

TERMS OF REFERENCE FOR CONSULTANTS

A. BACKGROUND

1. Weak human capital poses a critical obstacle for Myanmar's development, threatening to trap the economy in a low value-added model based on cheap unskilled labor and natural resource exploitation while obstructing national poverty reduction and inclusive growth goals. Many young entrants to the workforce lack skills needed for employment in a modern economy, while employers consistently cite weak human capital as a leading constraint on business.¹ Secondary education and technical vocational education and training (TVET) are central to this human capital challenge. Secondary education supplies the largest share (50%) of entrants into non-agricultural formal wage labor. However, outdated, rote-based teaching and learning approaches mean that school-leavers lack foundation skills (e.g., literacy and numeracy) and soft skills (e.g., critical thinking, problem-solving, creativity, and communication skills). Likewise, TVET has struggled to equip youth with vocation-specific hard skills (e.g., construction or mechanical skills) and with entrepreneurship and other business-related skills. To address these challenges, as part of the National Education Strategic Plan, 2016–2021 (NESP), the Ministry of Education (MOE) has initiated reforms aimed at realigning secondary education and TVET to meet evolving labor market skill needs. However, reversing decades of underinvestment will require sustained support. ADB and the EU are committed to supporting sequenced reforms of the current NESP and subsequent national plans.

2. The technical assistance (TA), financed by the European Union (EU) and administered by the Asian Development Bank (ADB) will support reforms laid out in Myanmar's NESP; Myanmar Sustainable Development Plan (MSDP); and forthcoming education sector planning. It will complement broader ADB and EU support to Myanmar's reforms of secondary education and TVET and is indicatively expected to be implemented over a 5-year period from January 2020 through December 2024.²

3. Complementing ADB Equipping Youth for Employment (EYE) and EU budget support, the proposed TA will support MOE in advancing critical follow-on reforms. First, the TA will build on current ADB and EU support for policy frameworks for workforce-responsive secondary education and TVET, by strengthening MOE capacity to formulate and implement cohesive and evidence-based reforms to align skill supply with evolving skill demand (TA Output 1). Second, ADB and EU are supporting MOE's overhaul of the secondary education curriculum (including textbooks and teacher guides) and annual rounds of in-service training of secondary education teachers to deliver the improved curriculum.³ As part of a multi-pronged approach to improving teaching (a top priority for enhancing quality and relevance), the TA will support MOE to formulate and introduce (i) a continuing professional development (CPD) system for in-service secondary education teachers; and (ii) updated pre-service education programs to prepare future high school teachers to deliver the new curriculum (TA Output 2). Third, following successful pilot-testing,⁴

¹ Myanmar's Private Sector Development Framework and Action Plan identifies human capital as a core priority: http://www.dica.gov.mm/sites/dica.gov.mm/files/document-files/psd_framework_final_01_apr_english.pdf

² In addition to past and ongoing technical assistance, this includes large-scale support via (in chronological order): (i) ADB-financed Loan 3472-MYA: Equipping Youth for Employment Project (EYE); (ii) EU budget support under the Enhancing the Education and Skills Base in Myanmar program; and (iii) proposed ADB additional financing for EYE.

³ In May 2019, EYE provided 14 days of in-service teacher training to support introduction of the new grade 6 curriculum, with further annual rounds planned for 2020-2022 to support introduction of remaining secondary education grades. Linked to this, EU has supported introduction of initial round of school-based continuing professional development (CPD).

⁴ Pilot testing of these courses was supported by the Japan Fund for Poverty Reduction. ADB. 2014. *Technical Assistance to the Republic of the Union of Myanmar for Support for Skills Development for Inclusive Growth*. Manila.

ADB EYE is supporting delivery of competency-based modular short courses at selected public TVET schools, to equip disadvantaged youth and unskilled workers with basic skills. EU budget support is addressing issues on access and quality of TVET to meet labor market demand. The proposed TA will provide support to MOE to (i) reform curricula of longer-term TVET programs at upper secondary level Government Technical High School (GTHS) and post-secondary level Government Technical Institute (GTI); and (ii) strengthen MOE cooperation with non-government organizations and industries in diversifying TVET programs (TA Output 3).

B. OUTLINE OF THE TECHNICAL ASSISTANCE

4. **Support for enhancing education and skills base in Myanmar.** The TA will contribute to the **longer-term objective** to equitably enhance the education and skills base among Myanmar youth. Its expected short-term objective is priority secondary education and TVET reforms demonstrated successful and adopted. Specific indicators and targets are identified in Annex 1.

5. **Output 1: Evidence-based post-primary education reforms effectively supported, monitored, and disseminated.** Output 1 will provide a cross-cutting umbrella for subsector-specific support for secondary education and TVET under outputs 2 and 3. It will support cohesive reforms to align post primary education (particularly secondary education and TVET) with evolving labor market demands for soft skills and technical and vocational skills. In particular, it will support (i) analysis, evidence-based planning and cross-cutting capacity development; and (ii) TA-wide coordination, monitoring and evaluation, gender, and communication.

