

TERMS OF REFERENCE FOR CONSULTANTS

A. Outline of the Terms of Reference for Consultants

1. The terms of reference (TOR) for consultants describe the main tasks under this technical assistance (TA) facility. The TA facility will require 20 person-months of international and 30 person-months of national consultant inputs.
2. Asian Development Bank (ADB) will engage consultants on an individual basis for the range of deliverables outlined below, using the individual consultant selection method. Consultants will be engaged in accordance with ADB Procurement Policy and Regulations (2017, as amended from time to time) and the associated project administration instructions (PAIs)/TA Staff Instructions.
3. Training, consultations, and workshops will be organized by ADB or by the consultants in accordance with ADB Procurement Policy and Regulations (2017, as amended from time to time) as appropriate.

B. Individual Consultants

1. International

- (i) **Supporting School Sector Development Plan II (SSSDP II); and Improved Access to Skills for Productive Employment Project (IASPEP)**

4. **Education and TVET specialist/ team leader for SSSDP II and IASPEP (international, 3 person-months; including 1 person-month, IASPEP; 2 person-months, SSSDP II).** The expert will have at least 10 years' experience of working on TVET strategy and systems and on skills development programs at the national and sub-national levels. S/he will have experience with vocational education programs at the school level. S/he should hold an advanced degree in technical education and vocational training or economics or other related discipline. Working experience in Nepal will be considered an advantage. The consultant will (i) as Team Leader, ensure that other TA consultants carry out their work plans and deliver quality outputs according to agreed schedules; (ii) ensure that all inputs from TA consultants are ready for detailed project designs and due diligence according to requirements of ADB loan processing documents; (iii) in coordination with Public-Private Partnership Specialist, identify local government units or clusters of local government units that serve as key economic growth centers; identify the priority industry sectors and their comparative advantages with regard to local and national economic growth; identify private and government TVET institutes for training delivery under IASPEP keeping in mind (a) relevance to the identified sectors, (b) quality of TVET delivery, and (c) coverage and capacity of the institute; (iv) develop a strategy and proposal for potential sectors and skills demanded by local government unit/province to be included in the proposed IASPEP; (v) conduct consultations with local government authorities, CTEVT, industry representatives, TVET institutes and key stakeholders to build understanding and consensus on the TVET strategy and areas for ADB support; and (vi) provide capacity building support during implementation to local government/provincial government authorities to ensure budgets are allocated adequately and according to project implementation schedules and to strengthen ownership of proposed project.
5. In addition to supporting the preparation and implementation of IASPEP, the TVET specialist shall develop an integrated approach for implementing the vocational component under

the school sector program supported by SSSDP II. The specialist will (i) review vocational programs in secondary education and assess their relevance and effectiveness; (ii) identify best practices for integrating vocational education in Nepal's school sector drawing from regional and international practices; (iii) recommend policies and delivery modalities for vocational education within the secondary school education sector which may include partnership models, training of trainers, etc; and (v) recommend the procedures for adopting specific curricula, learning materials, tools and equipment as needed, and assessment and certification procedures.

6. Pool of expert consultants (international, 3 person-months; including 1 person-months, SSDP II; 2 person-months, IASPEP). The consultants will have a master's degree or higher in education, TVET, public policy or a related field. They should have 10 years of general experience, including 5 years of relevant experience. The international experts in the areas of school education and skills training across different trade areas will be drawn as resource people or short-term consultants to provide technical expertise and capacity building support for the proposed and ongoing projects, as needed. The areas of expertise may cover disaster/epidemic/business continuity, remote learning, emerging pedagogic practices, capacity building models for school governance and management under decentralized or systems under transition, TVET trade-specific e-learning modalities, higher education and industry collaboration, and so on. International experts will also be used as facilitators and resource people for seminars and workshops.

(ii) Supporting School Sector Development Plan II (SSSDP II)

7. Education policy and planning specialist (international, 2 person-months). The specialist should have experience in the basic and secondary education subsectors, including on education policy and program reform and implementation, subsector management, and institutional aspects. S/he should have considerable international experience, preferably in South Asia. S/he should hold an advanced degree in education, economics or other related discipline from an internationally recognized university and have at least 15 years of experience in leading the preparation and implementation of education sector programs and projects. S/he should preferably have considerable awareness of ADB project preparation requirements. The consultant should have good knowledge of development partner-supported projects and strong interpersonal skills that allow the development and maintenance of effective relations with government counterpart staff.

