

Education s Skills Development

Assignment name: Bouncing Back and Beyond: Understanding and Building the Resilience of Education Systems in South and Southeast Asia (Grant No. 110555-001)	Approx. value of the contract: US\$ 714,477.00
Country: Afghanistan, Bangladesh, Bhutan, Cambodia, Indonesia, Lao PDR, Maldives, Myanmar, Nepal, Pakistan, Philippines, Sri Lanka, Timor-Leste and Vietnam Location within country: Countrywide	Duration of assignment: 20 Months
Name of Client: GPE KIX and IDRC	Total No. of staff-months of the assignment: 78
Contact Person, Title/Designation, Tel. No./Address: Sangay Jamtsho, Senior Program Officer, IDRC, sjamtsho@idrc.ca;	Approx. value of the services provided by your firm under the contract: US\$ 326,416.00
Start date: 18 June 2025 Completion date: 18 February 2027	No. of professional staff-months provided by your consulting firm: 39
Name of associated Consultants, if any: Mekong Development Research Institute (MDRI), Vietnam (Lead Firm)	Name of senior professional staff of your consulting firm/organization involved and designation and/or functions performed: 13 Project Coordinators - Surveyors
Description of Project: The GPE KIX Observatory on Education System Resilience (ESR) is a regional research initiative supported by the International Development Research Centre (IDRC) under the Global Partnership for Education's Knowledge and Innovation Exchange (GPE KIX) program. It focuses on strengthening education systems in 14 low- and middle-income countries (LMICs) in South and Southeast Asia, including Afghanistan, Bangladesh, Bhutan, Cambodia, Indonesia, Lao PDR, Maldives, Myanmar, Nepal, Pakistan, Philippines, Sri Lanka, Timor-Leste and Vietnam, by identifying, analyzing, and promoting effective strategies for resilience. Education systems in the region are increasingly vulnerable to a variety of disruptions—including natural disasters, pandemics, political conflicts, economic shocks, and social inequalities—which threaten learning continuity and disproportionately affect marginalized communities. Many countries have implemented ad-hoc or reactive measures to maintain education delivery, but there is limited research on how systems can proactively build long-term resilience. The Observatory uses a mixed-methods approach, combining face-to-face/online surveys, in-depth interviews (IDIs), and foresight tools. The project investigates how various stakeholders—government officials, educators, and communities—understand, anticipate, and respond to disruptions.	
Description of actual services provided by your staff within the assignment: e.Gen Consultants Ltd. (hereunder referred as the Consultant) is contracted as the regional data collection and coordination partner for the project. e.Gen is responsible for overseeing and conducting quantitative (teacher surveys) and qualitative (in-depth interviews) data collection across the following 13 countries: Afghanistan, Bangladesh, Bhutan, Cambodia, Indonesia, Lao PDR, Maldives, Myanmar, Nepal, Pakistan, Philippines, Sri Lanka, and Timor-Leste. In each country, data collection includes quantitative surveys with 400 teachers at all school levels, from kindergartens to high schools and 3 virtual in-depth interviews (IDIs) with government officials or other direct and indirect education stakeholders. An additional 10 virtual IDIs with participants from maximum 4 countries following the foresight analysis results are expected. The Consultant's core responsibilities include the translation and contextual adaptation of data collection tools, recruitment and training of field staff, piloting of surveys and interviews, ensuring ethical compliance, and the implementation of high-quality, timely data collection in close coordination with the MDRI team. Surveys will be conducted using the SurveyCTO platform, with technical support provided if necessary. e.Gen will be responsible for providing the sample frame for all the countries and finalize the sampling	



Education s Skills Development

strategies in collaboration with MDRI. Sampling will follow agreed-upon protocols, and real-time monitoring will be conducted collaboratively, including MDRI's participation in selected virtual surveys and interviews for quality assurance purposes.

Due to restrictions in Afghanistan and Myanmar, all activities must be conducted virtually, with no consultants hired locally and no funds transferred to and within those countries. IDIs in Myanmar must not involve government officials.

Scope of work

The Consultant will be responsible for the following activities:

1. Survey data collection

- Obtain permissions and insurances necessary to conduct the survey in the 13 countries. A plan for it must be provided in the Implementation plan.
- Finalize sampling strategies in collaboration with MDRI and provide a sample frame for each country (including teachers at all school levels, from kindergarten to high schools).
- Prepare an Implementation plan for each country, including but not limited to:
 - Planned mode of data collection
 - Survey protocol including strategies to access respondents before the first visits by survey enumerators and number of revisits required.
 - Data quality assurance plan
 - The composition of the survey team: number of enumerators, number of supervisors, qualifications and training of all data collection staff
 - Travel and logistics
 - Training plan for the survey team
 - Ethical considerations, challenges and mitigation measures
 - A timeline of activities

The Consultant must implement data collection in accordance with this plan and promptly inform MDRI of any necessary changes. Revisions to the plan must be made in consultation with, and with the agreement of, MDRI.

