Designing Demand-Based Technical and Vocational Education and Training Frameworks for the Pacific
ABBREVIATIONS

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Full Form</th>
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<tbody>
<tr>
<td>ADB</td>
<td>Asian Development Bank</td>
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<tr>
<td>NGO</td>
<td>nongovernmental organization</td>
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<td>PATVET</td>
<td>Pacific Association of Technical Vocational Education and Training</td>
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<td>SPC</td>
<td>Secretariat of the Pacific Community</td>
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<tr>
<td>TA</td>
<td>technical assistance</td>
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<tr>
<td>TASF</td>
<td>Technical Assistance Special Fund</td>
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<tr>
<td>TVET</td>
<td>technical and vocational education and training</td>
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TECHNICAL ASSISTANCE CLASSIFICATION

| Type | Regional–capacity development technical assistance (R-CDTA) |
| Targeting classification | General intervention |
| Sector (subsector) | Education (technical education and vocational skills training) |
| Themes (subthemes) | Capacity development (institutional development), economic growth (widening access to markets and economic opportunities, social development (human development), gender equity (gender equity in human capabilities) |
| Location impact | Rural (medium), urban (medium), national (high), regional (high) |

NOTE

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

<table>
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<tr>
<th>Role</th>
<th>Name</th>
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<tbody>
<tr>
<td>Vice-President</td>
<td>C. Lawrence Greenwood, Jr., Operations 2</td>
</tr>
<tr>
<td>Director General</td>
<td>S. H. Rahman, Pacific Department (PARD)</td>
</tr>
<tr>
<td>Director</td>
<td>S. Ra, Pacific Operations Division, PARD</td>
</tr>
<tr>
<td>Team leader</td>
<td>S. Pedersen, Principal Public Management and Human Capacity Development Specialist, PARD</td>
</tr>
<tr>
<td>Team member</td>
<td>K. Nakamitsu, Education Specialist, PARD</td>
</tr>
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</table>

In preparing any country program or strategy, financing any project, or by making any designation of or reference to a particular territory or geographic area in this document, the Asian Development Bank does not intend to make any judgments as to the legal or other status of any territory or area.
I. INTRODUCTION

1. Economies depend on the skills of their people. Skills formation must be demand-based and relevant to the national and regional economies and opportunities for work. Skills formation is a priority for countries in the Pacific, partly because of the surging numbers of youth who have completed formal schooling yet lack the practical skills needed by the labor market. Employment growth and emigration have created skills shortages but there has been a lack of coherent demand analysis. This technical assistance (TA) seeks to build capacity to support the development of demand-based analysis of technical and vocational education and training (TVET). The design is based on recommendations included in a major regional review of TVET supported by the Asian Development Bank (ADB), *Skilling the Pacific*. The design also reflects consultations undertaken since May 2009 with governments and regional organizations, including the Pacific Islands Forum Secretariat and the Secretariat of the Pacific Community (SPC).

2. The proposed TA reflects national, regional, and ADB priorities. *The Pacific Plan*, published by the Pacific Islands Forum Secretariat in 2005, emphasizes the importance of strengthening vocational and technical training and its links with the labor market. The *Pacific Plan* also includes a cross-cutting strategic objective on improving gender equality. In 2009, a regional Pacific education development framework was endorsed by education ministers of the Pacific Islands Forum. Two of six priorities relate to skills development in TVET and nonformal education and training. In 2009, the ministers of education asked the SPC to look at strategic ways of supporting TVET to add value to national efforts. The proposed TA is in line with ADB's Strategy 2020, which states that “investments in and access to … vocational training are necessary for more inclusive growth … ADB will increasingly direct its attention to raising the quality of technical vocational education and training.” The proposed TA is also in accord with the *Pacific Approach 2010–2014*, which refers to “lack of institutional and human capacity development” and “lack of skilled and qualified labor”. The document includes education and training as one of four sector priorities and supports more intensive regional cooperation. The proposed TA is also aligned with the Revised Pacific Platform for Action on Advancement of Women and Gender Equality 2005–2015, the 1998 Council of Regional Organisations of the Pacific Gender Strategy, and the 2000 SPC Gender Policy.

