Technical Assistance Report

Project Number: 38634
November 2005

Technical Assistance
Implementation of Pacific Education Strategy: Skills Development
(Financed by the Japan Special Fund)

Asian Development Bank

ABBREVIATIONS

ADB	–	Asian Development Bank
FBEAP	–	Forum Basic Education Action Plan
ICT	–	information and communication technology
M&E	–	monitoring and evaluation
PDMC	–	Pacific development member country
PIFS	–	Pacific Islands Forum Secretariat
SC	–	steering committee
TA	–	technical assistance
TAMU	–	TA management unit
TOR	–	terms of reference
TVET	–	technical and vocational education and training

TECHNICAL ASSISTANCE CLASSIFICATION

Targeting Classification	–	General intervention
Sector	–	Education
Subsector	–	Technical education, vocational training, and skills development
Themes	–	Sustainable economic growth, inclusive social development, and private sector development
Subtheme	–	Human development

NOTE

In this report, "$" refers to US dollars.

This report was prepared by K. Chowdhury.

I. INTRODUCTION

1. In 2001, the Pacific Islands Forum Education Ministers developed the Forum Basic Education Action Plan (FBEAP). The plan covered a broad range of areas in formal and informal education including skills development. In April 2004, the leaders of the Pacific Islands Forum in their Auckland Declaration endorsed the development of a Pacific Plan for "deeper and broader" regional cooperation. The Pacific Plan emphasizes the importance of strengthening vocational and technical training and its links with the labor market.[1] Similarly, one of the strategic objectives of the Asian Development Bank's (ADB) education and training sector strategy in the Pacific[2] is to formulate education strategies that are relevant and responsive to national development objectives and client needs. Under this objective, ADB identified the need for implementing regional technical assistance (TA) for the Pacific developing member countries (PDMCs) in collaboration with Pacific Islands Forum Secretariat (PIFS).[3] The TA is conceptualized in the context of the FBEAP, the Pacific Plan, and ADB's education and training sector strategies for the Pacific. ADB and PIFS reached an understanding on the TA justification, objectives, scope, cost estimates, financing plan, implementation arrangements, and terms of reference for consultants to implement the TA in partnership. The TA was approved by the Ministers of Education of the Pacific Islands Forum during a meeting on 23–24 May, in Apia, Samoa. The TA design and monitoring framework is in Appendix 1.

II. ISSUES

2. A nation's economy runs on the knowledge and skills of its people. The requirements for skills evolve with external investment, technological advances, and globalization. To keep pace with changes, people need to acquire skills to be productive and earn a living. Education development in the Pacific, as in other developing countries, cannot be limited to basic education. As countries develop and the demand for people with more advanced skills expands, the returns to higher levels of education increase. Students that complete basic education will want to continue their general education in upper secondary schools. Others want to enter technical and vocational programs. But all should be prepared to pursue education throughout their working life, and countries need to facilitate skills formation through a variety of ways so as to raise productivity and incomes.

3. The Pacific region boasts some skills training exemplars, graduates of which are in high national and international demand. However, much of the public investment in skills development[4] has been through pre-employment programs for youth who completed basic education and did not continue their general education, or through the introduction of vocational subjects in general secondary education programs.[5] The results of such programs have been generally disappointing. They have in many cases been driven by supply rather than demand, costly, difficult to implement, and unresponsive to changing labor market demands. Neither have they helped reduce youth unemployment. They are often inappropriate in a rapidly changing economic environment that is technology driven and places a premium on higher order cognitive skills. In fact, the content of skills training is evolving dramatically. Some skills, such as typing and information and communication technology (ICT) literacy, have become part of general education. Other general

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1 Pacific Islands Forum. 2004. Auckland Declaration.