6. **Output 2: New secondary education continuing professional development system and pre-service teacher education program introduced.** The TA will support the introduction of two critical pillars of reforms to enhance secondary education teaching and learning outcomes: (i) a school-based CPD system; and (ii) upgraded pre-service education programs of future high school teachers. TA support will complement the EYE support for annual teacher training rounds and expand EU support for school-based CPD module development and implementation on new textbooks and teacher guides in secondary education.

7. **Output 3: Technical vocational education and training programs diversified and better aligned with evolving labor market demands.** To help TVET keep pace with evolving employer skill demands, the TA will support the MOE in accelerating reforms to improve the quality and relevance of TVET programs, diversify TVET offerings, and expand access to TVET, including for female students, disadvantaged youth and underserved areas of Myanmar. Complementing the EYE and EU budget support, the TA will support (i) reforms of longer-term TVET programs; and (ii) new partnerships in TVET provision.

8. **The TA financing.** The total TA is estimated to cost \$26.1 million, of which \$26 million and is financed by EU grant, and administered by ADB. The MOE will provide the balance in the form of counterpart staff and other in-kind contributions.

C. IMPLEMENTATION ARRANGEMENTS

9. ADB will administer the TA through the Human and Social Development division (SEHS) of Southeast Asia Department (SERD). ADB will recruit consulting firms. In addition, several individual consultants will be mobilized, including one program manager (TA team leader) and some key consultants for early start-up. The ADB Procurement Policy (2017, as amended from time to time) and its associated staff instructions will be followed to hire the consultants.

10. Department of Basic Education (DBE), MOE will serve as coordinating department to facilitate collaboration across departments and liaise with the MOE executive Committee, as needed. At the departmental level, DBE; the Department of Educational Research, Planning and Training (DERPT); Department of Higher Education (DHE); and Department of Technical Vocational Education and Training (DTVET); will assign a focal person(s) for relevant sub-outputs/activities in which they are engaged, to ensure TA support is effectively mainstreamed in respective departments.

11. DBE is the focal department for Output 1; DERPT is for Output 2a, DHE is for Output 2b, and DTVET is for Output 3.

D. CONSULTANCY SERVICES

1. Individual consultants

12. The TA will hire one program manager for TA-wide coordination and indicatively 6 early start up consultants (3 international and 3 national) for each output to be recruited as individuals to support initial activities.

Table 1: Summary consultants for individual consultants

	Position, Minimum Qualification	Person months	Indicative key responsibilities
1	<p>Program manager/Education Specialist (International)</p> <p>Postgraduate degree in education. Additional qualifications on project management related subjects will be an advantage. At least 15 years of experience in management of complex projects, preferably in education/TVET sector.</p>	48	<ul style="list-style-type: none"> • Overall liaison with ADB; • Provide overall leadership for the TA, including ensuring close coordination with technical team leaders under output 1, 2 and 3 (firm-based contracts); • Facilitate coordination with relevant departments of the ministry of education; • Reporting to ADB on progress of work.
2	<p>Early start up for Output 1: Expert on education and labor markets (international)</p> <p>Postgraduate degree in education policy and planning or labor economics. At least 15 years of experience in educational research and/or labor market analysis.</p>	6	<ul style="list-style-type: none"> • Work with relevant MOE departments and ADB to develop analytical/technical approaches for TA-support under output 1. • Provide initial support to MOE and MOLIP to consolidate data sources related to skill demand and skill supply; • Work closely with government counterparts to conduct in-depth analysis of these data, including disaggregation by gender, geographic area, etc. • Support reporting on findings from the initial analysis of education and workforce participation.
3	<p>Early start up for Output 1 (national)</p> <p>Postgraduate degree in economics or education. At least 10 years of experience in research and/or labor market analysis.</p>	6	<ul style="list-style-type: none"> • Work jointly with the international expert to identify areas for in-depth analysis for TA-support under output 1. • Work jointly with the international expert and with the government counterparts to conduct in-depth analysis.
4	<p>Early start up for Output 2 (international)</p>	12	<ul style="list-style-type: none"> • Work with relevant MOE departments and ADB to prepare CPD modules for grade 7 and grade 10, prior to AY 2020/21.

	Position, Minimum Qualification	Person months	Indicative key responsibilities
	Postgraduate degree in education. At least 10 years of experience in planning and implementing teacher education projects, preferably in Southeast Asia region.		
5	Early start up for Output 2 (national) Postgraduate degree in education. At least 7 years of experience in teacher education.	12	<ul style="list-style-type: none"> Work jointly with the international expert and the government counterparts to prepare CPD modules for grade 7 and grade 10, prior to AY 2020/21.
6	Early start up for Output 3 (international) Postgraduate degree in education planning and management. At least 10 years of experience in planning and implementing TVET projects, preferably in Southeast Asia region.	12	<ul style="list-style-type: none"> Work with DTVET, MOE to prepare new curriculum framework for GTHS.
7	Early start up for Output 3 (national) Postgraduate degree in business management. At least 10 years of experience in business administration or TVET.	12	<ul style="list-style-type: none"> Work jointly with the international expert and the government counterparts to prepare new curriculum framework for GTHS.

