TERMS OF REFERENCE FOR CONSULTANTS

1. The knowledge and support technical assistance (TA) will provide evidence-based policy advice for enhancing skills development system for the young generation farmers in the context of rural revitalization of Gansu Province in the People's Republic of China (PRC). It will address challenges related to the relevance and quality of technical and vocational education and training (TVET) and short-term skills development programs by promoting needs-based and entrepreneurship-driven skills development system for new generation farmers to contribute to reducing poverty and inequality in rural areas.

2. The TA will produce technical outputs on the (i) assessment of farmers’ education and training policies and practices; (ii) case study in four selected areas of Gansu Province; and (iii) development of evidence-based, gender-responsive policy recommendations on strengthening training programs’ relevance and quality for new generation farmers.

3. Individual consultants will be engaged in accordance with the Asian Development Bank (ADB) Procurement Policy (2017, as amended from time to time) and its associated procurement staff instructions. Key tasks include desk study, development of tools for field research and case studies, organization of workshops and consultations, and development of evidence-based recommendations on relevance and quality of technical and vocational education and training and short-term training programs.

4. The summary of consulting services requirements under the TA are presented in the table.

<table>
<thead>
<tr>
<th>International Consultant</th>
<th>Person-Month</th>
<th>National Consultant</th>
<th>Person-Month</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education and TVET specialist</td>
<td>1.5</td>
<td>Education and rural TVET specialist (team Leader)</td>
<td>8.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Education policy and institutional specialist</td>
<td>2.0</td>
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<tr>
<td></td>
<td></td>
<td>Agricultural economist and industry and e-commerce specialist</td>
<td>5.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Business management and entrepreneurship and marketing specialist</td>
<td>2.0</td>
</tr>
</tbody>
</table>

Total 1.5 Total 17.0

TVET = technical and vocational education and training.
Source: Asian Development Bank estimates.

5. **Education and technical and vocational education and training specialist** (international, 1.5 person-months, intermittent). The specialist should have (i) a post graduate degree in education or other relevant disciplines; (ii) more than 10 years of experience in research and policy advice in education, including formal and informal, and in agriculture field; (iii) relevant experience in working for international development agencies and specific expertise with the PRC is preferred; and (iv) excellent speaking, writing, and presentation skills in English. He/she will have proven ability to engage in policy dialogue at the highest levels and technical expertise to put together a highly analytical research and case study work and/or paper in education based on desk review and field research. The specialist will work remotely in close cooperation with the team leader and the other members of the team. The specialist will perform the following tasks:

(i) conduct a desk review of international best practices in new generation farmers’ skills development field;
provide inputs to the TA assessments and case study methodologies;

(ii) ensure the quality of submitted milestone reports, including research and/or case study findings and policy recommendations;

(iii) prepare a knowledge product with clearly defined inputs from the team;

(iv) work closely with the team leader and other specialists, Gansu Finance Department and Lanzhou University, and ADB; and

(vi) assist in organizing workshops, identifying resource persons, and identifying key issues to be raised during workshops.

6. **Education and rural technical and vocational education and training specialist** (team leader, national, 8 person-months, intermittent). The specialist should have (i) a post graduate degree in education and/or other relevant disciplines; (ii) about 10 years of experience in education research (formal and informal), including rural TVET; (iii) in-depth knowledge of day-to-day operations of education system; (iv) good knowledge of the PRC rural revitalization strategy and related policies and practices, especially those which are relevant to the TA; (v) proven experience in incorporating gender in TVET policies and programs; and (vi) be fluent in both English and Chinese and with good English writing and presentation skills. The specialist will have proven ability to engage in policy dialogue at the highest levels and to lead a team of technical experts to put together a highly analytical research and case studies in education and human capital development. The specialist will

(i) conduct a desk review of national and provincial policies and regulations on TVET training for farmers and other short-term training programs with gender lens together with the education policy and institutional specialist;

(ii) identify the key informants, including those from farmers’ cooperatives and other civil society organizations, for conducting interviews on demand–supply analysis, relevance, and quality of delivered training programs with gender considerations;

(iii) analyze the findings of the key-informant interviews and prepare a report with defined inputs from other team members;

(iv) develop gender-sensitive, robust case studies methodologies and tools for the field surveys to assess the relevance and quality of short-term training and skills development programs for farmers;

(v) undertake an in-depth analysis of the rural TVET and short-term skills development programs for farmers with gender lens, based on extensive consultations with all stakeholders, including relevant departments, education service providers and industries;

(vi) assess the relevance and quality of the provided trainings to the farmers, key issues, and challenges as well as areas for improvement in four selected areas together with other experts, including capacity of teachers with practical industry and modern agricultural technology experience;

(vii) prepare the case study report and four policy notes, and develop evidence-based recommendation on strengthening the relevance and quality of farmers’ training and skills development with defined inputs from the team members;

(viii) prepare the TA key deliverables including inception, interim, final reports, as well as the knowledge product with provision of relevant inputs from other team members;

(ix) organize workshops and knowledge dissemination activities, identify resource persons, identify key issues to be raised during workshops, and prepare minutes; and

(x) as the team leader, the specialist will (a) coordinate the work of all specialists engaged in the TA in cooperation with the executing and implementing agencies and ADB; (b) design, lead, and coordinate the field survey and case study in four
selected areas of Gansu Province; (c) ensure the timely completion and submission of milestone reports and knowledge product in close cooperation with the education/TVET specialist and clearly defined inputs from the team; and (d) ensure the efficient preparation and organization of workshops and seminars in collaboration with the executing and implementing agencies and ADB.

