



## Myanmar: Skills Development for Inclusive Growth

Project Name	Skills Development for Inclusive Growth
Project Number	47227-001
Country	Myanmar
Project Status	Active
Project Type / Modality of Assistance	Technical Assistance
Source of Funding / Amount	<b>TA 8634-MYA: Skills Development for Inclusive Growth</b> Japan Fund for Poverty Reduction US\$ 2.00 million
Strategic Agendas	Inclusive economic growth
Drivers of Change	Governance and capacity development Partnerships
Sector / Subsector	<b>Education</b> - Technical and vocational education and training
Gender Equity and Mainstreaming	Gender equity
Description	
Project Rationale and Linkage to Country/Regional Strategy	
Impact	

### Project Outcome

Description of Outcome

Progress Toward Outcome      The project is in its middle stages of implementation, and is in process of being extended through April 2017, but is expected to achieve the outcome.

### Implementation Progress

Description of Project Outputs

Status of Implementation Progress (Outputs, Activities, and Issues)

Following delays encountered in recruitment of some of the other positions, the TA is continues to gain momentum, as outlined by output below.

Output 1: Institutional structures and capacities strengthened. The TA supports activities to build the institutional capacity of DTVE, DSITC, other key agencies, and participating training institutions to support pilot testing of CBMSCs, ensure that the pilot test feeds back into broader policy dialogue and reform processes, and provide a stronger base for expansion and replication of models demonstrated to be successful. Progress to date includes the TA's support to formulation of a conceptual framework for competency-based TVET, which has been adopted for inclusion in the draft NESP chapter for TVET. Related support to DTVE, DSITC, and NSSA on development of new TVET quality assurance approaches has also included development and approval of a new Myanmar national skill standard template that will be used for all new and revised skill standards. [[FOOTNOTE: TA support has been closely linked with German and Swiss support. Skill standards identify competencies needed for a trainee or worker to be certified at a specific level. A key challenge in Myanmar has been the lack of skill standards in most skills, while existing standards use inconsistent methodology, structure, and content.]] This represents a key milestone and foundation for TVET in Myanmar, since skill standards form the basis for competency-based curriculum, assessment and certification of trainees and workers, etc. Other examples include the TA's support to DTVE, DSITC, and participating TVET institutions (see output 2) to engage with local industry (particularly in industrial zones near Mandalay), including in the pinpointing skill needs.

Output 2: CBMSC program content developed and delivered. The TA is supporting the preparation and pilot testing of CBMSCs via two parallel pilot tests implemented by DTVE and DSITC: (i) the DTVE pilot test covers 3 government technical high schools (in Mandalay, Naypyitaw, and Yangon) and focuses on 4 CBMSCs covering skills related to building and construction; [[FOOTNOTE: The 4 DTVE CBMSCs will focus on (i) basic road construction; (ii) concrete forms; (iii) bar-bending (for concrete reinforcement); and (iv) bricklaying.]] and (ii) the DSITC pilot test covers 2 industrial training centers (in Mandalay and Pakokku) and focuses on 4 (originally 3) CBMSCs spanning skills related to welding and small rural-use machinery repair and maintenance. [[FOOTNOTE: The 4 DSITC CBMSCs will focus on (i) MIG-MAG welding; (ii) arc welding (TIG); (iii) maintenance and repair of farm machinery; and (iv) motorcycle repair.]] In later stages, the TA will also provide capacity building to support development of a broader array of CBMSCs for rollout after TA completion. In terms of progress to date, building on support under output 1 and based on the new Myanmar national skill standard template, output 2 has supported DTVE and DSITC in developing draft skill standards linked to all 8 CBMSCs to be piloted under the TA. These skill standards have been submitted to NSSA for review and potential approval as the new national skill standards for level 1 skills in these skill areas (e.g., MIG-MAG Welder Level 1 ). Based on these skill standards, the TA is supporting DTVE, and DSITC, and TVET institution faculty in developing curriculum for the 8 CBMSCs, aimed at graduates achieving level 1 or 2 skill certification. A series of preparatory TVET teacher training courses have been completed, including first aid, fire safety, competency-based training approaches, and curriculum and materials development. Teachers participating in the DTVE pilot also completed an industrial attachment, representing a grassroots innovation , since many TVET teachers in Myanmar lack any industry experience. Preparations are underway to procure equipment kits for the first batch of CBMSCs, which are expected to be launched in November. The first round of CBMSC trainees completed programs in arc welding at end March 2016, with machinery and motorcycle repair CBMSCs also launched in March. Additional rounds and courses will be launched right after the Thingyan holidays.