ADB = Asian Development Bank; AY = annual year; CPD = continuing professional development; DTVET = Department of Technical Vocational Education and Training; GTHS = Government Technical High School; MOE = Ministry of Education; MOLIP = Ministry of Labour, Immigration and Population; TA = technical assistance; TVET = technical and vocational education and training.

2. Consulting firms

a. Required Expertise

13. Output 1 will focus on strengthening post-primary education (with a focus on secondary education and TVET) and support overall TA implementation via three sub-outputs:

- (i) **Sub-output 1A.** Analytical, evidence-based planning and capacity development;
- (ii) **Sub-output 1B.** TA-wide coordination, M&E, gender actions, communication, and administration support.

14. Output 2 will focus on supporting reforms to enhance the quality and relevance of secondary education via two sub-outputs:

- (i) **Sub-output 2A.** Continuing professional development (CPD) for in-service secondary education subsector teachers;
- (ii) **Sub-output 2B.** Upgraded pre-service teacher education (PSTE) for future high school teachers.

15. Output 3 will focus on supporting reforms to diversify TVET programs and better align with evolving labor market demands via two sub-outputs:

- (i) **Sub-output 3A.** Development of revised curricula for government technical high schools and government technical institutes;
- (ii) **Sub-output 3B.** Expansion of TVET partnerships.

b. Key Experts

16. Table 2 provides a summary list of key experts with required minimum person-months per output. Minimum qualification and indicative key responsibilities are summarized in the outline below. Proposing consulting firm will determine the number and the nature of experts required to deliver the consultancy outputs, milestones, and deliverables. Consulting firm must include in its technical proposal, in the personnel work plan, and in the financial proposal all experts required in accordance with the consulting firm's approach and methodology.

Table 2: Summary Key Experts

No.	Output	Position	Person Months	
			International	National
Output 1				
1	1A	post-primary education and labor market analysis expert	8	
2	1A	post-primary education skill supply analysis expert		12
3	1A	labor market skills demand analysis expert		12
4	1A	education to employment linkages expert	5	
5	1A	education to employment linkages expert		22
6	1B	Gender expert (TA-wide)		16
7	1B	M&E expert (TA-wide)		30
8	1B	M&E expert (TA-wide)	6	
9	1B	Procurement expert (TA-wide)	6	
10	1B	Procurement expert (TA-wide)		20
11	1B	Communication expert (TA-wide)		20
12	1B	Program coordinator (TA-wide)		48
Output 2				
1	2A	Secondary education/CPD materials development expert	36	
2	2A	Secondary education/CPD materials development expert		48
3	2B	Teacher education expert	36	
4	2B	Teaching and learning in higher education expert		48
Output 3				
1	3A	TVET curriculum reform planning/ institutional development expert	36	
2	3A	TVET curriculum reform expert		48
3	3B	Contract manager for TVET government-INGO partnerships	6	
4	3B	TVET government-INGO partnerships coordinator		24
5	3B	TVET government-industry partnerships	6	
6	3B	TVET government-industry partnerships coordinator		24
Total			145	372
Grand Total			517	

CPD = continuing professional development; INGO = international non-governmental organization; M&E = monitoring and evaluation; TA = technical assistance; TVET = technical vocational education and training.

c. Expert Pool

17. The consulting firm must mobilize experts for specific areas and assignments which will be agreed with ADB. Indicative expert areas and the total person-months for expert pool are listed in Table 3.

Table 3: Indicative Expert Pool

	Indicative expert areas/positions	Person-months
Output 1 international consultants	Post-primary education Policy and Planning Advisers (as needed, but may be 1 focused on each of secondary education and TVET); Institutional Capacity Building for post-primary education Reforms	18
Output 1 national consultants	Post-primary education Policy and Planning Advisers (as needed, but may be 1 focused on each of secondary education and TVET); Institutional Capacity Building for post-primary education Reforms	30
Output 2 international consultants	Secondary education CPD (indicatively may include: feasibility study for digital-technology and media-based materials; annual school survey; technical and content developers to develop a critical mass of digital-technology and media-based resources for CPD & PSTE) Secondary education PSTE (indicatively may include international consultants for: Learning Management System feasibility study; teacher education curriculum and assessment; Quality Assurance in teacher education)	44
Output 2 national consultants	Secondary education CPD (indicatively may: feasibility study for media-based materials; annual school survey; technical and content developers to develop a critical mass of media-based resources for CPD & PSTE; graphic design services for format and layout of CPD) Secondary education PSTE (indicatively may include international consultants for: Learning Management System feasibility study; teacher education curriculum and assessment; Quality Assurance in teacher education)	54
Output 3 international consultants	TVET (indicatively may include: TVET skills needs assessment (GTHS/GTI); TVET curriculum developer(s) (GTHS/GTI); TVET Assessment & Certification Reform (GTHS/GTI); TVET technical teacher trainer (GTHS/GTI); Institutional development; Industry partnerships; TVET marketing	80
Output 3 national consultants	TVET (indicatively may include: TVET skills needs assessment (GTHS/GTI); TVET curriculum developer(s) (GTHS/GTI); TVET Assessment & Certification Reform (GTHS/GTI); TVET technical teacher trainer (GTHS/GTI); Industry liaison; TVET marketing	146