7. **Education policy and institutional specialist** (national, 2 person-months, intermittent). The specialist should have (i) a post graduate degree in education, economics, public administration, and/or other relevant disciplines; (ii) about 8 years of experience in policy formulation and institutional strengthening in public sector, including education; and (iv) be fluent in both English and Chinese and with good English writing skills. The specialist will:

   (i) review the existing national and provincial level policies, institutional mechanisms, and management structures for provision of skills development program for farmers in the PRC and Gansu Province;
   
   (ii) assess the level of research and development in the development of farmers’ skills development programs, including TVET;
   
   (iii) contribute to the development of the case study methodology with gender lens, and conduct field surveys to analyze the effectiveness of current institutional and management structures and their capacity for efficient delivery of part-time TVET and short-term skills development programs;
   
   (iv) assess the impact of training programs on employment of farmers and their entrepreneurship;
   
   (v) identify the policy gaps and institutional constraints for quality training provision;
   
   (vi) develop recommendations on how to (a) improve the core policy areas and their implementation mechanisms; and (b) strengthen the interagency coordination and management of the current training system to enhance the institutional capacity of new generation farmers skills-development system (including strengthening administrative efficiency);
   
   (vii) prepare a report, based on desk review and case studies, on institutional mechanisms and management structure and capacity for delivering high-quality skills development programs for farmers to be reflected in the TA inception, interim, and final reports;
   
   (viii) support the international education/TVET specialist and the team leader in the preparation of the TA inception, interim, and final reports; and the knowledge product;
   
   (ix) work closely with other consultants, Gansu Finance Department and Lanzhou University, and ADB; and
   
   (x) assist in organizing workshops, identifying resource persons, and identifying key issues to be raised during workshops.

8. **Agricultural economist and industry and e-commerce specialist** (national, 5 person-months, intermittent). The specialist should have (i) a graduate degree in agriculture, economics, and/or related field; (ii) about 8 years of experience in agribusiness, entrepreneurship, and e-commerce; and (iii) be fluent in both English and Chinese and with good English writing skills. The specialist will:

   (i) review and analyze the existing training programs and related policies from industry-farmers’ skills development cooperation perspective, and assess the level of industry contribution in the learning environment;
   
   (ii) contribute to the development of the case study methodology and conduct field interviews to assess agribusiness development potentials in rural areas and application of e-commerce in four selected areas, and make recommendations on
how to improve the training programs to incorporate the e-commerce and high technologies’ related knowledge in farmers’ training;

(iii) identify best practices and challenges for industry and farmers’ training programs’ collaboration;

(iv) recommend on how to build agribusiness skills and knowledge into the proposed skills development programs for rural development and income generation;

(v) support the international education/TVET specialist and the team leader in the preparation of the TA inception, interim, and final reports; and the knowledge product;

(vi) work closely with other consultants, Gansu Finance Department and Lanzhou University, and ADB; and

(vii) assist in organizing workshops, identifying resource persons, and identifying key issues to be raised during workshops.

9. **Business management and entrepreneurship and marketing specialist** (national, 2 person-months, intermittent). The specialist should have (i) a post graduate degree in economics, business administration, and/or other relevant disciplines; (ii) about 8 years of experience in small business, entrepreneurship and start-ups establishment, including in agricultural sector; and (iii) be fluent in both English and Chinese and with good English writing skills. The specialist will

(i) review the current skills development policies and practices from the perspective of establishing small business and entrepreneurship and/or start-ups in rural areas;

(ii) contribute to the development of case study methodology and conduct field survey and in-depth interviews with farmers and key stakeholders on rural entrepreneurship and marketing in four selected areas to identify their entrepreneurship needs and challenges;

(iii) assess the impact of trainings on establishing farming and nonfarming business in rural areas through in-depth interviews with farmers and key informants;

(iv) assess the relevance and quality of entrepreneurship support services and programs for farmers and their linkage with farmers’ skills development programs, and identify strategies for strengthening the skills development programs to provide training and advisory services for self-employment, small business, and start-ups establishment and management;

(v) identify channels for accessing credits and markets and the ways of incorporating them into the training programs;

(vi) support the international education/TVET specialist and the team leader in the preparation of the TA inception, interim, and final reports; and the knowledge product;

(vii) work closely with other consultants, Gansu Finance Department and Lanzhou University, and ADB; and

(viii) assist in organizing workshops, identifying resource persons, and identifying key issues to be raised during workshops.