3. The design of the TA also takes into account lessons learned from earlier TA projects, both within the region and more widely. Several reviews have underscored the importance of capacity development for human resource development, including a special evaluation study of Asian Development Fund operations. Of the 17 most common factors explaining poor project performance, deficient capacity building and ownership during project design was among the most frequently cited. The study also underscored the importance of basing project design on

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2 The TA first appeared in the business opportunities section of ADB’s website on 3 December 2009.
thorough sector analysis.\textsuperscript{10} A study of the success factors for Japan Special Fund operations included clarity of objectives and ownership of the TA, including beneficiary input to design and clear identification of the client.\textsuperscript{11} The design of TA projects should allow some flexibility to allow priorities, terms of reference of consultants, and TA outputs to be adapted to respond to the needs of recipient agencies.\textsuperscript{12} TA projects should allow for mid-course adjustments to optimize outputs.\textsuperscript{13} Care has been taken in the design of this TA to minimize overlap with the activities of other donors at national and regional levels. The design and monitoring framework is in Appendix 1.

\section*{II. ISSUES}

4. Skills development is a powerful mechanism for reducing poverty. Enhancing training opportunities and access to skills training can promote entrepreneurship and self-employment among the poor. However, thorough demand analysis is needed before policy makers can establish environments in which innovative training strategies, including those supporting public and private partnerships, can flourish, thereby promoting inclusive economic growth and social development.

5. The challenge for TVET is to adjust the supply of skills in response to changes in demand. Pacific economies are characterized by major imbalances in the demand and supply of technical and vocational skills. In part, these stem from poor links between TVET and the private sector. Emigration has exacerbated skills shortages in critical occupations in some Pacific countries, which have lost skilled people to more developed countries. Other countries have major surpluses of unskilled labor, leading to youth unemployment. Thousands of young people enter the job market annually, either with full or incomplete basic education, but without the practical skills needed by the labor market. Access to skills development is uneven; the poorest segments of the population are the least likely to have opportunities to attend organized training programs. This is particularly true for the majority of people who work in the informal economy. Training opportunities also tend to be concentrated in urban areas and to focus on those who can afford to pay. Labor markets and employment in the Pacific demonstrate gender segregation and stereotyping which, in turn, are reflected in a gender bias in occupational training. One of the clear lessons from TVET worldwide is that partnerships must be forged with the private sector, nongovernment organizations (NGOs), and private training providers. These issues present major management challenges.

6. In response to these issues, ADB sponsored a comprehensive review of technical-vocational skills development in the Pacific in 2006 and 2007. Fourteen Pacific countries and key regional agencies collaborated in the study, which was carried out by the Pacific Islands Forum Secretariat. The final report, \textit{Skilling the Pacific}, focused on the need to strengthen TVET organization and management. The review found that managers of TVET systems and institutions in the Pacific face highly diverse challenges. Federated States of Micronesia, Palau, and the Republic of the Marshall Islands face challenges of making TVET systems sustainable. In Papua New Guinea, Solomon Islands, and Vanuatu, the issue is to provide skills for income generation and self-employment for the vast majority working in the informal economy. In Cook Islands, Fiji Islands, Samoa, and Tonga, the challenge is to increase training to fill jobs made vacant by emigrating labor. TVET managers everywhere must raise the quality of skills

\begin{thebibliography}{9}
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acquisition and ensure equitable access. However, TVET managers at both the system and institutional levels have been given few tools and little support to address these challenges. Many countries in the region lack strategies and long-term plans for skills development. The proposed TA seeks to raise management capacity to carry out demand analysis, identify emerging needs, and carry out strategic planning, in order to address country-specific challenges.