CPD = continuing professional development; GTHS = government technical high school; GTI = government technical institute; PSTE = pre-service teacher education; TVET = technical and vocation education and training.

d. Required expertise with indicative key responsibilities by output

18. Output 1A: Post- primary education and labor market expert (international, 8 person-months).

- (i) Working with national counterpart consultants, support analysis, and formulate and guide implementation of capacity development of DBE, DERPT, DTVET and other departments as needed to strengthen analysis of skill supply via post-primary education (particularly secondary education and TVET) and skill demand using data from Educational Management Information System (EMIS) and other data sources (e.g. Inter-Censal Survey and Labor Force Survey [LFS]) to inform evidence-based policy and planning. Ensure emphasis on sustainable knowledge transfer. This will include capacities in using geographic information system (GIS) in analysis such as school network mapping (SNM)—including to prioritize underserved areas for school upgrading/construction—and mapping of employment patterns and other proxies of skill demand. Analysis will also cover

available data on soft and hard skills (e.g., proxied by courses of study) and learning outcomes.

- (ii) Work with counterparts from relevant MOE departments and the Ministry of Labour, Immigration and Population (MOLIP) to further consolidate data from different sources, and conduct in-depth analysis of data on (i) educational attainment, enrolment, and other dimensions; and (ii) participation in the formal and informal workforce, including industry, occupation. Ensure disaggregation by gender, geographic area, and other dimensions. This will include developing or enhancing analytical approaches and tools such as GIS, and building counterpart capacity in their application.
- (iii) Prepare or contribute to knowledge products reporting the findings of this analysis on education and employment, which may include formal reports, seminars, etc.
- (iv) Lead or contribute to development of other knowledge products (e.g., analytical reports, etc.) distilling relevant international experience on evidence-based planning to align skill supply and skill demand; support planning and implementation of workshops/forums, etc.
- (v) Work with other consultants in supporting MOE to incorporate findings into evidence-based planning and policy decisions to align post-primary education with “soft” and “hard” skill demands.
- (vi) Ensure knowledge transfer in the above areas.

19. **Output 1A: Post-primary education skill supply analysis expert (national, 12 person-months).** Aligned with tasks of international expert on analysis of post-primary education and labor market, and national specialist on labor market skill demand:

- (i) Support analysis and capacity development of DBE, DERPT, DTVET and other departments as needed—including collaboration with MOLIP Department for Labor and Department for Population on analysis of LFS and Inter-Censal Survey data—related to analysis of PPE and skill supply (including GIS mapping, SNM, etc.). Take a lead in selected elements of that program;
- (ii) Contribute to knowledge products, workshops/forums, etc. to support evidence-based planning to align skill supply to skill demand; and
- (iii) Ensure TA support aligns with the Myanmar context; provide local language support as needed.

20. **Output 1A: Labor market skill demand analysis expert (national, 12 person-months).** Aligned with tasks of international expert on Analysis of post-primary education and labor market, and labor market and national consultant on labor market skill supply:

- (i) Support analysis and capacity development of DBE, DERPT, DTVET and other departments as needed—including collaboration with MOLIP Department for Labor and Department for Population on analysis of LFS and Inter-Censal Survey data— related to analysis of labor market skill demand (including GIS mapping, etc.). Take a lead in selected elements of that program. Assist in facilitating workshops on skill survey / census design, conduct and analysis, for example for DERPT and DTVET officers to develop analytical skills in identifying labour market skill demands and labor market participation, and the alignment of skill supply to skill demand;
- (ii) Contribute to knowledge products, workshops/forums, etc. to support evidence-based planning to align skill supply to skill demand; and
- (iii) Ensure TA support aligns with the Myanmar context; provide local language support as needed.

21. Output 1A: Education-employment linkages expert (international, 5 person-months).

- (i) Working with national counterpart consultants, support planning within DBE, DERPT and DTVET for capacity development and other sub-output 1B support, based on a flexible “on-demand” approach and priorities identified by each department;
- (ii) Based on agreed priorities (expected to include support to formulation and operationalization of the National Qualification Framework and learning pathways), formulate and guide implementation of capacity development initiatives, emphasizing sustainable knowledge transfer;
- (iii) Provide advisory support MOE, in view of international experience relevant to Myanmar’s context;
- (iv) Support DTVET and the Private Sector Development Working Committee on Human Capital (WCHC) to enhance strategies and approaches to promote government-industry collaboration;
- (v) Lead or contribute to development of knowledge products (e.g., case studies of successful government-industry collaboration initiatives, etc.) distilling relevant international experience; support planning and implementation of workshops/forums, etc.; and
- (vi) Work with other consultants in supporting MOE to incorporate findings into evidence-based planning and policy decisions.