2 ADB. 2005. *Better Learning, Better Future: Education and Training Sector Strategy for the Pacific.* Manila.

3 The TA first appeared in *ADB Business Opportunities* (internet edition) on 4 July 2005.

4 It should be noted that the terms, technical and vocational training (TVET) and skills development in this report are defined as follows: "Skills development" is the acquisition of the practical competencies, know-how, and attitudes necessary to perform a trade or occupation in the labor market. "TVET" is technical, vocational education, and training, i.e., training supply. These terms are used interchangeably in this paper.

5 Comprehensive statistics are lacking on the scope of skills provision. According to UNESCO, data on the proportion of secondary students enrolled in vocational courses are available only for four countries: Fiji (3%), Papua New Guinea (PNG, 15%), Tonga (14%), and Vanuatu (10%). No data are available on enrollments in nonformal skills development. One of the purposes of the proposed TA is to assemble such statistics.

skills, such as mastery of English, have become an entry requirement for specific jobs (e.g., in call centers). Communication skills, problem-solving ability, learning capacity, and personal attributes such as willingness to adapt and accept change are often at a premium in modern job markets. They are crucial for those PDMCs where emigration to industrialized countries is a realistic option for many. In addition, skills training for self-employment and the informal economy will be important for future human resources development. Skills development, therefore, suffers from five fundamental problems: supply-demand imbalances, inequity, low quality of training, management weaknesses, and inefficient use of resources.

4. **Supply and Demand Imbalance.** The challenge for technical-vocational education and training (TVET) is to adjust continuously to changes in the external economic environment. Taken as a whole, provision of TVET in the region has been supply– rather than demand-driven, resulting in a mismatch between available human resources and employment opportunities. Training often tends to perpetuate itself in isolation of market forces, leading to market saturation. Graduate unemployment manifests this imbalance. Moreover, skills shortages have occurred as a result of rapid changes in technology and the requirements of globalization. Emigration has exacerbated shortages in critical occupations in the Pacific region, as countries lose some of their most skilled people to more developed countries. The greatest potential for employment generation in the Pacific tends to be in small manufacturing, tourism, agriculture, and fisheries, but training systems have been slow to respond with relevant programs. In view of these issues, the regional study will analyze ways to build greater flexibility into training systems, to bring training supply into closer balance with changing market demands, and to gear up training outputs to replace critical skills lost through emigration.

5. Youth unemployment is a major concern for Pacific governments. Thousands of youth enter the job market annually, without skills needed for work in the labor market. Most of them will have to find work in the informal or semisubsistence sector. However, few have entrepreneurship skills or the opportunity for mentoring, microcredit, and marketing assistance. The study will examine how training for self-employment and entrepreneurship can be promoted. More broadly, the study will review lessons from earlier efforts at training for the informal sector and will recommend ways to improve incomes in the informal sector. It will evaluate past attempts at reducing youth unemployment through training, many of which have failed, and draw lessons for good practice.

6. A perennial issue in TVET is the attempt to add vocational classes to general secondary education as a means to make the graduates better prepared to join the labor force. A common solution proposed is the provision of vocational subjects at the secondary level. International experience suggests, however, that—especially when done too early in development when the modern industrial sector is small—the provision is often costly and ineffective and diverts time from preparation in fundamental skills, like language and mathematics. The study will review current policies and experiences in the region on diversification of general education, and will recommend alternative, low-cost ways to make secondary education better linked to job markets.

7. **Inequity in Training Provision.** Access to skills tends to be skewed for three groups: the poor, girls, and people with disabilities. The poorest segments of the population often are unable to participate in skills development because they drop out of general education early and cannot afford the direct and indirect costs. Females lack access to training in terms of enrollments[6] and, as a result of gender stereotyping, in choice of vocation once enrolled. The lack of access to training is also a major factor explaining high poverty levels among Pacific people with disabilities. In view of the importance of equitable access, the TA will (i) examine the socioeconomic barriers to training, (ii) incorporate systematic gender analysis to ensure gender-responsive outcomes, and (iii) make explicit reference to the training needs of people with disabilities.

[6] For example, females comprise only 26% of students enrolled in secondary vocational institutions in PNG and only 38% in Fiji (UNESCO – EFA Global Monitoring Report 2005).