8. The specialist will work closely with senior officials within MOEST, provincial and local government authorities; other relevant agencies and the ADB team to provide strategic advice and assistance directed to supporting the design and implementation of SSSDP II. The consultant will be responsible for providing the necessary inputs to produce the final design report following the requirements for the RRP. S/he will (i) prepare the program soundness assessment; this includes assessing the government's medium-term program to determine its relevance in addressing identified issues, especially from the perspective of inclusive growth, adequacy of the results-based lending program in terms of efficiency, effectiveness, and sustainability, economic and financial rationale, and implementation arrangements (incentives of different stakeholders, etc.); (ii) prepare the program results assessment and program results framework; undertake an assessment of the government's medium-term program's results chain, to see if the proposed activities and outputs strongly support the achievement of the program objectives; develop an adequate sub-set of government results framework as program results framework and inform the choice of disbursement linked indicators, etc.; (iii) in consultation with other experts, assess the status of and priorities for support to integrating STEM education in the school curriculum; this will include assessments and recommendations for improvements in the following areas in line

with the prevailing policies and plans (a) curriculum and student learning assessments; (b) teaching practices and teacher professional development; as well as (c) program actions to enhance M&E systems, capacity and EMIS; (iv) coordinate with relevant government agencies to identify appropriate programs and activities to be financed by SSSDP II, including development of implementation timelines, sequencing of activities and reforms, identification of capacity building requirements and necessary interventions to implement SSSDP II; (v) prepare the Design and Monitoring Framework, including the Results Indicators -Disbursement Linked Indicators (DLIs) Matrix - and the program action plan (PAP); (vi) advise on coordination with relevant government authorities (national, provincial, local), development partners and private sector representatives; (vii) coordinate consistency across different experts' inputs for the remaining system assessments such as (a) program expenditure and financing assessment; (b) M&E systems assessment; (c) summary poverty reduction and social analysis; (d) program fiduciary systems assessment; and (e) integrated risks assessment and mitigation measures; and (viii) administer/oversee workshops, training, seminars and conferences and surveys, as required.

9. **Education reform specialist (international, 1 person-month).** The specialist should have experience in the basic and secondary education subsector, including on education policy and program reform and implementation. S/he should have considerable international experience as well as significant experience in Nepal education sector. S/he should hold an advanced degree in education, economics or other related discipline from an internationally recognized university and have at least 15 years of experience in leading the preparation and implementation of education sector programs and projects. S/he should preferably have considerable awareness of ADB project preparation requirements. The consultant should have good knowledge of development partner-supported projects and strong interpersonal skills that allow the development and maintenance of effective relations with government counterpart staff.

10. The specialist will work closely with senior officials within MOEST, provincial and local government authorities; other relevant agencies and the ADB team to provide strategic advice and assistance directed to supporting the design and implementation of SSSDP II. The consultant will be responsible for providing the necessary inputs to produce the final design report following the requirements for the RRP. S/he will (i) undertake the technical assessment of the government's new education sector development plan and prepare/update the education sector assessment, identifying and examining issues, strategies, policies and institutional factors related to access and equity, quality and relevance including building 21st century skills such as problem-solving, creativity, critical thinking and digital skills, sector management, local government capacity and financing; (ii) coordinate with the Secondary Teacher Policy and Development Specialist to provide inputs into finalizing the key reform actions and interventions related to teacher development and deployment as well as improving ICT skills and pedagogic skills aligned to strengthen teaching especially in science and mathematics; (v) undertake a review of the implementation of model schools program supported by SSDP and provide recommendations to scale-up the implementation; (vi) work with the Education Policy and Planning specialist and advise the government on the overall reform actions, the program results framework and in preparing the Design and Monitoring Framework, including the Results Indicators -Disbursement Linked Indicators (DLIs) Matrix - and the program action plan (PAP).

11. **Secondary education teacher policy and development specialist (international, 1 person-month).** The consultant will have expertise in teacher training systems and broader human resource development (HRD) approaches and student-centered pedagogy. S/he should hold an advanced degree in education, economics or other related discipline from an internationally recognized university and have at least 10 years of experience in leading the

preparation and implementation of HRD of teachers and education administrators. Working experience in Nepal will be considered as an advantage.