22. Output 1A: Education-employment linkages expert (national, 22 person-months).

Aligned with tasks of international consultant on strengthening education-employment linkages:

- (i) Support planning and implementation of capacity, coordinating across relevant departments;
- (ii) Contribute to or take a lead in implementation of specific capacity development activities;
- (iii) Provide hands-on support to DTVET and the PSD WCHC in organizing national or local initiatives to promote government-industry collaboration;
- (iv) Contribute to knowledge products, workshops/forums, etc., to support MOE’s effective engagement with industry, etc.; and
- (v) Ensure TA support aligns with the Myanmar context; provide local language support as needed.

23. Output 1B: Gender expert (national, 16 person-months).

- (i) Work with international and national gender consultants of the EYE project to ensure implementation of gender actions under the TA;
- (ii) Provide technical inputs and advice to the TA wide activities regarding gender integration and mainstreaming;
- (iii) Work with M&E experts and focal points from relevant departments of the MOE to design the sex-disaggregated baseline data, analysis/studies;
- (iv) Work with experts under output 2, DERPT, DHE and three universities of education to propose gender mainstreaming features and measures in teacher education programs development, and other interventions under the TA; and
- (v) Work with experts under output 3 and DTVET to propose gender sensitive features and measures in TVET curricular development and other interventions under the TA.

24. **Output 1B: M&E expert (national, 30 person-months).** Aligned with tasks of international consultant on M&E:
- (i) Assist in preparation and implementation of M&E plans and capacity development within the consultant teams and across relevant departments. Provide inputs to ensure all activities reflect the local Myanmar context and provide local language support as needed;
 - (ii) In coordination with other consultants, work with relevant departments to implement M&E plans for the duration of the TA, ensuring timely reporting of progress under each activity area, ensuring disaggregation across gender and other dimensions. Support the team leaders in preparation of various progress reporting; and
 - (iii) Oversee all administration, financial and procurement management tasks for project activities including communication with relevant departments and regular communication with ADB and EU.
25. **Output 1B: M&E expert (international, 6 person-months).**
- (i) Prepare a TA-wide detailed M&E plan aligned to each sub-output, design to continuously track progress, achievements and potential bottlenecks or constraints to be addressed;
 - (ii) Work with respective departments of the MOE to systematically monitor performance through focused capacity development activities;
 - (iii) Ensure compliance with the TA logical framework and other ADB and EU reporting requirements; and
 - (iv) Work with communication expert to ensure all planned communication and visibility activities are well captured in M&E report.
26. **Output 1B: Procurement expert (international, 6 person-months).**
- (i) Working with the national counterpart specialist as well as relevant departments (e.g., DERPT, DBE, DHE, and DTVET), prepare documentation for and oversee implementation of timely procurement activities across all 3 outputs of the TA. This is expected to principally involve minor equipment, materials, etc., but may also include non-consultant services; and
 - (ii) Ensure compliance with ADB requirements.
27. **Output 1B: Procurement expert (national, 20 person-months).**
- (i) Aligned with tasks of international expert, support TA-wide procurement activities, ensuring compliance with ADB requirements.
28. **Output 1B: Communication expert (national, 20 person-months).**
- (i) Develop and implement a communications and visibility plan and marketing strategy/tools aligned with key activities including forums and other events organised under all three outputs;
 - (ii) Assist in coordinating and managing the logistical arrangements for information dissemination, public awareness raising and stakeholder engagement events within country, and outside Myanmar including to support MOE and others' participation in regional and global events; and
 - (iii) Provide inputs to ensure all activities take into account the local Myanmar context e.g., consideration of logistics, and provide local language support as needed.
29. **Output 1B: Program coordinator (national, 48 person-months).** Aligned with tasks of international expert on M&E and communication on program management and M&E:

- (i) Assist in all administration, financial and procurement management tasks for project activities including communication with relevant departments and regular communication with ADB; and
- (ii) Provide inputs to ensure all activities reflect the local Myanmar context and provide local language support as needed.

30. Output 2A: Secondary education/CPD materials development expert (international, 36 person-months).

- (i) Provide support all consultant activities under sub-output 2A for in-service secondary education teachers in Myanmar;
- (ii) Capacity development of DERPT CPD Development Group to manage and deliver secondary education CPD linked to implementation of the revised secondary education curriculum. Capacity development will cover strategic and technical planning, CPD modules/materials development which are sensitive to gender and ethnic group, training management, and monitoring and evaluation of the secondary education CPD programme;
- (iii) Support to conduct analysis and pilot on digital-technology, media-based secondary education CPD;
- (iv) Preparation of an annual scope and sequence for the secondary education CPD programme to support implementation of the new G6-12 basic education curriculum;
- (v) support introduction of the national institutionalised school-based secondary education CPD system;
- (vi) Capacity development support to CPD technical working group to develop, implement and monitor and evaluate a national institutionalised school-based CPD system; and
- (vii) Report to and coordinate with TA program manager and teacher education experts for output 2B.