8. **Low Quality of Training.** Quality of training stems from well-defined occupational standards, emphasis on competencies, well-trained instructors, and well-equipped institutions. The Pacific region already boasts of several institutions with highly- regarded quality. However, training quality varies and generally suffers a lack of critical inputs. Supplies of well-trained instructors are often missing. The study will, among others, examine output quality, analyze the causes of weaknesses, and recommend strategies to build training quality within existing constraints.

9. **Management Weaknesses.** Management of skills development must be sufficiently nimble to respond to frequent changes in the job market. Long decision-making circuits in centralized systems militate against dynamic relations with the labor market at the institution level. The regional study will investigate the degree of devolution of authority to training institutions so they can link their programs to local markets and raise needed resources. One of the clear lessons from TVET worldwide is that governments cannot do it alone. Partnerships must be forged with the private sector, with nongovernment organizations and with private training providers. Coordination of efforts is required to ensure that gaps are filled and duplication avoided. The regional study will assess to what extent such collaborative arrangements have been established and used effectively.

10. **Inefficient Use of Resources.** A final challenge is to find extra resources to finance needed skills development. Training is costly, on average 10 times as expensive as general education of the same duration. Smaller teaching groups and the costs of equipment and consumable supplies account for most of the difference. Costs per trainee make it difficult to expand skills provision when not all age-eligible children are yet enrolled in basic education and when budgetary expenditures are pushing against a ceiling. These issues underscore the importance of making efficient use of current expenditures on skills development. Unfortunately, the geography of the region, including such factors as low population density and vast distances, often prevents efficiency. One way to achieve economies of scale in small countries can be the judicious use of ICT. The study will examine experiences to date (e.g., open and distance learning provided by the Fiji and Vanuatu institutes of technology) and recommend ways that ICT, franchising, and other methods can provide quality skills training at reasonable costs. In addition, countries face the additional challenge of mobilizing funds for needed expansion and quality improvements. The study will assess various means to raise additional income for skills development based on world-wide experiences. The international knowledge base in skills development and TVET is much weaker than that for other areas of education. Therefore, regional analysis is needed to identify options that countries can consider as they formulate national policies and investment programs.

11. **Regional Interest in Skills Development.** Skills development is becoming a priority for the Pacific countries as they progress toward meeting the millennium development goals for basic education. The concern for skills formation is fueled partly by the surging numbers of youth who have completed formal schooling yet lack skills that are useful in the labor market. Making TVET work requires a realistic understanding of labor markets and the population to be trained and the generation of new approaches. In 2001, PIFS education ministers adopted an action plan designed to refocus education and TVET to support private sector needs for trained workers. The plan emphasizes, among others, the need to develop appropriate strategies for skills development. More recently, Pacific leaders called for a plan that emphasizes the importance of strengthening vocational training and its links to the labor market, through the April 2004 Auckland Declaration. In May 2005, the ministers endorsed ADB's proposed regional review of skills development.

III. THE TECHNICAL ASSISTANCE

A. Impact and Outcome

12. The objective of the TA is to establish a more effective public and private investment in skills development. The outcomes will be a set of strategies for skills development that are

responsive to emerging market demands of both the formal and informal sectors. The TA will support all 13 PDMC that are PIFS members.[7]

13. The outputs of the TA will be (i) an assessment of the relationship between skills development and economic development, labor market demand and outward migration within the sample countries; (ii) policy options for skills development that governments of the PDMCs may wish to consider based on an in-depth analysis of issues and alternatives; (iii) an integrated, prioritized, and costed project design for regional skills development; and (iv) national-level project proposals encompassing pre-employment training, skills upgrading, and adult retraining. The TA will include provision for consultation and dissemination workshops.