12. The specialist will work closely with MOEST, Teachers Service Commission, provincial and local government education authorities, schools and other relevant stakeholders to (i) assess the policies, strategies and institutional capacities related to pre- and in- service teacher development programs in using learner-centered approaches in the teaching process; (ii) conduct an assessment of the supply and quality of subject-specific secondary education teachers especially for science, mathematics and English; (iii) assess the impact on, and possible reforms to existing policies and legislation on pre- and in-service teacher development programs; (iv) identify necessary changes to the curriculum for teacher training; (v) develop detailed recommendations and plan for supporting teacher professional development and appropriate teaching practices in science and mathematics subjects; proposed way forward should take into consideration current constraints related to recruitment and deployment of subject-specific teachers and provide best practice and cutting edge solutions for enhancing teaching/ learning practices; (vi) assess broad issues affecting HRD of teachers and principals, including performance assessment, recruitment and deployment, financial and non-financial incentives at both national, and local government levels and identify policy considerations/actions that may be included in SSSDP II, if feasible; (vii) assess and build on the gains of school leadership program of SSDP to further advise on cutting edge/ best practice approaches to strengthen school leadership and management skills of principals, and local education administrators, to be integrated into the design of SSSDP II; (viii) conduct consultations with different stakeholder groups to verify the assessment findings and proposed strategic interventions to address key issues; (ix) coordinate with other specialists to ensure strategic directions related to teacher training and development in science and school/ principal leadership are consistent with other aspects of the overall program; and (x) provide inputs into the background assessments and program design documents, including sector and program soundness assessments, RRP, DMF, DLIs, PAP, and other documents.

13. **STEM education specialist (international, 1 person-month).** The consultant should have at least 10 years of wide international experience in the development of basic and secondary education curricula, including experience with integrating STEM approach to teaching and new pedagogic approaches, and the development of qualifications frameworks. S/he should hold an advanced degree in education, economics or other related discipline from an internationally recognized university. Working experience in Nepal or other South Asian country will be considered an advantage. The specialist will work closely with MOEST, local government education authorities and other relevant stakeholders to advise on curricula and pedagogy reform needed especially in mathematics and science. S/he will (i) assess changes required to the basic and secondary education curricula in science and mathematics with regards to facilitating inquiry-based learning; (ii) assess how ICT is currently used in the teaching-learning process and propose recommendations to support effective use of ICT to improve learning and build 21st century skills; (iii) conduct consultations with different stakeholder groups to verify the assessment findings and develop strategic interventions to address key issues; (iv) prepare a strategy for building capacity among local government authorities and schools to implement new pedagogical approaches in the teaching-learning process; (v) identify required textbooks, teacher guides, ICT resources and other teaching and learning materials to integrate new teaching practices and deliver revised curricula; (vi) identify materials to support teacher training institutions and pedagogical advisors; (vii) prepare a 5-year roadmap for reviewing and reforming the curricula to effectively integrate STEM education; and (viii) provide inputs into the background assessments and program design documents, including sector and program soundness assessments, RRP, DMF, DLIs, PAP and other documents.

14. **Student assessment specialist (international, 1 person-month).** The consultant should have at least 10 years of relevant experience. S/he should have a post graduate degree in education and other relevant disciplines as well as experience in working with education authorities in developing countries. The specialist will work closely with ADB project officer, MOEST, local government education officials and other relevant stakeholders to advise on student learning outcome assessments including examinations and formative assessments. S/he will (i) assess the current situation of student assessment policy and programs at the national, school and classroom levels to identify strengths and weaknesses and opportunities for further development; (ii) identify the feasibility and requirements for aligning Nepal assessment frameworks to international benchmarks, such as, PISA and TIMSS; (iii) conduct consultations with different stakeholder groups to verify the assessment findings and develop strategic interventions to address key issues; (iv) coordinate with other specialists to ensure strategic directions for student assessments are consistent with other aspects of the overall program, including revisions to curricula, instruction and assessment; and (v) provide inputs into the background assessments and program design documents, including sector and program soundness assessments, RRP, DLIs, PAP, and other documents.