Output 3: Evidence disseminated and replication models prepared. Support under output 3 includes (i) monitoring and evaluation (M&E) of both pilot tests; [[FOOTNOTE: This will include limited baseline and endline studies focused on local skill gaps faced by employers, and a small tracer study to assess trainees' ability to find employment.]]; (ii) development of knowledge products and support for multi-stakeholder dialogue and dissemination of findings and policy recommendations; and (iii) analytical and capacity development support to promote post-TA replication of CBMSC models. Output 3 TA has completed design and conduct of the M&E baseline survey, with other activities slated for late in the TA, to support replication. [[FOOTNOTE: This will provide the basis for the final impact evaluation of the pilot, using a difference-in-difference methodology.]]

Geographical Location

## Summary of Environmental and Social Aspects

Environmental Aspects

Involuntary Resettlement

Indigenous Peoples

**Stakeholder Communication, Participation, and Consultation**

During Project Design	As noted above, TA conceptualization emanated directly from the dialogue with MOST, MOI, the Ministry of Education (MOE) and other agencies and development partners under the CESR process. MOST and MOI have identified development and pilot testing of CBMSCs to be a high priority, and have in turn sought ADB support to develop CBMSCs, more broadly strengthen their capacities in areas like responsiveness to employer demands. TA reconnaissance and fact-finding discussions (during 1-3 July and 16-20 September 2013) reached agreement on the TA design, including the impact, outcome, outputs, implementation arrangements, cost estimates and financing arrangements, and consultant terms of reference. In addition to MOST, MOI, and MOE, TA conceptualization also benefited from dialogue with various agencies, development partners (including the Embassy of Japan and JICA), employer associations, and other organizations under the CESR process, including via a series of TVET roundtable meetings .
During Project Implementation	To support implementation and replication, a TA advisory committee is in the process of being established, chaired by MOST and including representation from MOI, NNSA, other relevant agencies, and industry representatives. The TA also has involved dialogue with employers and communities in areas surrounding the 5 training centers, ranging from engagement of employers (including through technical sector committees) in identifying core skill needs to social mobilization, to social marketing to encourage young women and men (particularly from disadvantaged backgrounds) to enroll in fee-free CBMSCs. Consultations and outreach are in progress, with the most significant engagement to date in Mandalay. Other recent examples include engagement on human capital (including TVET and other dimensions) with CSOs and labor unions via a September 2015 forum organized by the Solidarity Center in Yangon. In addition, dialogue with other development partners supports complementarity with TVET-related support provided by other agencies.

## Business Opportunities

Consulting Services	It is indicatively estimated that the TA will support 43 person-months of international consultants (4 positions) and 22 person-months of national consultants (1 position) with expertise in relevant types of TVET. International consultants will indicatively be comprised of: (i) Expert on Skills Development; (ii) Expert on Short-Course Training on Building and Construction; (iii) Expert on Short-Course Training on Welding; and (iv) Expert on Short-Course Training on Small Machinery Repair. A national consultant is expected to be recruited to serve as a Skills Development Specialist. ADB will engage the consultants as individuals in accordance with the Guidelines on the Use of Consultants (2013, as amended from time to time). The TA will also mobilize short-term resource persons to provide specific expertise, as needed for activities such as training-of-trainers and events.
Procurement	Subject to more detailed planning during TA implementation, the TA is expected to procure a modest amount of equipment required for use in carrying out competency-based modular short-courses (CBMSCs). In all cases, ADB's Technical Assistance Disbursement Handbook (2010, as amended from time to time), Procurement Guidelines (2013, as amended from time to time), and other ADB guidelines will be applied.

## Responsible Staff

Responsible ADB Officer	Christopher Spohr
Responsible ADB Department	Southeast Asia Department
Responsible ADB Division	Myanmar Resident Mission
Executing Agencies	<i>Ministry of Education Building No. (13) Ministry of Education Nay Pyi Taw Myanmar</i>

## Timetable

Concept Clearance	02 Sep 2013
Fact Finding	16 Sep 2013 to 27 Sep 2013
MRM	-
Approval	-
Last Review Mission	-
Last PDS Update	31 Mar 2016

## TA 8634-MYA

Milestones					
Approval	Signing Date	Effectivity Date	Closing		
			Original	Revised	Actual
02 Apr 2014	24 Apr 2014	24 Apr 2014	30 Apr 2016	30 Apr 2017	-

Financing Plan/TA Utilization						Cumulative Disbursements		
ADB	Cofinancing	Counterpart				Total	Date	Amount
		Gov	Beneficiaries	Project Sponsor	Others			
0.00	2,000,000.00	500,000.00	0.00	0.00	0.00	2,500,000.00	02 Apr 2014	1,054,685.02

Project Page <http://www.adb.org/projects/47227-001/main>

Request for Information <http://www.adb.org/forms/request-information-form?subject=47227-001>

Date Generated 26 July 2016

ADB provides the information contained in this project data sheet (PDS) solely as a resource for its users without any form of assurance. Whilst ADB tries to provide high quality content, the information are provided "as is" without warranty of any kind, either express or implied, including without limitation warranties of merchantability, fitness for a particular purpose, and non-infringement. ADB specifically does not make any warranties or representations as to the accuracy or completeness of any such information.