B. Methodology and Key Activities

14. The TA will be implemented through desk reviews, workshops, country studies, and special surveys. First, literature and project impact (if available) reviews will be conducted for the region to assess the situation of skills and the TVET subsector of education. The aim is to consolidate and summarize TVET activities and initiatives in the region. Examples of international good practices from other developing countries will also be reviewed. Second, a regional workshop will be held to agree on a common agenda of issues to be addressed and questions to be answered, and to determine the scope of the study. A second regional training workshop will be convened for all domestic consultants to train them on data collection and situation analysis of the TVET. Third, the heart of the analysis will be country reviews and evaluations of the supply and demand for skills at various levels. Thirteen country desk studies will be prepared, followed by in-depth studies of up to six representative countries that will result in project concept papers for future interventions.[8] Fourth, a few key surveys of original research on critical issues will be undertaken. They may include surveys of employers' views on training, tracer studies of graduates, and cost-effectiveness of different modes of skills formation. Fifth, analytical work will be synthesized in a report on issues and options for skills development. Sixth, a regional fully costed project design will be prepared.[9] Seventh, a final regional workshop to discuss the results will be held after completing the analyses. Finally, the report, incorporating workshop outcomes, will be finalized and disseminated to policy makers as they formulate national policies and investment programs for skills development. Dissemination will include a website incorporating thematic studies produced under the regional TA.

C. Cost and Financing

15. The TA is estimated to cost $975,000 to be entirely financed on a grant basis by the Japan Special Fund, funded by the Government of Japan. The detailed cost estimates and financing plan are in Appendix 2.

D. Implementation Arrangements

16. PIFS will be the Executing Agency for the TA and will be responsible for overall study execution and implementation. The TA will be implemented over 18 months from February 2006 to August 2007 under the leadership of the Social Policy Adviser of PIFS. PIFS capacity will be strengthened by establishing a TA management unit (TAMU) under PIFS and appointing a project manager and an administrative assistant in the TAMU. An advisory steering committee (SC) will be established, composed of members from the Secretariat of the Pacific Community (SPC), Pacific Association of Technical and Vocational Education, South Pacific Board for Educational Assessment, Council of Pacific Education, University of the South Pacific, Fiji Institute of

[7] Cook Islands, Fiji Islands, Kiribati, Marshall Islands, Federated States of Micronesia, Nauru, Palau, Papua New Guinea, Samoa, Solomon Islands, Tonga, Tuvalu, and Vanuatu.

[8] To be decided during implementation, but tentatively include Fiji Islands, Kiribati, Marshall Islands, Papua New Guinea, Solomon Islands, Vanuatu, and a consolidated analysis and/or proposal for small island countries.

[9] The national-level project concept papers and regional project design will be considered for funding by national governments and external funding agencies.

Technology, Pacific Business Council, International Labor Organization, private sector, PIFS and ADB. The TA team will be guided by the SC. The SC will oversee the work of the study, and provide policy and strategic guidance, and inter-ministerial, inter-country, and inter-institutional coordination. The SC will meet whenever necessary, but not less than once every quarter. It will (i) advise on operational plans, as well as support budgets; (ii) provide overall policy and operational guidance in implementing the TA and advice on corrective action if needed; and (iii) suggest resolutions to pressing issues and conflicts that may emerge during TA implementation.

17. The TAMU, headed by a manager, will have overall responsibility for day-to-day coordination and management of TA implementation, and monitoring and evaluation (M&E) of progress. The manager will be the focal point of contact and coordinate all implementation activities. Specifically, the TAMU will (i) prepare operational plans; (ii) undertake procurement activities; (iii) prepare and maintain financial records, accounts, and statements; (iv) prepare quarterly progress reports including the midterm review report as well as the TA completion report; (v) organize Project M&E activities; (vi) help PIFS and ADB recruit consultants and coordinate the work of the consultants; and (vii) liaise on project implementation matters through PIFS and ADB. The project manager will directly report to and be supervised by PIFS social policy adviser. A team of four international consultants (19 person-months) and 14 domestic consultants including the project manager (34.5 person-months)[10] will be engaged by ADB to provide 53.5 person-months of consulting services. The consultants will be individually selected in consultation with the PIFS and engaged in accordance with ADB's *Guidelines on the Use of Consultants* and other arrangements satisfactory to ADB for engaging domestic and international consultants, and approved by ADB and PIFS. The domestic consultants will include 13 TVET experts. The international consultants will consist of a team leader (8.5 person-months who will be selected from among the four international experts), economist/labor market analyst and costs and financing (3.5 person-months); TVET specialist (3.5 person-months), informal sector and rural training specialist (3.5 person-months.), and survey design and analysis expert (1.5 person-months). The team leader will supervise the work of all consultants. Appendix 3 includes the draft terms of references for expert services.

