project design and dissemination;
- (vi) Overseeing the preparation of cost estimates for the proposed loan based on project outputs in close collaboration with the executing agency and implementing agencies (including selected TTIs, MEF, and Ministry of Education, Youth and Sport);
- (vii) Analyzing the constraints and challenges encountered under past and ongoing development partner financed projects and proposing remedial measures;
- (viii) Recommending appropriate loan covenants; and
- (ix) Preparing a draft project implementation plan and project administration manual.

7. **Deputy team leader (national).** The specialist should have a master's degree at minimum in education, TVET, or a related field, with extensive experience (8 years minimum) in international education and TVET projects funded by ADB, the World Bank or similar international agencies. The consultant should demonstrate an understanding of TVET policies, curriculum and teacher training and will require the strong English and Khmer language, management and analytical skills needed to design a feasible and high-quality project. The specialist will further need the good communication and coordination skills required for a participatory approach to project design involving local authorities, development partners, TTIs, and industry skills councils, firms, and workers. As a deputy team leader, the specialist will support the team leader in all aspects of planning and implementing all outputs of the TA, and will additionally be responsible for quality control of the Khmer language versions of all the required reports. The deputy team leader will support tasks (i) – (ix) listed in the team leader's terms of reference.

8. **Procurement specialist (international).** The expert should have an advanced degree and demonstrate extensive experience in procurement capacity assessment, development of procurement plans and preparation of bidding documents for ADB-funded investments, ideally in the education sector. Experience in Cambodia would be an advantage. The procurement specialist's outputs include (i) preparing the procurement plan and executing agency procurement capacity assessment in accordance with ADB Procurement Policy (2017) and Procurement Regulations for ADB Borrowers (2017); (ii) helping MLVT prepare a plan prior to loan negotiations covering the whole implementation period of procurement activities; (iii) identifying the constraints and challenges in procurement operations; (iv) collecting data including market prices on equipment procurement to contribute to the preparation of the project cost tables; (v) preparing a realistic schedule and cost estimate for design, supervision, inspection, and maintenance of proposed procurement activities; (vi) developing master bidding documents for all procurement

except civil works;<sup>2</sup> and (vii) organizing capacity development workshops for procurement for the EA and IAs for the loan.<sup>3</sup>

9. In addition to the above required three key experts, the proposing entities should also include in their technical proposal, in the personnel work plan, and in their financial proposal all other 'non-key experts' required in accordance with their proposed approach and methodology to cover the required expertise and deliver the required outputs. The proposing entity must also determine and indicate the number of person months for which each key and non-key expert will be required. In all cases, experience in Cambodia and knowledge of Khmer will be a distinct advantage.

10. All experts engaged under the contract, whether key or non-key, must be citizens of one of the ADB eligible countries.

#### 4. Detailed outputs of the assignment

11. The consulting contract will deliver three key outputs:

- a. Determining the scope and coverage of the proposed project
- b. Completing the due diligence requirements, and
- c. Preparing project implementation arrangements

12. **Scope and coverage of the proposed project determined.** The TA will determine the scope and feasibility of proposed project investments, ranging from capacity building to civil works and equipment to teacher upgrading and professional development to institutional strengthening (as described in the project concept paper and the TRTA Report). The TA will also assist in the identification of target sectors and institutions (polytechnics and technical universities) for support, and undertake TVET facility planning. Consultations, workshops, focus group discussions with key stakeholders (e.g. government, development partners, TVET providers, major industry partners, workers) will be required to deliver this output.

13. TVET facility planning will involve (i) assessing the need for expansion of facilities at selected polytechnics and technical universities; (ii) preparing a civil works plan in accordance with ADB Procurement Policy (2017, as amended from time to time) and Procurement Regulations for ADB Borrowers (2017, as amended from time to time); (iii) collecting data for civil works to contribute to project cost tables; (v) providing inputs related to civil works to the procurement plan and implementation schedule; (vii) providing inputs on civil works to the environment and resettlement safeguard reports; and (viii) preparing a realistic schedule and cost estimates for design, supervision, inspection, and maintenance of proposed civil works.