- Translate, pilot survey questionnaires virtually in four countries, five interviews each and take notes of comments and suggestions for improvement after pilots. MDRI will sit in these virtual pilot interviews.
- Prepare the electronic versions of the questionnaire in local languages in SurveyCTO for pilot and official surveys and make any required revisions upon MDRI's check and fieldwork requirements. All surveys are administered using SurveyCTO to ensure consistency in data collection. SurveyCTO costs are covered by MDRI. Survey staff must ensure a basic working knowledge of the SurveyCTO platform and proactively seek technical support from MDRI if necessary.
- Recruit and train experienced enumerators for data collection in each participating country, not hiring local enumerators from Afghanistan and Myanmar.
- Train all field staff to ensure that they have a solid understanding of the survey questionnaires, ethical protocols, and relevant platforms, including SurveyCTO and virtual interview tools.
- Make suggestions for survey questionnaire adjustments during and after field staff trainings
- Implement field surveys in 11 countries and video surveys in Afghanistan and Myanmar within the agreed timeline.
- Monitor and supervise the survey enumerators on field and remotely. Prepare plans for spot checks, back checks and consistency checks and include them in the Implementation plan. A minimum 10% of interviews must be supervised either through spot checks, back checks or random recording checks. MDRI will directly observe selected virtual surveys for real-time quality monitoring.
- Document any issues or irregularities encountered during data collection, including but not limited to technical problems, respondent concerns, or deviations from protocol.



Education s Skills Development

- Report daily in the first week of data collection, on issues about the survey questionnaire and asking the MDRI team for clarification and revisions if needed.
- Submit bi-weekly written field reports (progress against the timeline, number of interviews completed and attritions, issues, challenges and mitigation measures, and successes) during data collection period and a final report after survey data collection in all countries is completed.
- Review survey submission forms during data collection so that respondents can be revisited if any of the completed survey forms are found to have missing information or problematic responses.
- After survey data collection is completed in each country, clean the database and submit the cleaned database after all inconsistencies and errors have been corrected as well as the code to clean the data base. “Other” responses must be translated into English.

2. Conducting in- depth interviews (IDIs)

- Obtain permissions necessary to conduct the IDIs with participants from the 13 countries. A plan for it must be included in the Implementation plan
- Conduct an additional 10 virtual IDIs with participants from maximum 4 countries following the foresight analysis results
- Developing a protocol for the IDI implementation.
- Translate IDI tools into all applicable local languages and adapt them after the pilot. Pilot with 5 stakeholders who speak different languages and reside in at least 3 different countries.
- MDRI will provide training to interviewers involved in the pilot and official IDIs in English.
- Recruit and train experienced qualitative interviewers to ensure that they have a solid understanding of the interview tools, ethical protocols, and relevant platforms, including virtual interview tools.
- Make suggestions for IDI tool adjustments during and after interviewer training.
- Implementing the IDIs, including the provision of all necessary logistical support (per-diem, technical platform provision, etc.) to interviewers and supervisors while they conduct the interviews.
- Ensure strict adherence to data quality standards, informed consent processes, and research ethics throughout implementation. MDRI will directly observe selected virtual IDIs for real-time quality monitoring.
- Document any issues or irregularities encountered during data collection, including but not limited to technical problems, respondent concerns, or deviations from protocol.
- Submit bi-weekly written field reports (progress against the timeline, number of interviews completed, issues, challenges and mitigation measures, and successes) during data collection period and a final report when IDIs in all countries are completed.
- Process IDI data, including interview notes, encoding recordings, transcribing interviews, and translating transcripts into English and submit recordings, transcripts and participants’ profiles together with the bi-weekly reports.

3. MEL, Documentation and Coordination

- Provide input into project MEL tools in required formats, including but not limited to outputs log, events log, uptake logs, and outcome reporting
- Document and share key field challenges, adaptation measures, and success stories for the entire project’s interim semi-annual and annual technical reports
- Support MDRI in aggregating quantitative/qualitative insights for internal learning
- Promptly respond to clarification or verification requests from MDRI during the data cleaning and analysis phases for both survey and IDI datasets.
- Participate in coordination and technical meetings

Implement additional monitoring measures (e.g., increased back-checks, virtual spot-checks) if data quality concerns arise, as agreed with MDRI.

Education s Skills Development

Assignment name: ADB TA-6950 BAN: Supporting Education Sector Projects - Physical Facility Upgrading of the National Academy for Educational Management (56088-001)	Approx. value of the contract (in current US\$): US\$ 102,950
Country: Bangladesh Location within country: Countrywide	Duration of assignment (months): 5 Months
Name of Client: Asian Development Bank (ADB)	Total No of staff-months of the assignment: 19
Address: Asian Development Bank (ADB) 6 ADB Avenue, Mandaluyong City 1550 Metro Manila, Philippines. Executing Agency: Prof. Dr. AQM Shafiul Azam Director (Planning), Directorate of Secondary and Higher Education House No. 13, Road No. 21, Dhanmondi, Dhaka, Dhaka, Bangladesh Phone: +88-02-223351057 Email: sazam9339@gmail.com	Approx. value of the services provided by your firm under the contract (in US\$ currency equivalent): US\$ 22,800
Start date (month/year): 25 May 2023 Completion date (month/year): 25 October 2023	No of professional staff-months provided by associated Consultants: 13.5
Name of associated Consultants, if any: – BETS Consulting Services (Lead Firm)	Name of senior professional staff of your firm involved and functions performed: • M Amimul Ahasan - Water and Sewerage Engineer • Md. Mahbubur Rahman - Cost Estimator/Quantity Surveyor • Zubaer Bin Mostafa - Environment Specialist • Dr. Shaker Ahmed - Economic and Financial Analyst
Narrative description of Project: The objective of the assignment is to review NAEM's current physical facilities in the light of its new organizational development strategy and plan, and prepare a master plan and detailed designs and drawings for upgrading NAEM's physical facilities to implement the new organizational development strategy in consultation with NAEM and key stakeholders in secondary and higher secondary education at the national, local, and educational institution levels, and ADB. NAEM is located in Dhanmondi, Dhaka on the government-owned land (32,374.85 m ² or approx. 8 acres).	
Description of actual services provided in the assignment: e.Gen, as the consultant, will assist to: • Review NAEM's existing master plans and detailed designs and drawings, and current physical facilities in the light of the new organizational development strategy and plan and identify old and suboptimal buildings which do not serve their original purposes and which can be replaced by new or upgraded buildings. • In consultation with NAEM and the consulting firm which supports the organizational development of NAEM (footnote 5), conduct a feasibility study of NAEM's physical facility upgrading, while exploring several options, weighing the benefits and costs, and considering geological,	