18. PIFS will be responsible for supervision, coordinating, and guiding roles and will assist the Project Manager and international consultants with all aspects, including establishing liaison with concerned agencies and institutions, and obtaining necessary data and information. The PIFS will provide office space for the consultants. The study budget provides for a small amount of computer and communications equipment for PIFS. The equipment will be procured in accordance with ADB's *Guidelines for Procurement*, and will be kept by PIFS on project completion. The consultants are expected to provide their own computers.

III. THE PRESIDENT'S DECISION

19. The President, acting under the authority delegated by the Board, has approved the provision of technical assistance not exceeding the equivalent of $975,000 on a grant basis for the Implementation of Pacific Education Strategy: Skills Development, and hereby reports this action to the Board.

[10] They include a project manager and an administrative assistant.

DESIGN AND MONITORING FRAMEWORK

Design Summary	Performance Indicators/Targets	Data Sources/ Reporting Mechanisms	Assumptions and Risks
Impact More effective public and private investment in skills development	• Concentration of financing according to technical assistance (TA) findings on cost-effectiveness • Duplication of good practices and avoidance of failed policies on skills development	• Post training tracer studies • Expenditure analyses	**Risk** Domestic financing is unavailable to implement new strategies. **Assumptions** • Development partners follow through with support for new strategies. • Economic opportunities and local/international investment continue to provide job opportunities.
Outcome Skills development strategies with equity that are responsive to the emerging demands of economies and local communities in formal and informal sectors	• Consensus among Pacific Islands Forum members on the strategic recommendations • Countries adopt new skills development strategies based on the outputs of the TA. • Gender-responsive approach	• Reports from Forum meetings and workshops • Government policy and strategic statements • Enterprise financial reports	**Assumptions** • Employers, governments and other stakeholders participate actively in review of TA outputs. • Recommended measures are regarded as pertinent and feasible, and therefore acceptable.
Outputs 1. An assessment of the relationship between skills development and economic development, labor market demand and outward migration within the sample countries	• A critical quantitative and qualitative analysis of the experience with and current status of skills development in the Pacific region	• Interim and final synthesis of TA reports	**Assumptions** • Appropriate expertise is available locally to complete quality country case studies.

Design Summary	Performance Indicators/Targets	Data Sources/ Reporting Mechanisms	Assumptions and Risks
2. Policy options for skill development that governments of the Pacific developing member countries may wish to consider based on an in-depth analysis of issues and alternatives.	• Clear policy options for governments' consideration	• The TA report on situation analysis, strategies, and policy options	• Sufficient documentary evidence is available by which to analyze the technical and vocational education training systems in target countries.
3. An integrated, prioritized, and initially costed project design for regional skills development, based on output 4. 4. National-level project proposals encompassing pre-employment training, skills upgrading, adult re-training, and income generation	• Regional project design reflecting national priorities and issues • Concept paper for project proposals for six countries	• Project design document with a design and monitoring framework • Outline of projects based on country analysis with clear identification of issues and gap.	• Countries are committed to the regional project. • Funding will be available for both regional and national projects.
Activities and Milestones 1. Initial workshop – stakeholders from 13 countries 2. Literature and document review – by local researcher and project manager 3. Training workshop for domestic consultants 4. Surveys of key issues in representative countries 5. Country case studies – 13 reports, each by 1 domestic consultant per country 6. In-depth country reviews – 6 reports by a team of 3 international consultants 7. Synthesis report - to be prepared by the team leader 8. Regional project design and 6 individual country proposals 9. Final workshop – to be convened by the Forum for stakeholders from the 13 countries 10. Dissemination – published report as well as documents placed on Forum Secretariat's and ADB website			**Inputs** 4 international consultants- 19 person-months ($331,000); 14 domestic consultants – 34.5 person-months ($65,000); Two regional workshops ($115,000) Equipment ($10,000)