14. Developing partnerships with local industries will be key to the success of the ensuing project, as the selected TTIs will need to work closely with them to develop training courses and promote work-based learning. Yet capacity of TTI leaders and teachers to set up and sustain such

<sup>2</sup> The project concept paper states that master bidding documents (MBD) will be prepared. The procurement of works and goods will either be new construction or expansion of existing facilities of public TTIs. Provision of equipment for new programs may not be uniform and may require different procurement. If the nature of necessary works and goods are largely different, preparation of first bidding documents for specific packages may be more effective than preparation of MBD. The TRTA consultants will reassess the necessity of MBD once the procurement packages are identified.

<sup>3</sup> The specialist should coordinate with the Cambodia Resident Mission, which plans to provide targeted capacity development to the executing agency project administration (procurement, financial management and monitoring and evaluation) under a Capacity Development Technical Assistance for Strengthening Capacity for Improved Implementation of Externally Funded Projects in Cambodia (approved May 2017).

partnerships is usually weak. The TA should include an assessment of training needs in this area for TTI leaders and teachers and propose a series of interventions to strengthen TVET institutions' capacity to develop such partnerships. The TA should also explore the design of interventions to help selected TTIs establish partnerships with international training providers with a solid track record in the selected industries.

15. **Due diligence requirements completed.** These include the following due diligence assessments, following the respective ADB guidelines: (i) financial management and procurement capacity; (ii) economic and financial analysis; (iii) program impact; (iv) social and environmental safeguards; (v) poverty, social and gender analysis; and (vi) risk assessment.

16. The project aims at gender as a theme (the highest level of gender mainstreaming), per ADB's gender and development guidelines. The TRTA outputs include a gender assessment report, gender monitoring indicators for the project's design and monitoring framework (DMF), and a gender action plan aligned with the overall DMF to guide achievement of the gender targets. The team's gender and social development specialists will prepare poverty, social and gender analysis to assess the social impact of the proposed loan project in accordance with the *Guidelines for Incorporation of Social Dimensions in ADB Operations*; identify challenges and constraints to women's participation in post-secondary TVET; collect sex-disaggregated baseline data particularly for each sector; and develop specific gender design elements under each of the project's outputs, including measures to support women in non-traditional and higher value-added skill areas. The consultant team will benefit from the lessons learned from previous TVET and education sector projects in terms of gender equality results.

17. The following table summarizes the due diligence outputs of this assignment:

<b>Due Diligence Outputs</b>
Development coordination
Economic analysis
Financial management assessment, financial evaluation, and financial analysis
Gender analysis, collection of baseline data and gender action plan
Project administration manual including design and monitoring framework
Risk assessment and management plan
Safeguard documents on environment, involuntary resettlement, and indigenous peoples
Summary poverty reduction and social strategy

Note: The project's indicative environmental safeguard category B requires an Initial Environmental Examination and Environmental Management Plan

Source: Asian Development Bank

18. **Project implementation arrangements prepared.** The TA team will prepare the cost estimates and financing plan, master bidding documents, and the project administration manual including a design and monitoring framework with baseline data and a procurement plan.

19. Other reporting requirements include (i) an inception report within 3 weeks of mobilizing the consultant team to confirm work schedules and deliverables, (ii) an interim report by April 2018 with updates on the status of each deliverable with substantial drafts attached, and (iii) a final report that submits final versions of all deliverables.

## 5. Preparation of proposals

20. Proposing entities are requested to prepare a detailed description of how they propose to deliver on the outputs of the contract in the section of their proposal called 'Approach and

Methodology.’ In this narrative, entities should be explicit in explaining how they will achieve the outputs. They should include any information on their existing activities on which they may build, what staff will comprise the TA team, and their specific tasks and outputs.

21. Firms must also describe their experience in Cambodia and their ability to operate in the Khmer language.

22. Only one curriculum vitae (CV) must be submitted for each key and non-key expert included in the proposal. Only the CVs of key experts will be scored as part of the technical evaluation of proposals. The CVs of non-key experts will not be scored, but ADB will review and individually approve or reject each CV for each non-key expert position in the proposal.