Education s Skills Development

- topographical, environmental, technological, and other factors, and prepare a feasibility study report.
- In consultation with NAEM, prepare a new/updated NAEM master plan, architectural conceptual design based on geological sub-soil investigation and topographical surveys, and rough cost estimates of the proposed NAEM physical upgrading.
- In consultation with NAEM, prepare detailed structural and architectural designs and drawings with notes, bills of quantities, technical specifications, detailed cost estimates, information on personnel, construction equipment, and licensing requirements, and construction plan.
- Prepare materials and assist NAEM in obtaining required approvals of the new/updated master plan, cost estimates, detailed designs and drawings.

Assignment name: ADB TA-6950 BAN: Supporting Education Sector Projects - Organizational Development of the National Academy for Educational Management (56088-001)	Approx. value of the contract (in current US\$): US\$ 269,405
Country: Bangladesh Location within country: Countrywide	Duration of assignment (months): 6 Months
Name of Client: Asian Development Bank (ADB)	Total No of staff-months of the assignment: 15
Address: Asian Development Bank (ADB) 6 ADB Avenue, Mandaluyong City 1550 Metro Manila, Philippines.	Approx. value of the services provided by your firm under the contract (in US\$ currency equivalent): US\$ 269,405
Start date (month/year): 15 May 2023 Completion date (month/year): 31 October 2023	No of professional staff-months provided by associated Consultants: 2
Name of associated Consultants, if any: • Eusuf and Associates (Sub-Consultant)	Name of senior professional staff of your firm involved and functions performed: • George Kelly - Institutional Development Specialist/Team Leader • Viktor Jakupc - Teacher Development Specialist • Mokshedul Hamid - Teacher Development Specialist • Ratan Roy - Institutional Development Specialist/Deputy Team Leader
Narrative description of Project: The objective of the assignment is to examine the roles and responsibilities of NAEM in Bangladesh's secondary and higher secondary education system and develop an organizational development strategy and plan in consultation with NAEM and key stakeholders in secondary and higher secondary education at the national, local, and educational institution levels, and ADB.	
Description of actual services provided in the assignment: e.Gen, as the consultant, will: • Review policies, strategies, and plans for secondary and higher secondary education in Bangladesh, including those related to the new initiatives (e.g., introduction of new competency-based curricula and continuous assessments as part of the SSC and HSC examinations, delayed	

Education s Skills Development

streaming of students into different disciplinary areas until grade 11, strengthening of STEAM education and blended learning approaches, introduction of pre-vocational and vocational education programs);

- Map out institutions at the national and local levels responsible for education administration, teacher professional development, governance and management of educational institutions, and educational research, and assess the current and potential roles and responsibilities of NAEM in the overall secondary and higher secondary education system;
- Conduct training needs assessments of teachers, educational institution leadership and management, and education administrators, including training needs related to the new initiatives and emerging areas such as climate change, environmental sustainability, and inclusive education;
- Review training programs, curricula, materials, equipment and facilities currently being offered by NAEM and the capacity of faculty and staff members involved in the training programs;
- Review NAEM's past and ongoing research work and programs and how data, information, and knowledge generated by research work are managed and used by NAEM and key stakeholders in secondary and higher secondary education, while benchmarking NAEM's research work and programs against those of other educational research institutions;
- Review NAEM's current organizational structure and staffing, workflows, data and information flows, operating and decision-making procedures, information technology (IT) systems, including those related to training programs, and identify processes and procedures, data and information that can be better managed using digital technologies;
- Assist NAEM in developing an organizational development strategy, including updated vision and mission, organizational structure and functions, staffing and job descriptions to fulfill the updated vision and mission, IT systems and physical facilities to be upgraded, and an organizational development plan to implement the strategy with cost estimates; (viii) Assist NAEM in preparing functional and system requirements and specifications of upgraded IT systems to be procured; and
- Assist NAEM and the engineering firm in preparing a master plan and detailed designs and drawings for NAEM physical facility upgrading.

Assignment name: ADB TA-8552 REG: National Education Planning and Management - Education Sector Planning in Federated States of Micronesia (FSM)	Approx. value of the contract (in current US\$): US\$ 220,000
Country: Federated States of Micronesia (FSM) Location within country: Pohnpei	Duration of assignment (months): 11
Name of Client: Asian Development Bank (ADB)	Total No of staff-months of the assignment: 8
Address: FSM - National Department of Education	Approx. value of the services provided by your firm under the contract (in US\$): US \$20,000
Start date (month/year): Feb 2019 Completion date (month/year): Dec 2019	No of professional staff-months provided by associated Consultants: 2
Name of associated Consultants, if any: Inno-Change International Consultants, Inc., Philippines (Lead Firm)	Name of senior professional staff of your firm involved and functions performed: Richard Walsh - Financing Expert
Narrative description of Project:	

Education s Skills Development

This TA aims to (i) provide capacity development training and (ii) logistical management for Phase One of an Education Sector Planning project in the Federated States of Micronesia (FSM) and the Republic of Marshall Islands (RMI). Firms are required to bid for both FSM and RMI.