15. **M&E specialist (international, 1 person-month).** The M&E specialist will have an advanced degree in economics, management, education or related discipline, and at least 10 years' experience in M&E of programs and projects. Work experience in Nepal is considered an advantage. The specialist will work closely with MOEST, provincial and local government education authorities and relevant stakeholders to advise on strengthening the M&E framework. S/he will (i) undertake an assessment of the existing M&E framework, systems and M&E capacity of MOEST and local government education administrators; (ii) recommend ways to address any identified weaknesses in M&E system and capacity; (iii) conduct consultations with different stakeholder groups to verify the assessment findings and develop strategic interventions to address key issues; (iv) identify actions to support regular, relevant and timely reporting to support decision making; (v) coordinate with the EMIS specialist on system requirements and possible development of new EMIS or improvement to the existing EMIS; (vi) identify actions to be included in the DLI matrix (DLI) and PAP; (vii) develop an M&E plan linked to verification of the DLIs and PAP; (viii) develop a plan for M&E capacity development of staff in MOEST and in local governments; and (ix) provide inputs into the background assessments and program design documents, including sector and program soundness assessments, RRP, DMF, DLIs, PAP and other documents.

16. **Education management information system specialist (international, 1 person-month).** The specialist will have at least 7 years of relevant experience. S/he should have a graduate degree in public policy, education, management, information technology, or other relevant disciplines and experience in working with education authorities in developing countries. Work experience in Nepal is considered an advantage. The specialist will work closely with MOEST to advise on strengthening EMIS and support the effective monitoring of the proposed program across local governments. S/he will (i) review the existing and planned information systems for SSDP to identify strengths and weaknesses and opportunities for further development, especially to ensure the effective performance monitoring of the proposed SSSDP II; (ii) conduct consultations with different stakeholder groups to verify the assessment findings and develop strategic interventions to address key issues in EMIS; (iii) coordinate with other specialists to ensure strategic directions for EMIS are consistent with and support other aspects of the overall program; and (iv) coordinate with M&E specialist to ensure M&E requirements for the program are reflected in existing EMIS implementation (if any) or new EMIS development and implementation.

17. **Education expenditure, costing and fiduciary assessment specialist (international, 1 person-month).** The consultant should have expertise in financial analysis in the education sector. The consultant should have at least 10 years of experience in costing and assessing education expenditures and undertaking fiduciary assessments under similar projects/programs. Experience working in decentralized systems is a plus. The consultant will be responsible for conducting the financial analysis and preparing detailed and disaggregated cost estimates for all elements of the SSSDP II. The consultant will work closely with other consultants and the ADB project team. S/he will (i) review and assess the government's school sector development program and the expenditure framework to assess the adequacy of budgets/ investments required to implement and sustain key elements, identify gaps and provide recommendations; (ii) ensure that the RBL program's results framework is robustly backed by a realistic expenditure framework. The assessment should cover the effectiveness, efficiency and economy, and adequacy of the expenditure framework for the RBL program; (iii) prepare a summary expenditure framework and financing plan for the RBL; (iv) conduct consultations with different stakeholder groups to verify the assessment findings and develop any recommendations on expenditure and financing plan; (v) update the fiduciary system and capacity assessment that was undertaken during the preparation of SSDP, taking into account any recent changes in the system and referring to (a) assessments from other development partners, (b) annual fiduciary reviews carried out on SSDP from 2016 onwards, and (c) recent audit reports, and recommend ways of addressing any identified weaknesses in financial management and identify actions to be included in the DLI matrix and/or the PAP; and (vi) provide inputs into the background assessments and program design documents, including sector and program soundness assessments, RRP, DMF, DLIs, PAP and other documents.

(iii) **Improved Access to Skills for Productive Employment Project (IASPEP)**

18. **Governance and institutional strengthening specialist (international, 1 person-months).** The governance and institutional strengthening specialist should preferably have a master's degree in business administration, public policy, 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. S/he will (i) review the current governance structure for TVET governance including governance of private TVET institutes; (ii) identify challenges faced by CTEVT and local government authorities and suggest ways of improving their capacity for project implementation; (iii) prepare a governance framework for implementing IASPEP including planning, execution, fund-flow, reporting and monitoring between CTEVT or the executing agency and selected local governments and institutes; (iv) prepare the required manuals laying down standard operating procedures so that the business processes under SDP become streamlined; (v) organize capacity building training for CTEVT and local government staff including for financial management, procurement and other identified governance issues; (vi) prepare a project implementation roadmap to guide CTEVT and selected local government authorities; and (vii) provide inputs for ensuring adequate institutional structures/public-private partnership arrangements to facilitate effective implementation of IASPEP.