31. Output 2A: Secondary education/CPD materials development expert (national, 48 person-months).

- (i) Support the international consultant in secondary education CPD/materials development to deliver capacity development activities including technical support to ensure all secondary education CPD related activities are locally relevant to the Myanmar context and reflects gender mainstreaming and other social dimensions priorities;
- (ii) Support implementation of pilot test on one or more of the low-cost digital-technology, media-based secondary education CPD;
- (iii) Support DERPT and DBE to organize annual CPD events at sub-national levels; and
- (iv) Translate between English and Myanmar, key sections of documents and discussions.

32. Output 2B: Teacher education expert (international, 36 person-months).

- (i) Provide support all consultant activities under sub-output 2B for pre-service teacher education (PSTE) with focal persons assigned by DERPT, DBE and DHE of the MOE and UOEs and UDNR;
- (ii) Support UOEs/UDNR to review and update the curriculum framework for the 5-year B.Ed. qualification including qualification description; course descriptions and course syllabi; assessment arrangements; and description of teaching and learning materials;

- (iii) Support UOEs/UDNR to prepare a revised curriculum framework, subject specific documents and course assessment requirements aligned to the national assessment policy (NAP);
- (iv) Ensure the revised framework and materials are sensitive to gender mainstreaming and other social dimensions;
- (v) Support UOEs/UDNR to strengthen practice teaching/block teaching in PSTE;
- (vi) Support establishing partnerships between UOEs/UDNR and international teacher education institutions through twinning arrangements;
- (vii) Support an action-research based CPD programme for university-based teacher educators;
- (viii) Ensure revised pre-service teacher education programs are sensitive to gender, ethnic groups, and other dimensions;
- (ix) Identify provision of capacity development in policy relevant areas for Myanmar higher education (e.g., higher education curriculum reform, quality assurance standards, and engagement with National Institution for Higher Education Development); and
- (x) Report to and coordinate with TA program manager and teacher education experts for output 2A.

33. Output 2B: teaching and learning in higher education expert (national, 48 person-month).

- (i) Support international expert in teacher education;
- (ii) Provide technical inputs to support the review and revision of UOE/UDNR curriculum framework, including support in review and preparation of all documents required in Myanmar language;
- (iii) Provide technical support to strengthen practice teaching / block teaching in UOEs/UDNR, to ensure local relevance; prepare all documents required in Myanmar language;
- (iv) Provide technical support to implement the action-research based CPD programme, and longer-term development of an action research framework, including relevance to the Myanmar context and sourcing of resources in Myanmar language; and
- (v) Support policy development related activities for Myanmar higher education.

34. Output 3A: TVET curriculum reform planning/institutional development expert (international, 36 person-months).

- (i) Provide leadership to coordinate output 3 activities with focal persons assigned by DTVET and with other consultants
- (ii) Conduct assessment of labour-market skill needs and relevance for introduction of revised, diversified/new TVET programs in GTHS/GTI;
- (iii) Capacity development of DTVET Curriculum Development Specialists to (a) review the DTVET transitional plan and roadmap for reform of the GTHS curriculum, (b) assist with completion of the GTHS/GTI curriculum framework, and (c) support curriculum materials development which is sensitive to gender and other social dimensions;
- (iv) Support revision and/or development of selected priority TVET courses based on skills demand from the private sector;
- (v) Support implementation of the revised/new TVET courses, including identification of training equipment needs in GTHS/GTI;

- (vi) Analyze capacity and identify gaps of trainers and management staff of GTHS/GTI for continuous professional development, including opportunities to gain industry experiences;
 - (vii) Explore development of new and ICT-based pedagogies for trainers training;
 - (viii) Support DTVET and other stakeholders (e.g., GTHS/GTI) to promote the private sector engagement in TVET programs;
 - (ix) Conduct social marketing activities to promote TVET, especially for female and youth from disadvantaged groups; and
 - (x) Report to and coordinate with TA program manager and other experts for output 3.
35. **Output 3A: TVET curriculum reform expert (national, 48 person-months).**
- (i) Support international experts in TVET curriculum reform planning/institutional development;
 - (ii) Support the capacity development of DTVET Curriculum Development Specialists;
 - (iii) Assist in facilitating consultation and capacity development workshops on TVET curriculum reform planning;
 - (iv) Support implementation of CPD for TVET trainers and management staff of GTHS/GTI; and
 - (v) Provide inputs to ensure all activities reflect the local Myanmar context, importance of gender and other social dimensions, and provide local language support as needed.
36. **Output 3B: Contracts Manager for TVET Govt-INGO partnerships (international, 6 person-months).**
- (i) Manage the INGO partnership contracting arrangements;
 - (ii) Align activities with annual planning and monitoring of INGO contracted activities;
 - (iii) Ensure compliance with the SOP of all INGO activities;
 - (iv) Oversee overall contract administration; and
 - (v) Ensure coordination and continuity of the INGO partnership contract.
37. **Output 3B: TVET Govt-INGO partnerships coordinator (national, 24 person-months).**
- (i) Support management of the INGO partnership contracting arrangements;
 - (ii) Check alignment of activities with annual planning and monitoring of INGO contracted activities;
 - (iii) Ensure compliance with the SOP of all INGO activities;
 - (iv) Oversee overall contract administration;
 - (v) Ensure coordination and continuity of the INGO partnership contract; and
 - (vi) Provide inputs to ensure all activities reflect the local Myanmar context and provide local language support.
38. **Output 3B: TVET government-industry partnerships expert (international, 6 person-months).**
- (i) Coordinate/facilitate government-industry partnerships activities to train youth and/or existing workers for upskilling and reskilling;
 - (ii) Support development of operational guidelines for piloting Government-Industry Training Partnership Fund (GITPF);
 - (iii) Develop capacity of DTVET and key stakeholders to manage the GITPF, including proposals processing, financial management and communications; and