Description of actual services provided in the assignment:

The TA enhances national capacity to plan and manage education services by building capacity of national FSM and RMI Governments to improve education sector strategic planning, budget management, education data management, monitoring and evaluation, and policy formulation. Strong data management systems and utilization of evidence for decision-making are the focus efforts that will help strengthen strategic management, understanding, and utilization of limited education resources. Efforts are just beginning in FSM and RMI to review data, evaluating the appropriateness of the nation's education data systems, the soundness of processes used, whether manual or computerized, and evaluating reliability of inputs and the verifiability of data various points of entry.

The TA has achieved the following outputs:

Output 1: Strengthened education budget management. In the FSM and the RMI, capacity will be developed to build budgets based on priorities to support a better understanding of actual resources required to fund the system. Support to streamline PBB, a required budgeting system under the US Compact, will be linked to the overall government budgeting process. A user-friendly, streamlined manual for PBB will be developed in both countries.

Output 2: Improved education data management systems for better decision making. In the FSM and the RMI, studies have just begun on improvements to data quality and management systems. Consultation with governments to follow up on these reviews will determine the best options for implementing an improved data management system. In the FSM, improving the EMIS will include (i) developing EMIS capacity within the national and state departments of education to make system changes and address technical issues with the PEDMS; and (ii) integrating the PEDMS with current JEMCO indicators on the EMIS in coordination with secondary reviews. In the RMI, an entirely new, comprehensive, integrated EMIS will consider outer island connectivity and data issues. Both countries require capacity building on data collection, utilization, and analysis; and the data management systems should be able to generate more automated reports as a regular function. In RMI, the capacity of EMIS staff within the MOE to make system changes and address technical issues will be developed.

Assignment name: ADB LOAN-3427 CAM:
Upper Secondary Education Sector
Development Program - USESDP-CS-01
Project Implementation and Monitoring
Consultant

Approx. value of the contract: USD 1,970,868.48

Country: Cambodia
Location within country: Countrywide

Duration of assignment: 42

Name of Client: Asian Development Bank
(ADB)/ Ministry of Education, Youth and Sports
(MoEYS)

Total No of staff-months of the assignment: 197

Education s Skills Development

Contact Person, Title/Designation, Tel. No./Address: #29 Preah Suramarit Blvd (268), Phnom Penh 12207, Cambodia Phone: +855 23 215 805	Approx. value of the services provided by your firm under the contract: USD 1,970,868.48
Start date: 25-Jul-2018 Completion date: June 2022	No. of professional staff-months provided by your consulting firm/organization or your sub consultants: 31
Name of associated Consultants, if any: – ABUplus International GmbH – Inno-Change International Consultants	Name of senior professional staff of your firm involved and functions performed: – Team Leader: Sriram Bhagut Mathe
Narrative description of Project: The impact USESDP will be high-quality human resources developed. The outcome will be effectiveness of the upper secondary education system improved. The outputs of the program will be: (i) access to upper secondary education improved; (ii) quality and relevance of upper secondary education improved; and (iii) institutional capacity for planning, management, and delivery of education strengthened.	
Description of actual services provided in the assignment: The consulting firm will provide support and assistance to the PCU in the management of program implementation, including financial management, monitoring and evaluation (M&E), social and environmental safeguards monitoring, ICT planning and management, as well as civil works supervision. The specialists will be required to work in close cooperation and collaboration with counterpart staff assigned to implement USESDP at both the national and provincial levels. In so doing, it is anticipated there will be considerable capacity building of counterpart staff in the execution of their duties. • Assist MoEYS in the (a) review of science and math curriculum, (b) development of textbooks and teacher guides, (c) training of teacher trainers, (d) strengthening of assessment and examination systems, and (e) design and implementation of an M&E system for upper secondary schools, particularly the secondary resource schools; • Coordinate and collaborate with the institutional partner selected by MoEYS to provide technical inputs in the various aspects of the program, such as: (a) review of PRESETT and INSETT curricula for teacher training; (b) enhancement of teacher competencies for science, math, and ICT USE teachers; (c) M&E of the effectiveness of teacher training; and (d) design and delivery of school management training; • Assist MoEYS and PCU in the preparation of the ICT curriculum for upper secondary students enrolled in the science stream; • Assist PCU in the design and conduct of training and capacity building for staff of the new Department of Information Technology to be established in MoEYS, including the preparation of training materials and serving as technical resource person in the training workshops; • Establish a participatory approach to M&E, identify potential stakeholders whose feedback would be required/desirable, and establish the M&E requirements for identified program activities; • Develop a Project Financial Management Manual to guide project financial management and to provide a base for training; Prepare training materials suitable for the training of PCU national staff in the standards and procedures of ADB financial management.	