19. **Skills planning and program specialist (international, 2 person-months).** The specialist will have (i) an advanced degree in economics, business management, education management or related fields; (ii) at least 12 years of experience in working TVET or skills development projects in developing country texts with proven records in successful outcomes; (iii) expert knowledge on international and national best practices in skills training, including the

application of e-learning and innovative training delivery modality; and (iv) strong knowledge on best examples and lessons from skills training programs and partnership models in South Asian countries. The specialist will provide technical inputs to the executing and implementing agencies for the designs of proposed skills development projects. The key tasks are to (i) carry out detailed assessments for proposed designs of the skills development projects, along with results from demand assessments; (ii) assess the proposed trade areas and level of courses based on local training demands and employment opportunities and finalize training programs; (iii) develop technical specifications for civil works and equipment, as needed, in coordination with the procurement specialist; and (iv) in coordination with the governance and institutional strengthening specialist, develop overall institutional development plans, including curriculum development, training of trainers, leadership and management development, etc.

20. **Technical education specialist (international, 2 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. Experience working in South Asian country or decentralized systems will be given additional weight. He/she should have the expertise to prepare technical specifications for training equipment for major industries based on international standards. The specialist will (a) undertake a detailed survey of a representative sample of TVET institutes across the country to assess their strengths and weaknesses; (b) conduct workshops with 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 faculty, industry engagement) that should be provided to the TVET institutes under the proposed ADB project; (d) design an institutional development plan to make the institutes 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 instructors (including master trainers) so that they can effectively use the new training equipment and improve their pedagogy; (f) support the ADB procurement consultant by providing tenderable specifications for technical training equipment and machinery required by institutes to align with national or international standards; and (g) draw on examples of TVET best practices from other countries.

2. National Consultants

(i) Supporting School Sector Development Plan II (SSSDP II); and Improved Access to Skills for productive Employment Project (IASPEP)

21. **Social safeguards and gender specialist (national, 2 person-months; including 1 person-month, SSSDP II; 1 person-month, IASPEP).** The consultant should have (i) an advanced degree in social science or related fields with at least 10 years of experience in working on social and gender dimensions of development projects, especially in education and skills development programs; (ii) strong qualitative and quantitative analytic skills to review existing data and reports related to social, gender, and poverty analyses; (iii) familiarity with ADB's gender mainstreaming and social safeguard requirements; and (iv) strong writing and communication skills for document preparation and stakeholder consultations. The specialist will conduct social and gender analyses of proposed project/program and prepare required documents, including ensuring safeguards policy compliance per ADB's Safeguards Policy Statement, 2009, for loan processing. The key tasks are to (i) identify the areas for proactive gender measures promoting and addressing Sustainable Development Goal 5's transformative gender agenda (e.g., addressing economic assets and resources for women, unpaid care and domestic work, digital technology/information and communication technology, and gender-based violence; promoting

behavioral changes through education and skills training and public campaigns; promoting women role models as leaders to reverse gender stereotypes; and engaging men and boys for gender equality and social inclusion; (ii) establish sex-disaggregated baseline indicators by gathering required data and other materials; (iii) conduct meaningful consultation with the affected people, scheduled tribes, and other vulnerable groups; (iv) prepare relevant documents such as gender action plans and indigenous peoples categorization, resettlement and indigenous people (IP) planning frameworks and plans , with appropriate target indicators, as required for each lending modality; (v) support the PMU in implementation and monitoring of RP/IPP to ensure that resettlement activities are carried out based on the approved framework; (vi) ensure that any relevant mitigation measures for social safeguards (at project implementation stage) are incorporated in the updated RP/IPP; (vii) ensure that the RP/IP plan is included in bidding documents and approved by ADB prior to issuance of invitation for bidding and monitor its compliance on behalf of the PMU; (viii) support PMUs in preparation of social safeguards monitoring report; (ix) provide training programs to PMU staff involved in the project implementation for sensitizing culture sensitivity and strengthening their capacity in managing and monitoring RP/IPP. (x) assist EA and IAs in establishment of grievance redress mechanisms; and (xi) assist in review missions and provide related inputs to other loan processing requirements, as requested.