- (iv) Ensure due diligence process of engaging private sector entities is being reflected in the operational guidelines and duly followed.

39. **Output 3B: TVET government-industry partnerships coordinator (national, 24 person-months).** Aligned with tasks of international expert on TVET government-industry partnerships:

- (i) Assist with coordination of partnership activities including administration and management of events, financial management and publicity; and
- (ii) Provide inputs to ensure all activities reflect the local Myanmar context, including gender and other social dimensions, and provide local language support as needed.

E. PROPOSAL PREPARATION

40. **Proposal preparation.** Consultants are requested to send questions and clarifications to ADB within 5 working days from issuance of the Request for Proposal (RFP). Within 10 working days from issuance of the RFP, ADB will organize a pre-proposal conference where questions will be addressed and clarified. Bidders are encouraged but are not required to attend.

41. **Approach, methodology, and workplan.** The shortlisted consulting firms are required to prepare a detailed description of how they propose to deliver the assignment and are required to clearly explain how the outputs will be delivered and the details of the experts to be provided, including the key experts, and their roles and responsibilities under “Approach and Methodology” section of the technical proposal. In addition to the key experts, firms should propose its team of non-core experts comprising international and national experts. The list of expertise included in Table 2 should be treated only as indicative and it’s not exhaustive.

42. **Curriculum vitae required to be submitted.** Only one CV may be submitted for each expert position proposed by firm. The CV of the key experts will be evaluated and scored. All other CVs will not be scored; however, each of the CVs will be reviewed and either approved or rejected on the basis of an assessment of the relevance of the expert’s qualifications and experience against the expert’s roles and responsibilities stated in the “Approach and Methodology”.

43. **Financial proposal.** The assignment has a maximum budget of \$23.0 million. Financial proposal shall include all costs to deliver the deliverables listed by the completion dates. Financial proposals will be assumed to include:

- (i) All experts, including key experts and expert pool, under the contract based on the person-month inputs identified in the proposing firm’s “Approach and Methodology”;
- (ii) Mobilization and demobilization costs of all experts and the consultant’s personnel, including international and national travel, accommodation costs, per diem, etc;
- (iii) Office operation (office rental and related facilities), equipment and vehicles rental;
- (iv) Seminars, workshops, trainings;
- (v) Studies, surveys and reports;
- (vi) Costs for sub-consultants (where necessary), including twinning arrangements with international teacher education institutes for output 2;
- (vii) Procurement of goods and equipment under selected activities; and
- (viii) Corporate overheads including insurances.

44. The experts’ remuneration rates and per diem are competitive items. The firm’s financial proposal should list the monthly remuneration rates for each of the key experts. The firm will also

propose a monthly remuneration rate for its non-key international experts and national experts under the proposed expert pool. The cost of other experts, including that for any support staff is expected to be included in the proposed remuneration rate. Similarly, the firms will propose uniform international and national per diem rates.

45. **Terms of the assignment.** Experts under output 1 and output 3 will be mostly based in Nay Pyi Taw (capital city of Myanmar) and experts under output 2 will be based mainly in Yangon and will travel to Sagaing UOE and UDNR whenever necessary. Output 2 technical team leader and deputy technical team leader are expected to travel to Nay Pyi Taw to coordinate with TA program manager and focal departments officials of MOE, as required.

46. **Procedure for review and acceptance of deliverables.** Each of the deliverable, with the exception of workshops, will be reviewed by the focal department of MOE and ADB. Draft outputs shall be submitted to the MOE focal department in both hard and in electronic form, and to ADB in electronic form. The consulting firm will address MOE focal and ADB comments in finalizing the documents. Upon formal acceptance of the outputs by MOE focal and ADB, the progress payments will be made according to the payment schedule specified in the contract.

F. EVALUATION CRITERIA

47. The technical evaluation will consider: (i) experience and qualifications of the consultant firm; (ii) the proposed approach and methodology; and (iii) the qualifications of the proposed key experts.

48. In addition, the consulting firms will be asked to make a presentation by the respective proposed team leaders/key experts in ADB office on a scheduled date. The understanding of the project and the capacity to handle the assignment will be evaluated through the presentation and rated accordingly.