COST ESTIMATES AND FINANCING PLAN
($'000)

Item	Total Cost
Asian Development Bank Financing[a]	
1. Consultants	
a. Remuneration and Per Diem	
i. International Consultants	331.0
ii. Domestic Consultants	65.0
b. International and Local Travel	150.0
c. Communications	10.0
d. Workshops	115.0
e. Reports and Studies	60.0
f. Editing and Printing	40.0
2. TA Management Unit	
a. Project Manager and Administrative Assistant	105.0
b. Equipment	10.0
3. Contingencies	89.0
Total	**975.0**

TA = technical assistance.
[a] Financed by the Japan Special Fund, funded by the Government of Japan.
Source: Asian Development Bank estimates.

OUTLINE TERMS OF REFERENCE FOR CONSULTANTS

1. Asian Development Bank (ADB) will engage the services of 19 person-months international and domestic (34.5 person-months) consultants. In consultation with the Pacific Islands Forum Secretariat (PIFS), all consultants will be engaged individually by using quality- and cost-based selection in accordance with ADB's G*uidelines on the Use of Consultants* and other arrangements satisfactory to ADB. The technical assistance (TA) team will help ADB and PIFS in any other assignments in addition to the terms of reference (TOR) for each consultant, as may be reasonably expected within the scope of the work.

A. Technical Assistance Manager (domestic, 18.0 person-months)

2. The manager of the Technical Assistance Management Unit (TAMU) will carry out the following duties and responsibilities:

(i) Reporting to the social policy adviser of PIFS, the manager will have overall responsibility for day-to-day coordination and management of TA implementation, and monitoring and evaluation (M&E) of progress. In addition, the manager will service the steering committee (SC) and generally look after the administrative aspects of implementing the study.

(ii) Specific duties include the following:

(a) Prepare overall implementation plans and schedule key activities.
(b) Assist with the review and selection of the TA experts, with final selections to be made jointly by PIFS and ADB.
(c) Provide administrative support for the TA experts in carrying out their work, including facilitating contacts with and within governments, facilitating data collection, and facilitating communications between the experts, PIFS and, as necessary, ADB.
(d) Prepare operational plans for the study.
(e) Prepare budgets, accounts, and financial records and statements for expenditures under the study, including expenditures of the TAMU.
(f) Procure necessary equipment and supplies, in conformity with ADB guidelines.
(g) Prepare progress reports for PIFS, SC, and ADB, including quarterly progress reports, midterm review report as well as the TA completion report.
(h) Assist supervisory missions of ADB.
(i) Organize the initial and final workshops provided in the study, including budget, venue, hotel, invitations, travel arrangements, and payment of necessary expenses.
(j) Prepare for SC meetings, and report results in minutes.
(k) Assist in organizing project M&E activities.
(l) Keep the social policy adviser of PIFS and the ADB team leader informed about study developments, issues encountered, and recommended solutions.
(m) Supervise the work of the office assistant.