22. Procurement specialist (national, 3 person-months; including 2 person-months, SSSDP II; 1 person-month, IASPEP). The specialist will have a post graduate degree in business management, public policy/administration, economics/finance, engineering with financial management, and 10 years work experience in procurement with 5 years of experience in managing procurement in development partner financed project(s). Experience in multilateral development bank project procurement (desired), standard procedures and documents for procurement and selection of consultants, e-GP system, government's Public Procurement Act and Public Procurement Rules will be required. S/he will (i) undertake procurement capacity assessment and identify risks and mitigation measures; (ii) assist ADB procurement specialist to undertake strategic procurement planning for proposed project(s) following relevant ADB guidelines; (iii) assist executing and implementing agencies and ADB in preparing procurement plan and provide written inputs in PAM or PID and Technical Assistance Development Project Proforma; (iv) assist in preparing bidding documents and in evaluation of bids; (v) assist executing agency and implementing agency in developing their procurement capacity for the selection of consultants, civil works as well as goods and services following ADB guidelines, and also familiarize them with ADB's Procurement Policy and Regulations (2017, as amended from time to time), procedures and documents through trainings in consultation with ADB Nepal Resident Mission/Procurement, Portfolio and Financial Management Department; (vi) assist ADB's missions; and (vii) assist in other tasks relevant to the assigned projects and programs.

23. Financial management specialist (national, 3 person-months; including 2 person-months, SSSDP II; 1 person-month, IASPEP). The financial management specialist will have a degree in accounting, finance, or a related field, and have a recognized professional accountancy qualification. Having 8 years of experience, including financial due diligence, will be an advantage. The specialist will conduct financial due diligence in accordance with ADB requirements. The financial due diligence includes: (i) conducting a financial management assessment of the executing and implementing agencies, including (a) reviewing the assessment of the previous financial management assessments by other donor agencies as input; (b) assessing capacity for planning and budgeting, management and financial accounting, reporting, auditing, internal controls, and information systems; (c) reviewing proposed disbursement and funds-flow arrangements between MOEST and local governments and institutes; and (d) concluding on the financial management risk rating and identifying and confirming measures for addressing

identified deficiencies; (ii) preparing financial projections and conducting financial analyses of the executing and implementing agencies, and incremental recurrent costs, to determine financial sustainability, and reviewing proposed cost-recovery policies, including affordability; (iii) where significant risks are identified to project financial sustainability or viability, proposing relevant financial performance indicators to be incorporated in financial covenants; and (iv) assessing and reaching agreement on financial reporting, auditing and public disclosure arrangements for the project, and as appropriate, identifying and agreeing arrangements for receiving financial statements from executing and/or implementing agencies; (v) assist executing and implementing agencies and ADB staff in preparing time-bound financial management action plan for executing agency and implementing agencies; (vi) assist executing agencies and ADB in preparing financial management assessment report and provide written inputs in the PAM or PID and Technical Assistance Development Project Proforma; (vii) assist ADB's missions; and (viii) assist in other tasks relevant to proposed program/projects.

24. Environmental safeguards specialist (national, 3 person-months; including 1 person-months, IASPEP; 2 person-months, SSSDP II). The consultant will have a bachelor's degree in environmental science, environmental planning and management, environmental engineering and other related sciences. The consultant will have 10 years of experience in environmental assessments, as well as previous experience in donor-funded projects. Knowledge and experience on ADB's Safeguard Policy and environmental and social due diligence are required. The specialist will work closely with MOEST, CTEVT, local government authorities and relevant stakeholders to undertake an assessment of the government's current safeguard system for managing environmental impacts and risks and identify actions to address key issues and gaps in the design of SSDP II and IASPEP. For each program/project, s/he will (i) prepare safeguard system assessment report and a summary (up to 12 pages); in the case of SSDP II, a full program safeguard system assessment will be prepared; (ii) assist ADB staff in conducting environmental due diligence by filling out ADB's rapid environmental assessment and climate change assessment (if needed); (iii) assist ADB staff in determining project classifications on environment; (iv) assist executing agency and implementing agencies in preparing initial environmental examination report and environmental monitoring plan, and climate change assessment/climate risk vulnerability assessment (CCA/CRVA) report (if necessary); (v) provide training to executing and implementing agencies, and support monitoring of environmental safeguards plans and action; and (vi) assist in ADB review missions and any other task, as required.