Education s Skills Development

Assignment name: ADB TA-9376 MON: Supporting the Development of Education Sector Master Plan	Approx. value of the contract (in current US\$): US\$ 293,000
Country: Mongolia Location within country: Countrywide	Duration of assignment (months): 24
Name of Client: Asian Development Bank (ADB)	Total No of person-months of the assignment: 42
Address: Ministry of Education, Culture, Science & Sports Government Building-III, Suite # 514, Baga toiruu-44, Sukhbaatar district, Ulaanbaatar, Mongolia,	Approx. value of the services provided by your firm under the contract (in current US\$): US\$60,000
Start date (month/year): May 2018 Completion date (month/year): 2020	No of professional person-months provided by associated Consultants: 20
Name of joint venture partner or sub-consultants, if any: – Inno-Change International Consultants, Inc. (Lead Firm)	Name of senior full-time employees of your firm involved and functions performed: John Weidman- Team Leader

Narrative description of Project:

The Government of Mongolia has requested a technical assistance from the Asian Development Bank (ADB) to develop a long-term plan for the education sector that clearly maps the road toward the goals in Mongolia's Sustainable Development Vision 2030 (the Vision 2030).

The TA aims to strengthen planning and management of the education system in Mongolia through the following three outputs that correspond to three phases of ESMP development:

- (i) Output 1: Management and coordination mechanisms for ESMP development established (Phase I).
- (ii) Output 2: In-depth education sector studies and reviews of international experience and lessons completed (Phase II).
- (iii) Output 3: ESMP and expenditure framework developed (Phase III).

Description of actual services provided in the assignment:

- (a) a rapid assessment of institutional arrangements and capacity for the education sector.
- (b) detailed workplan for the development of an ESMP and expenditure framework which incorporated feedback from meetings and workshops.
- (c) review of laws, regulations, policies, and plans for the education sector from the early 2000s onwards; past, ongoing, and future operations and activities of development partners in the education sector from the 2010s onwards; annotated lists of studies and assessments on Mongolia's education sector and global study reports with a summary of each study, assessment and report; lists of education statistics and data, and data gaps; and which incorporated feedback from meetings and workshops;
- (d) TOR for the core and sub-technical teams which incorporated feedback from meetings and workshops.
- (e) presentation and other meeting and workshop materials, minutes, or proceedings.
- (f) TOR for a national education survey firm which incorporated feedback from meetings and workshops
- (g) presentation and other training and seminar materials, records of training and seminars.
- (h) reports of nationwide education sector surveys which incorporated feedback from meetings and workshops.
- (i) presentation and other meeting and workshop materials, minutes, or proceedings in relation to studies, assessments and reviews conducted by the core and sub-technical teams, and priority policy and reform actions, physical investments, institutional capacity development, and their sequencing identified.

Education s Skills Development

Assignment name: ADB LOAN 48431-003 MYA: Equipping Youth for Employment Project - Project Implementation Consulting Services	Approx. value of the contract: US\$ 8,568,735
Country: Myanmar Location within country: Yangon and Napiydw	Duration of assignment: 66 Months
Name of Client: Asian Development Bank (ADB)/ Department of Education Research, Planning and Training - Ministry of Education of Myanmar	Total No. of staff-months of the assignment: 1229
Contact Person, Title/Designation, Tel. No./Address: The Project Director Projectdirector.EYEPMU@gmail.com Facsimile : +95 67407406	Approx. value of the services provided by your firm under the contract : US\$ 7,742,335
Start date: March 2018 Completion date : February 2023	No. of professional staff-months provided by your consulting firm: 882.5
Name of associated Consultants, if any: • ABUplus International GmbH • Inno-Change International Consultants, Inc. • PT Pugjinou International Consulting • Myanmar International Consultants Co. Ltd. (MMIC)	Name of senior professional staff of your consulting firm/organization involved and designation and/or functions performed: – Dr. Jeoung-Keun Lee (Team Leader) – Md. Rashed Mamun (Project Manager)
Narrative description of Project: This Project aims to help Myanmar strengthen its Myanmar's education and skills base, supporting Myanmar's transition toward a modern, market-based economy, and promoting inclusive growth and job creation. In particular, it will advance national reforms of the Secondary Education Subsector (SES) and Technical and Vocational Education And Training (TVET) aimed at realigning SES and TVET to effectively meet Myanmar's evolving workforce needs. Complementing other development partner organization (DPO) support and building on ongoing Asian Development Bank (ADB) technical assistance (TA), EYE's design emphasizes policy-level support for cohesive reforms of SES and TVET, and directly supports the government in implementing selected key priorities in the National Education Strategic Plan, 2016-2021 (NESP) Policy and Programme Framework. EYE's design is structured around 3 outputs: (i) Policy frameworks and capacities for cohesive, workforce-responsive SES and TVET enhanced; (ii) New SES curriculum delivered and access expanded; and (iii) New TVET programs introduced and access expanded. The first output will provide cross-cutting support for new/strengthened policy frameworks and capacities for cohesive, workforce-responsive SES and TVET. Anchored by output 1's cross-cutting support, output 2 will support SES reforms and investments, with a focus on delivery of new SES curriculum that is more relevant to Myanmar's evolving socioeconomic context, as well as expansion of access. Output 3 will support TVET subsector reforms and investments, with a focus on strengthening introduction of new competency-based TVET programs and access expanded. The consultants will support interventions project-wide under all 3 outputs, and will report to the EYE Project Management Unit (PMU) established within the MOE Department of Educational Research Planning and Training (DERPT) in Naypyitaw, in close coordination with the ADB Myanmar Resident Mission (MYRM) in Naypyitaw.	
Description of actual services provided in the assignment: EYE's design is structured around 3 outputs:	



Education s Skills Development

Output 1: Policy frameworks and capacities for cohesive, workforce-responsive SES and TVET enhanced;

This output comprises of the following sub-outputs and activities:

- A. New mechanisms to support school-employment linkages
 - i. Analysis of labor market soft and hard skill needs
 - ii. Strengthening mechanisms and capacities to engage industry
- B. Rationalization of SES and TVET
 - i. Capacity development for joint identification of competencies provided by General Education and TVET
 - ii. Support to develop and institutionalize learning pathways linking SES, TVET and higher education (HE)
 - iii. Support for school network mapping (SNM) and education management information systems (EMIS)
- C. Project Management
 - i. Reform Support Facility (RSF)
 - ii. Project management support (implementation, procurement /contracting and fund management)
 - iii. Monitoring and evaluation (M&E) of project components

Output 2: New SES curriculum delivered and access expanded;

This output comprises of the following sub-outputs and activities:

- A. Support for SES curriculum, pedagogy, and assessment reforms
 - i. Continued capacity building for SES curriculum development
 - ii. Lower secondary education (LSE) and upper secondary education (USE) textbook and teacher's guide development, printing and distribution
 - iii. In-service teacher training (INSET) & continuing professional development (CPD) to support implementation of the new LSE and USE curriculum
 - iv. Student assessment, including school-based assessment, national LSE and USE completion examinations, sample-based Assessment of Student Learning Outcomes (ASLO), etc.
 - v. Teaching and learning materials, science laboratory equipment, and library resources
 - vi. Pre-service teacher training (PRESET) to support implementation of the new LSE and USE curriculum
- B. Addressing supply and demand side constraints to SES access
 - i. Expanding physical access (civil works) via school upgrading and construction of classroom blocks and dormitories
 - ii. Social Marketing to promote increased LSE and USE enrolment and completion of girls and boys
- C. Strengthening SES policy and management
 - i. Capacity building for SES head teachers (instructional leadership, career counseling, school improvement planning, and engagement with communities to improve access and completion)
 - ii. Capacity building for S/REO, DEO, and TEO to support curriculum implementation and improve SES school monitoring and quality assurance

Education s Skills Development

- iii. Policy support and limited pilot test on Information Communication Technology for Myanmar Education (ICT4ME)

Output 3: New TVET programs introduced and access expanded

This output comprises of the following sub-outputs and activities:

- A. Replication and diversification of competency-based modular short courses (CBMSCs)
 - i. Developing and enhancing skills standards in skill areas covered by CBMSCs and other development partners (DP)
 - ii. CBMSC curriculum development based on skills standards, including trainee career counseling
 - iii. Assessment and certification of CBMSC trainees (aligned to national skill standards)
 - iv. TVET teacher capacity development and CPD in CBMSC-provider institutions (including industry attachments and CPD in career counseling)
 - v. Workshop and classroom equipment, resource libraries, and other teaching and learning materials (TLM) for CBMSC
- B. Addressing supply and demand side constraints to TVET access
 - i. Construction/upgrading of workshops, dormitories and toilet facilities (sex-disaggregated)
 - ii. Development, pilot testing and evaluation of targeted needs-based stipends
 - iii. Social marketing including local employer outreach to promote interest among youth, workers and employers in TVET, and increased employability of graduates
- C. Strengthening TVET management
 - i. Support to new TVET Council and strengthened subsector coordination
 - ii. Industry engagement mechanisms including skills standards development (e.g., job-matching and trainee placement scheme) to align TVET programs to labor market needs
 - iii. Capacity building for state/region/local offices & CBMSC training center school principals, including on CBMSC management and outreach (periodic assessment of available data to map local skill demands)
 - iv. Support to develop policy on public-private partnerships (PPP) for TVET provision

Assignment name: ADB TA-9006 TIM: Policy and Planning for Skills Development in Secondary Education	Approx. value of the contract (in current US\$): US\$ 650,000
Country: Timor-Leste Location within country: Countrywide	Duration of assignment (months): 24
Name of Client: Asian Development Bank (ADB)	Total No of person-months of the assignment: 42
Address: N/A	Approx. value of the services provided by your firm under the contract (in current US\$): 650,000
Start date (month/year): Nov 2016 Completion date (month/year): Feb 2019	No of professional person-months provided by associated Consultants: 0
Name of joint venture partner or sub-consultants, if any: N/A	Name of senior full-time employees of your firm involved and functions performed: Alan Male- Team Leader

Education s Skills Development

Narrative description of Project:

The TA will assist MOE in strengthening its planning and management capacity for technical secondary education. Specifically, the TA will support MOE in developing detailed policy and implementation frameworks for expanding and improving technical education, based on assessments of current learning outcomes, effectiveness of existing skills programs, and labor market needs for priority skills programs in technical schools. The TA will also support MOE in piloting the implementation of new skills programs in one or two priority secondary schools, while ensuring labor market linkages for technical education.

Description of actual services provided in the assignment:

(i) An assessment of learning outcomes among a sample of general and technical secondary students; (ii) a review of curriculum relevance and recommendations for improvement; (iii) an analysis of the recurrent unit costs of secondary education; (iv) an analysis of the cost-effectiveness of existing skills programs, separately for males and females; (v) a report on training needs assessments of teachers in a sample of existing and proposed technical schools; (vi) recommendations for priority skills programs for technical education expansion, including cost estimates for required upgrades per school; (vii) phased implementation plans for transforming selected general schools into technical schools, along with specific investment strategies that include financial and human resource requirements; (viii) pilot implementation plans for one or two priority technical schools; and (ix) delivery of capacity development workshops for MOE and school officials.