B. Skills/TVET Experts (13 domestic experts, 16.5 person-months)

3. Each expert will be responsible for producing a country report on dimensions of technical and vocational education training (TVET) and issues of economic relevance, social and gender equity, effectiveness and efficiency in use of resources. The experts will undertake the following tasks:

(i) Review and summarize literature and documents on TVET in the country.
(ii) Prepare a statistical profile and analysis of public and private training, including institutions, enrollments, teachers, outputs by trade or specialization, costs and financing.
(iii) Describe the organization and structure of TVET, public and private, formal and nonformal, by levels and management structures, including objectives, strategies and results; regulatory framework for private TVET.
(iv) Identify the main issues and problems in TVET in terms of relevance to economic and market requirements, equity of access to training, quality of training, efficiency in the use of resources and management processes. Use interviews with key stakeholders, analysis of documentation, and observation.
(v) Analyze the main causes and consequences of priority problems, including possible solutions.
(vi) Present and analyze government plans for delivery of TVET.
(vii) Make recommendations for improving the relevance, equity, quality, efficiency, and management of TVET.
(viii) Prepare national-level project proposals encompassing pre-employment training, skills upgrading, adult retraining, and income generation.
(ix) Write a thorough, clear, and concise report on the above points, complete with organizational diagrams and statistical annexes, and including six countries' concept papers for project proposals.
(x) Review the report with selected stakeholders to ensure its accuracy.

C. Team Leader (total 5 person-months, international, with 3.5 person-months substantive work as one of four international experts).

4. A team leader will be chosen from among the international consultants based on experience and ability. Work experience in the Pacific Region is essential. The team leader will supervise the overall activities of the TA consultants and will be responsible for finalizing three reports— inception, midterm, and final report—which will be used in formulating the regional study and a regional project design in ADB format. The consultant will abide by the TOR to ensure all the required data and information needed for the study is included in the final report. In conjunction with the other consultants, the team leader will be making detailed judgments on costs and sustainability with respect to alternative means of funding and delivering skills/TVET in the region. In particular the consultant will do the following:

(i) Supervise all aspects of the sector review, including literature and project reviews, survey designs and outcomes, country case studies, and in-depth country analyses.
(ii) Design the analytical framework and methodology for the country case studies and in-depth analyses.
(iii) Supervise the work of the other consultants, including establishing clear expectations on outputs expected.
(iv) Organize dialogue with government authorities.
(v) Participate in organizing and delivering the two regional workshops.
(vi) Take the lead role in a training workshop for domestic consultants.
(vii) Provide quality assurance for the outputs of the other consultants.
(viii) Write the final synthesis report focusing on issues of economic relevance, social and gender equity, effectiveness and efficiency in use of resources, and recommend ways to address these issues.
(ix) Based on the analysis of issues and recommendations, prepare an integrated, prioritized, and costed project design for regional skills development that reflects national priorities and issues.

(x) Take responsibility for the project design.
(xi) Liaise with PIFS and ADB.

D. Labor Market/Education Finance Expert. (3.5 person-months, international, possibly in two visits)

5. The consultant will be responsible for assessing the economic relevance of the TVET system in six countries, and its costs and effectiveness. Specifically, the consultant will undertake the following:

(i) Analyze economic trends for their implications on the labor market.
(ii) Analyze labor market trends.
(iii) Identify the implications of labor market trends for quantitative and qualitative demands for graduates of TVET.
(iv) Analyze the regulatory framework for nongovernment provision of TVET.
(v) Conduct a sample survey of unit costs at various types of training institutions.
(vi) Analyze the resources (financial and human) currently used for delivery of education and training services in TVET institutions at all levels.
(vii) Analyze the sources and uses of financing in TVET.
(viii) Analyze unit costs and their composition, particularly teacher salary structures, full-time equivalencies, and spending on teaching materials.
(ix) Evaluate policies on cost-recovery.
(x) Recommend policy changes, based on analysis of alternatives, to make TVET more relevant and efficient in use of resources.