25. Pool of consultants (national, 5 person-months; including 2 person-months, IASPEP; 3 person-months, SSSDP II). The consultants should have at least a bachelor's degree in education, public policy or related field, with 7 years of general experience, including 5 years of relevant experience. These consultants with specific expertise may be engaged, as needed, to provide technical inputs and capacity building support for project designs and project implementation. The expected inputs may cover mapping of skills training and industry partnerships, the preparation of industry partnerships for specific trade areas for SDP II, mapping of various learning modalities on soft skills, data collection, training and facilitation, organization of stakeholder consultations or workshops, on best practices in curricula, pedagogy and assessments across subsectors in education, as well as case studies showcasing good results from the various ADB projects. The national consultants will also support the international consultants in the development of the methodology, collection and analysis of primary and secondary data, and contribute to the final reports of program evaluation and TVET strategy.

(ii) Supporting School Sector Development Plan II (SSSDP II)

26. **Education program coordinator (national, 3 person-months).** The consultant should have 10 years of relevant experience in public policy and planning in the education sector. S/he should have post graduate degree in public policy, education management or other relevant discipline. S/he should have good knowledge of the education sector in Nepal as well as good relationship / contacts with education counterparts in the government as well as other stakeholders. Excellent verbal and written communication skills in English is required. The consultant will work closely with senior officials within MOEST, CEHRD, local government authorities; other relevant agencies and the ADB team to support the various SSSDP II international consultants to undertake their assessments and provide inputs to the final project documents. S/he will (i) collect relevant background materials including policies, current data, proposed plans, internal assessments, available studies etc. to support the various assessment; (ii) coordinate with the program implementation unit within MOEST to organize all meetings for the various international consultants; (iii) brief and provide information to the international consultants on key issues in the school education sector, including good practices and challenges related to access and equity, quality and relevance, sector management, and financing; (iv) facilitate and coordinate stakeholder consultations and help international consultants understand the Nepali context; (v) coordinate with relevant government agencies to support the identification of appropriate programs and activities to be financed by SSSDP II, including development of implementation timelines, sequencing of activities and reforms, identification of capacity building requirements and necessary interventions to implement the SSSDP II; (vi) coordinate any logistical and institutional arrangements necessary to support the assessments and developing the design of SSSDP II; (vii) assist in the dissemination of assessment findings and recommendations on program design with relevant stakeholders; and (viii) assist the organization workshops, training, seminars and conferences and surveys, as required.

27. **Teacher policy and development specialist (national, 2 person-months).** The specialist should have 10 years of relevant experience in teacher training and development in the education sector. S/he should have post graduate degree in education or other relevant discipline. S/he should have good knowledge of the education sector in Nepal as well as good relationship/ contacts with education counterparts in the government as well as other stakeholders. Excellent verbal and written communication skills in English is required. The consultant will work closely with senior officials within MOEST, CEHRD and local government authorities; schools and other relevant agencies and the ADB team to support the International Teacher Development Specialist to prepare the design of SSSDP II. S/he will (i) collect relevant background materials including policies, current data, proposed plans, internal assessments, available studies etc. to support the assessment on teacher development programs; (ii) brief the international consultant on key issues, policies, institutional mechanisms, related to supply and quality of subject-specific secondary education teachers especially for science, mathematics and English, and support the identification of necessary changes to the curriculum for teacher training; (iii) support the international consultant to develop detailed policy recommendations and plan for supporting teacher professional development and appropriate teaching practices integrating STEM approach in teaching; (iv) support the assessment of the school leadership program of SSDP; (v) facilitate and coordinate stakeholder consultations and help international consultants understand the Nepali context; (vi) coordinate with relevant government agencies to support the identification of appropriate programs and activities to enhance teacher professional development to be financed by SSSDP II, including development of implementation timelines, sequencing of activities and reforms, identification of capacity building requirements and necessary interventions to implement the SSSDP II; (vii) coordinate any logistical and institutional arrangements necessary to support

the assessments and developing the design of SSSDP II; and (viii) assist in the dissemination of assessment findings and recommendations program design with relevant stakeholders.