23. All positions under the contract, both key and non-key experts, must be included and budgeted for in the financial proposal in accordance with the person-month allocation for each, as defined by the proposing entity.

## **6. Duration and location of the assignment**

24. Experts will be based in Phnom Penh, Cambodia. The duration of the assignment is 12 months from the contract start date, expected to be by January 2018, with inputs front-loaded to prepare for the loan fact-finding mission anticipated to take place by end May 2018 (before national elections). The full package of loan documentation will be completed for ADB’s internal review process by August 2018. The final phase of the assignment in Q4 2018 will focus on finalizing design documents based on comments received and ensuring project implementation readiness.

## **C. Individual consultants for piloting the skills development fund**

25. **International Skills Development Fund Specialist** (12 person-months, intermittent over 24 months). The international specialist will have a post-graduate degree in public policy, economics, business or a related field, and at least 15 years of international and regional experience in public-private partnerships for skills or human resource development. The specialist will work closely with MEF General Department of Policy, and MLVT Directorate General of Technical and Vocational Education and Training (DGTJET). The specialist will have the following tasks:

- (i) review the ADB-financed feasibility study’s recommended options for the skills development fund (SDF), and MEF’s proposed skills development fund framework;
- (ii) work closely with MEF policy experts, especially General Department of Policy staff, to develop the SDF governance framework, monitoring and evaluation guidelines, and reporting standards and guidelines;
- (iii) provide technical assistance to build capacity of the SDF management body to monitor the SDF pilot;
- (iv) provide technical advice to the General Department of Policy research team and SDF management on conducting labor market analysis useful for the design and monitoring framework and produce knowledge products for policy and program formulation and dissemination;
- (v) work closely with the TRTA team leader and deputy team leader to provide inputs to the ADB Skills for Competitiveness Report and Recommendation of the President (RRP) to the Board of Directors and develop assigned linked documents;
- (vi) prepare inputs for DGTJET to include in its TRTA technical and financial progress

- (vii) reports for submission to ADB; and undertake other tasks as requested by ADB, MEF, and MLVT.

26. **National skills development fund management specialist** (22 person-months, full-time). The national specialist will have a post-graduate degree in labor economics or business administration, and at least 7 years of experience in project management and labor market and policy research, with comprehensive knowledge of and experience with statistics. Key tasks include:

- (i) work with the MEF General Department of Policy research team to conduct selected labor market analytical assessments that will be useful for the project's design and monitoring framework, and produce knowledge products for policy and program formulation and disseminations;
- (ii) work closely with the international SDF specialist to set up the SDF institutional and management mechanisms and governance framework including operational procedures and monitoring and evaluation guidelines, and to build capacity of the SDF management body to pilot the SDF;
- (iii) assist the General Department of Policy to monitor, coordinate, and assess the SDF pilot;
- (iv) work closely with the international SDF specialist to provide inputs to the Skills for Competitiveness Report and Recommendation of the President to the Board of Directors and develop assigned linked documents;
- (v) working closely with the General Policy Department staff to arrange regular meetings of the SDF management body, providing technical support where needed;
- (vi) support the international SDF specialist in preparing TRTA technical and financial reports for submission to ADB;
- (vii) work closely with General Policy Department staff to carry out other relevant research; and
- (viii) undertake other tasks as requested by ADB, MEF, and MLVT.

27. **National skills development fund coordinator** (22 person-months, full-time). The national skills development fund coordinator will have a graduate degree in economics, business administration, accounting, or international relations, and at least 3 years of experience in project management with comprehensive knowledge of ICT tools including word processing, spreadsheet and presentation software. Basic knowledge of accounting and finance management. Key tasks include:

- (i) play an overall supporting role for the project, including (but not limited to) administration, coordination, event planning and organizing, follow-up work, report preparation, and similar tasks;
- (ii) support SDF management with daily operations;
- (iii) assist the General Department of Policy to monitor, coordinate, and assess the SDF pilot;
- (iv) work with the international and national SDF specialists to provide inputs to the ADB Skills for Competitiveness project design documents; and
- (v) undertake other tasks as requested by ADB, MEF, and MLVT.