Assignment name: ADB LOAN-3167 CAM: Technical and Vocational Education and Training Sector Development Program (TVETSDP) - Project Supervision Consulting Services	Approx. value of the contract: USD 3 million
Country: Cambodia Location within country: Countrywide	Duration of assignment: 57 months
Name of Client: Asian Development Bank (ADB)/ Ministry of Labor and Vocational Training (MLVT), Cambodia	Total No of staff-months of the assignment: 467
Contact Person, Title/Designation, Tel. No./Address:	Approx. value of the services provided by your firm under the contract: USD 3 million
Start date: 01 March 2016 Completion date: October 2022	No. of professional staff-months provided by your consulting firm/organization or your sub consultants: 467
Name of associated Consultants, if any: - ABUplus International GmbH - SBK Research and Development	Name of senior professional staff of your firm involved and functions performed: Sriram Mathe (Team Leader)
Narrative description of Project: Objectives of the Assignment included (i) increased access to TVET programs, particularly for women and the poor; (ii) improved quality and relevance of the TVET system; (iii) in-creased involvement of employers in TVET delivery; and (iv) strengthen governance and management of TVET system.	
Description of actual services provided in the assignment: e.Gen was responsible for entire project management/implementation and following project tasks to achieving project Outputs.	



Education s Skills Development

Output 1 – Increased Access to TVET Program:

- Introduced VSC at Level 1 of Cambodian Qualification Framework.
- Developed & Implemented Policies for RPL/RCC.
- Piloted VSC & RPL/RCC with VSTP & SBP.
- Established Stipend Program for CQF Level 2-4 for Disadvantaged Youth & Women.
- Piloted Women's Dormitories with Career Mentorship Program.
- Promoted social Marketing of TVET.

Output 2 – Improved Quality & Relevance of TVET System:

- Strengthened TVET Quality Assurance System.
- Established TVET Competency based Assessment and Certification System.
- Improved TVET Instructor Training System.
- Enhanced Voucher Skills Training Program (VSTP).
- Enhanced Skills Bridging Program (SBP).
- Improved TVET Facilities

Output 3 – Increased Involvement of Employers:

- Strengthened Internship Program.
- Established Sector Skills Councils.
- Enhanced Centers of Excellence.

Output 4 - Strengthened Governance & Management in TVET System:

- Strengthened RTCs and Training Centers at Provincial Level to Offer CQF Level 2 and above courses.
- Strengthened Financing of MLVT & Public TVET Institutes.
- Improved Information Management System.
- Gender Action Plan.

Domain Specialization:

- Team Leadership, TVET Policy Planning, National Qualification Framework
- Project Implementation
- VSC & VSTP Development
- Equal Employment Opportunity
- Skills Bridging
- Learning Resource Development
- Competency Based Training & Assessment System
- Internship
- Innovative Training & Management Program
- CBT Master Teacher Training
- Monitoring & Evaluation
- Civil/Construction Engineering
- Procurement Management
- Information Technology
- Social Marketing
- Middle Skills Development
- Public Financial Management/Business Process Analysis

Education s Skills Development

Assignment Name: ADB LOAN-2929 VIE: Second Upper Secondary Education Development Project - Consulting Services for Capacity Development of CPMU, PPMUs and Other Implementing Agencies	Approx. value of the contract: USD 3 million
Country: Viet Nam Location within Country: Countrywide	Duration of assignment: Ongoing
Name of Client: Asian Development Bank (ADB)/ Ministry of Education and Training (MOET), Vietnam	Total No. of staff-months of the assignment: 350
Contact Person, Title/Designation, Tel. No./Address:	Approx. value of the services provided by the firm under the contract: USD 3 million
Start date: Jan 2016 Completion date: Jan 2021	No. of professional staff-months provided by your consulting firm/organization: 350
Name of associated Consultants, if any: – Sustainable Development Consulting Corporation (SDCC), Vietnam	Name of senior professional staff of your consulting firm/organization involved and designation and/or functions performed: Cary J. Trexler- Team Leader
Narrative description of Project: The Project is a continuation of ADB funded Loan 1979-Upper Secondary Education Development Project which was successfully completed in 2011. Based on the achievements and lessons learned from the first phase, the Project will help the Government promote its ongoing reform initiative for USE through upgrading of teaching and learning to international standards, improving student access and retention, and strengthening school management for USE. The Project will be national in scope, with investments to improve access targeted to selected disadvantaged provinces.	
Description of actual services provided in the assignment: Output 1 - Upper Secondary Education Quality Enhanced to meet International Standards: - Improvement of teaching strategies through pre-service teacher training and in- service teacher training - Provision of textbooks and development of instructional materials based on the new upper secondary education curriculum - Improving the academic environment for gifted upper secondary school student - Support for CECs to improve in-service teacher training - Improving the quality of foreign language training and education - Establishment of CPE - Improved teaching of selected subjects Output 2 - Increased Access and Retention of Disadvantaged Groups to Upper Secondary Education - New facility development at existing upper secondary schools in target provinces - Support for ethnic minority boarding schools. - Pilot an inclusive education program for students with special needs - Education for sustainable development support for disadvantaged groups. - Capacity development of private sector schooling Output 3 - Strengthened Planning and Management of Upper Secondary Education - Capacity development of upper secondary education managers - Provision of block grants to support local government. - Support for pilot research studies for upper secondary education - Support for enhancement of research and training capacity for education management	

Education s Skills Development

Output 4: Support for Project Implementation, Quality Assurance & Monitoring

- Capacity development of CPMU, PPMUs, and other Implementing Agencies.
- Provision of equipment and facilities to project implementing agencies.
- Project monitoring, quality assurance and evaluation.