28. **Examination and assessment specialist (national, 2 person-months).** The specialist should have 10 years of relevant experience in curriculum development or assessments. S/he should have post graduate degree in education or other relevant discipline. S/he should have good knowledge of the education sector in Nepal as well as good relationship / contacts with education counterparts in the government as well as other stakeholders. Excellent verbal and written communication skills in English is required. The consultant will work closely with senior officials within MOEST, CEHRD, local government authorities; schools and other relevant agencies and the ADB team to support the international Education and Assessment Reform Specialists to prepare the design of SSSDP II. S/he will (i) collect relevant background materials including policies, current data, proposed plans, internal assessments, available studies etc. to support the assessment of the current situation of student assessment policy and programs - to identify strengths and weaknesses and opportunities for further development; (ii) brief the international consultant on key issues, policies, institutional mechanisms, related to curriculum development and assessment reform, in particular for science subjects and support the development of detailed policy recommendations; (iii) facilitate and coordinate stakeholder consultations and help international consultants understand the Nepali context; (iv) coordinate with relevant government agencies to support the identification of appropriate programs and activities to support curriculum development, implementation of STEM education and/or other pedagogic practices and corresponding assessments, to be financed by SSSDP II, including development of implementation timelines, sequencing of activities and reforms, identification of capacity building requirements and necessary interventions to implement the SSSDP II; (v) coordinate any logistical and institutional arrangements necessary to support the assessments and developing the design of SSSDP II; and (vi) assist in the dissemination of assessment findings and recommendations program design with relevant stakeholders.

(iii) **Improved Access to Skills for Productive Employment Project (IASPEP)**

29. **Public-private partnership specialist (national, 2 person-months).** A PPP specialist with either a master's degree in business administration or finance from a reputed university, with preferably more than 10 years of relevant experience is required. Exposure to PPPs in skill development projects is an advantage. The specialist will help in conceptualizing the PPP aspects of IASPEP. S/he will (i) identify local government units that serve as key economic growth centers; (ii) identify priority industry sectors and private TVET institutes; assess the interest and feasibility of partnering with private TVET institutes in the identified sector for imparting high-end training; (iii) organize workshops with relevant private sector partners for getting their feedback and inputs; and (iv) support in developing draft contractual and legal documents.

30. **Skills program coordinator (national, 3 person-months).** The consultant should have 7 to 10 years of relevant experience in public policy and planning in the education or skills development sector. S/he should have an advanced degree in economics, business management, education management or related fields. S/he should have good knowledge of the TVET sector in Nepal as well as good relationship/ contacts with CTEVT counterparts in the government, local government authorities as well as private stakeholders. Excellent verbal and written communication skills in English is required. The consultant will work closely with senior officials within MOEST, CTEVT, local government authorities; TVET institutes and other relevant agencies and the ADB team to support the various IASPEP international consultants to undertake their assessments and provide inputs to the final project documents. S/he will (i) collect relevant

background materials including policies, current data, proposed plans, internal assessments, available studies etc. to support the various assessments; (ii) coordinate meetings between officials at MOEST, CTEVT, local government authorities, TVET institutes, industry representatives and the various international consultants; (iii) brief and provide information to the international consultants on key issues in skills development sector; (iv) facilitate and coordinate stakeholder consultations and help international consultants understand the Nepali context; (v) coordinate any logistical and institutional arrangements necessary to support the assessments and developing the design of IASPEP; and (vi) assist in organizing capacity building workshops, training, seminars and conferences and surveys, as required.

31. **TVET specialist (national, 2 person-months).** The expert will have over 15 years of international experiences in evaluating national tertiary and TVET systems and programs. He/she should possess a master's level educational qualification TVET. He/she will (i) develop the methodology for program evaluation, including an assessment of the impact of TVET on employability rates and post intervention wages; (ii) provide overall supervision and guidance on implementation; (iii) advise local consultants on the collection of data; (iv) conduct stakeholder consultations; (v) compile reports of the local consultants; and (vi) produce the program evaluation.