E. Technical-Vocational Education and Training Expert (3.5 person-months, international, possibly in two visits)

6. The consultant will assess the relevance, social and gender equity, effectiveness and efficiency of formal and nonformal TVET and recommend strategies for its improvement. More specifically, the consultant will do the following:

(i) Analyze the structure of the TVET system and its articulation with other levels of the system and possibilities for bridging.
(ii) Analyze the structure of educational administration at national, provincial, district, and school levels, and the extent to which roles and functions are clearly specified and followed.
(iii) Analyze the procedures and systems used for delivery of educational services at various TVET level.
(iv) Evaluate linkages between the outputs of TVET and the labor market, including employer involvement in establishing standards and certifying outputs.
(v) Analyze the results of the tracer studies of graduates, and draw implications.
(vi) Analyze the socioeconomic background of students.
(vii) Examine the extent to which curricula are based on national or other types of occupational standards.
(viii) Evaluate curricula against employer and labor market expectations, and the balance between academic and practical work in view of future expectations on graduates.
(ix) Examine the knowledge, skills, and attitudes necessary to respond to economic opportunities.
(x) Examine the implications of using international standards vis-a-vis local standards.
(xi) Evaluate the extent of competency-based training.
(xii) Evaluate the system of trainee graduate testing and certification, including the role of employers.

(xiii) Evaluate the sources and effectiveness of instructor training, both preservice and in-service.
(xiv) Evaluate efficiency in the use of existing resources, and the sources of self-generated income for the training institutions.
(xv) Assist in analyzing the cost-effectiveness of different modes of training delivery and draw implications for changes needed.
(xvi) Analyze the relevance and effectiveness of previous or existing government strategies, plans and program for skills development.
(xvii) Identify and analyze alternative models for TVET improvement, including the use of low cost distance training and information and communication technology (ICT).
(xviii) From the analysis of alternatives, recommend policy changes and solutions, to make TVET more relevant and effective, including scaling up of successful initiatives.

(xix) Assist the domestic TVET experts in six countries to prepare an integrated, prioritized, and costed project design for skills development that reflects national priorities and issues.

(xx) Assist the team leader to prepare an integrated, prioritized, and costed project design for regional skills development that reflects national priorities and issues.

F. Rural and Informal Sector Training Expert (3.5 person-months, International, possibly in two visits)

7. The consultant will assess the relevance, social and gender equity, effectiveness, and efficiency of nonformal and informal TVET for rural areas, and recommend strategies for its improvement. The scope of work includes livelihood activities and basic entrepreneurial skills. More specifically, the expert will do the following:

(i) Analyze the structure of rural and informal sector training and its articulation with other levels of the system.
(ii) Analyze the procedures, systems, and institutions (particularly nongovernment organizations) that deliver educational services at various TVET levels.
(iii) Evaluate linkages between the outputs of rural and informal sector training and labor market opportunities, especially effectiveness in generating and sustaining self-employment.
(iv) Analyze the results of the tracer studies of graduates, and access to mentoring, marketing, and credit, and draw implications.
(v) Collect evidence on increased incomes as a result of training compared with the costs of training.
(vi) Analyze the socioeconomic background of students.
(vii) Examine the extent to which curricula are based on job analysis of the tasks to be performed for self-employment and entrepreneurship.
(viii) Evaluate the system of trainee testing and certification.
(ix) Evaluate efficiency in the use of existing resources, and the sources of self-generated income for training institutions.
(x) Assist in analyzing the cost-effectiveness of different modes of training delivery and draw implications for changes needed.
(xi) Analyze the relevance and effectiveness of previous or existing government strategies, plans, and programs for rural and informal sector skills development.
(xii) Identify and analyze alternative models for improvement in rural and informal sector training, including the use of low-cost distance training and ICT.

(xiii) Based on the above analysis, recommend policy changes and solutions, based on analysis of alternatives, to make rural and informal sector training more relevant in market orientation and coverage and effective in building skills, including scaling up of successful initiatives.

G. Survey Design and Analysis Expert (international, 1.5 person-months)

8. The consultant will design sample surveys in the three areas mentioned,[1] train local staff to carry out the surveys, and compile and analyze the results. The consultant must start work at the beginning of implementation so that the results can be used by other consultants in the study.

[1] These are (i) a survey of employers, (ii) a sample tracer study on graduates, and (iii) an analysis of cost-effectiveness of alternative modes of training.