Assignment Name: Survey on English Language Testing Needs		Approx. value of the contract:	
Country: Bangladesh Location within Country: Country wide		Duration of assignment: 3 months	
Name of Client: British Council		Total No. of staff-months of the assignment: 20	
Contact Person, Title/Designation, No./Address: Dhaka, Bangladesh	Tel.	Approx. value of the services provided by the firm under the contract: USD 10,000	
Start date: February 2011 Completion date: May 2011		No. of professional staff-months provided by your consulting firm/organization or your sub consultants: 20	
Name of associated Consultants, if any: AASA Consulting, Pakistan		Name of senior professional staff of your consulting firm/organization involved and designation and/or functions performed: - Zeeshan Abedin, Market Analyst - Humayun Rahman, Project Management Expert	
Narrative description of Project: e-Gen was involved in the following activities: - Country Basic Information - Total population, rural/urban and gender breakdown of population, literacy rates, GDP volume, GDP breakdown by sector, GDP growth rate, unemployment rates, per capita income, inflation, exchange rate, medium of instruction, etc. - Total enrolment in academic institutions, public as well as private, (separately for pre-primary, primary, middle, high, college, university) for last three years. - Total number of teachers (separately for pre-primary, primary, middle, high, college, university) - List of academic Institutions and their Key Characteristics with major players (according to enrolment, ranking, etc.) - Corporate Organizations and Key Characteristics with major players (based on turnover or employment – to be discussed) along with medium of communication. - Competitor Landscaping and Analysis (with focus on competitor USPs) - Market Enablers and Barriers in English Language Testing			
Description of actual services provided in the assignment: - Selected sample institutions for interviews split between academic institutions and corporate sector companies, public and private both, in Bangladesh. - Shared the sample list with the Lead Firm for review and approval. - Scheduled and lined up the interviews - Conducted face-to-face interviews distributed among the capital city plus 2 additional cities in Bangladesh. - Recorded interviews and transcribe major findings by question			

Education s Skills Development

- Submitted filled questionnaires typed in MSWORD format on a weekly basis
- Coordinated with the Lead Firm about the progress update
- Submitted report

Assignment name: Education Sector Evaluation	Approx. value of the contract: USD 9,000
Country: Bangladesh Location within country: Throughout Bangladesh	Duration of assignment: 2 months
Name of Client: Islamic Development Bank (IsDB)	Total No of staff-months of the assignment: 1
Contact Person, Title/Designation, Tel. No./Address: Dr. Abdel-Hameed Bashir Economist, Operations Evaluation Office Islamic Development Bank (IDB) Jeddah, Saudi Arabia	Approx. value of the services provided by your firm under the contract: USD 9,000
Start date: September 2006 Completion date: October 2006	No. of professional staff-months provided by your consulting firm/organization or your sub consultants:
Name of associated Consultants, if any: N/A	Name of senior professional staff of your consulting firm/organization involved and designation and/or functions performed: • Md. Saokat Ali (Senior Consultant)
Narrative description of Project: Preparation of a detailed report on the education sector in Bangladesh in general, and the projects financed by IDB in particular. This included evaluation of the IDB efforts in supporting education in Bangladesh, as well as the developmental and institutional impact of IDB interventions.	
Description of actual services provided in the assignment: • Reviewed the status of education sector in Bangladesh, highlighting the progress made towards achieving the Millennium Development Goals (MDGs) in education; namely universal primary education and gender equity. • Assessed whether the Bank's objectives were consistent with the needs of the country. • Provided an overall assessment of the outcome of the Bank's education assistance in terms of expanding access and improving quality of education with special focus on the number of students benefited from these projects (past and current), the number of schools constructed, and the number of teachers trained, curriculum development, and educational outcomes. • Evaluated the institutional and developmental impacts and the sustainability of the Bank's projects and highlight the future challenges facing the education sector in the country. • Drew lessons from the Bank's past experience and made recommendations for possible future interventions. • Accompanied the OEO (The Operations Evaluation Office) mission to the country. This included field visits to some selected projects outside the capital city of Dhaka. • Conducted interviews and collected relevant information during the OEO mission to the country.	

Education s Skills Development

Assignment name: Survey on IT Education Sector in Bangladesh	Approx. value of the contract: USD 7,500
Country: Bangladesh Location within country: Dhaka	Duration of assignment : 2 months
Name of Client: Springboard Research, Singapore	Total No of staff-months of the assignment: 1
Contact Person, Title/Designation, Tel. No./Address: Mr. Manish Bahl Senior Market Analyst Customer Research Group Springboard Research, Singapore	Approx. value of the services provided by your firm under the contract: USD 7,500
Start date: September 2006 Completion date : October 2006	No. of professional staff-months provided by your consulting firm/organization or your sub consultants: 2
Name of associated Consultants, if any: N/A	Name of senior professional staff of your consulting firm/organization involved and designation and/or functions performed: Syed Munir Khasru (Team Leader)
Narrative description of Project: The project required to conduct market survey with IT faculties and students. The objective of the assignment was to conduct market intelligence research to evaluate the efficacy of the IT education sector in Bangladesh compared to other Asian Countries. Particular emphasis was given to gauge the technology adoption abilities of IT students and faculties in using different Operating Systems and other related technologies.	
Description of actual services provided in the assignment: Conducting group interviews and survey with IT faculties and students from the leading nine public and private universities in Bangladesh, which among other included Bangladesh University of Engineering and Technology (BUET), University of Dhaka, North South University, AIUB, BRAC University, etc.	