EU/ADB TA - SUPPORT FOR ENHANCING EDUCATION AND SKILLS BASE IN MYANMAR Logical Framework of the Action¹

Overall objective:
Education and skills base for inclusive growth enhanced.

	Intervention logic	Indicators	Baseline	Targets (incl. reference year)	Data sources and reporting mechanisms	Assumptions /risks
Specific objective(s): Outcome(s)	Secondary education and TVET realigned to evolving labor force needs and equitably expanded.	National system for secondary education pre-service teacher education (PSTE) and continuing professional development (CPD) prepares teachers for the reformed curriculum ²	Baseline in 2019 = none in 2019	Target by 2024= At least 75% of in-service secondary education teachers nationwide (at least 70% are female) receive support under institutionalized CPD system	APR and TA M&E reports DBE reports	Government gives less priority to or changes direction on secondary education and TVET reforms
		The Department of TVET has strengthened its capacity to implement key TVET reforms in curriculum development and provision of TVET services	Baseline in 2019 = none in 2019	<i>[Target to be specified once content of the Transitional Plan has been defined]</i>	APR and TA M&E reports; WCHC reports DTVET Transitional Plan for GTHS, GTIS and GTI curricula and course descriptions, and CBSC approvals documents.	
Outputs	1. Evidence-based post-primary education reforms effectively supported, monitored, and disseminated	Capacity development on analytical skills and evidence-based policy and planning	Baseline in 2019 = none in 2019	Target by 2022 = capacity development of at least 20 central and local level MOE officials (at least 50% female) completed	TA M&E reports	Coordination across agencies, private sector, and other stakeholders falters, disrupting reforms

¹ Logical framework will be included in Description of the Action, as annex of cofinancing agreement with EU.

	Intervention logic	Indicators	Baseline	Targets (incl. reference year)	Data sources and reporting mechanisms	Assumptions /risks
		Policy notes, forum reports and/or other knowledge products on education-employment linkages	Baseline in 2019 = NA in 2019	Target by 2024= at least 10 policy notes, forum reports and/or other knowledge products disseminated	Knowledge products disseminated	
	2. New secondary education CPD system and PSTE program introduced	Teacher preparation New institutionalized secondary education CPD system, linked to National CPD Framework	Baseline in SY 2018/19 = NA	Target by 2022=At least 75% of in-service secondary education teachers (at least 70% are female) receive training on new grade 9 and 12 curriculum, with CPD program Target by 2024 = new secondary education CPD system linked to national CPD framework and new secondary education curriculum finalized and institutionalized	MOE endorsement; DBE and DERPT training data. APR and TA M&E reports	Teachers fail to respond to opportunities and incentives for CPD
		Upgraded 5-year B.Ed curriculum aligned to new secondary education curriculum	Baseline in AY 2018/19 = NA	Target by 2024 = upgraded B.Ed curriculum finalized and introduced for at least first and second year student teachers of three UOEs	UOE Board of Study endorsement; APR and TA M&E reports	UOEs budget insufficient to effectively implement B.Ed reforms
	3. TVET programs diversified and better aligned to evolving labor market demands	Embedding development capacities in the TVET sector	Baseline in 2019 = NA	Target by 2022 = curriculum framework for GTHS and GTI long courses approved	MOE endorsement APR and TA M&E reports Transitional	Budget inadequate to implement reforms; difficulty in meeting teacher

	Intervention logic	Indicators	Baseline	Targets (incl. reference year)	Data sources and reporting mechanisms	Assumptions /risks
				Target by 2024 = First cohort students graduate in at least 30 GTHS	Plan targets	resource requirements; youth don't respond to marketing on TVET
		CBSC expansion and diversification	Baseline in 2019 = NA	Target by 2024 = at least 8 INGOs delivered CBSCs to DTVET approved operating and assessment standards, with DTVET issued certification of trainees.	DTVET MOUs with INGOs; Annual CBSC planning outcomes; APR and TA M&E reports	INGOs deprioritize Myanmar operations Coordination between INGOs and DTVET is not strong enough to ensure effectiveness
		GITPF	Baseline in 2019 = 1 partnership	Target by 2024 = at least 10 GTHS and/or GTIs collaborate with private sector partners in training youth and/or workers	APR and TA M&E reports	Schools and private sector do not respond to new mechanisms and incentives

APR = annual progress report; AY = assessment year; CBSC = competency-based short courses; CPD = continuing professional development; DBE = Department of Basic Education; DVET = Department of Vocational Education and Training; INGO = international nongovernment organization; GITPF = Government-Industry Training Partnership Fund; GTI = Government Technical Institute; GTHS = Government Technical High School; M&E = monitoring and evaluation; MOE = Ministry of Education; MOU = memorandum of understanding; NA = not applicable; PSTE = pre-service teacher education; SY = school year; TA = technical assistance; TVET = technical and vocation education and training; UOE = University of Education; WCHC = Working Committee on Human Capital.