III. THE TECHNICAL ASSISTANCE

A. Impact and Outcome

7. The impact of the TA will be increased productivity and incomes, and wider employment choices for women and men, through enhanced skills and reduced skill shortages. The outcome of the TA is to raise regional and national capacity to support TVET Frameworks in the Pacific that address private sector demands, the needs of the informal economy and gender equity. At a national level, the TA will support the Republic of the Marshall Islands, the Federated States of Micronesia, Timor-Leste, and Tuvalu.

B. Methodology and Key Activities

8. Building on the recommendations of Skilling the Pacific, the regional capacity development TA seeks to raise TVET management capacity at national and regional levels.

1. National Capacity Development

9. The primary objective of the proposed regional TA is to build national management capacity and systems within government agencies and national apex TVET organizations so they can deliver relevant and demand-responsive, high-quality skills development frameworks in the Republic of the Marshall Islands, the Federated States of Micronesia, Timor-Leste, and Tuvalu. With the exception of Timor-Leste, these countries were identified in Skilling the Pacific, as small fragile island states with severe economic constraints and few economic prospects. They all lack a demand-focused national workforce strategy and skills training framework. As a result of the capacity building, it is expected that the apex TVET institutions will be better able to design demand-responsive TVET frameworks and that training institutions will deliver cost-effective curricula linked closely to economic demands. Through the definition of clearer demand-based curricula, a sound basis can be established for national standards and measurement criteria for institutional and management effectiveness and will provide an opportunity to analyze flexible supply responses, including the development of private and public-private training. The capacity building will take place in the following main areas.

10. National policies and frameworks for skills development. Demand-responsive TVET frameworks and curricula for skills development based on robust and thorough national and regional labor market analysis are particularly needed in the four countries. National training seminars will examine organizational arrangements for skills delivery across a range of possible providers. They will emphasize a flexible approach that recognizes public, private, and faith-based options. On-the-job training and assistance will be provided to selected personnel in methodologies for the development of demand-responsive TVET frameworks.

11. Labor market information and graduate destination studies. Technical assistance will be provided on methods of analyzing changing skills requirements in national and regional labor markets, and of conducting regular tracer surveys on graduate destinations. This will
include dissemination of tracer methodologies, such that used by the Australian Agency for International Development (AusAID) in Samoa, Tonga, and Vanuatu. On-the-job training and assistance will be provided to selected personnel on methods, and analysis and application of data.

12. **Methodologies for informal sector training.** Given the predominance of the informal sector in the labor markets of most Pacific countries, *Skilling the Pacific* assigned priority to training for income generation in the informal sector. Analysis of informal sector opportunities should be an essential element of any national workforce plan. Methodologies for effective informal sector training need to be disseminated and adapted to Pacific conditions, particularly given the role of women as key actors in labor markets. The TA will support the design of strategies for training in the informal sector, particularly for women and other underserved groups.

2. **Regional Capacity Development**

13. The TA will enhance the capacity of two key regional organizations to provide services on skills development: the SPC and the Pacific Association of Technical and Vocational Education and Training (PATVET). The SPC is the coordinator for TVET in the region and has chaired the TVET subcommittee of the Council of Regional Organizations in the Pacific since 2008. The SPC human development program takes the lead on regional gender equity policies. It also coordinates consultations with development partners on TVET in the Pacific and provides the secretariat for the regional TVET association, PATVET, which includes 12 regular members plus associate members and has compiled a register of TVET providers in the region.

14. The TA will support the SPC to (i) facilitate technical assistance to governments, administrations and TVET institutions on skills development frameworks at national and regional levels, and (ii) expand coordination and information sharing in the sector. It will provide resources to the SPC and PATVET to help them deliver new TVET support services to their members through the preparation of demand-responsive frameworks for regional skills development. The capacity of the two organizations will be developed through assistance in the design of the strategic framework and in the delivery of three regional seminars to support the framework. The seminars will also provide an opportunity for PATVET to expand its network to include countries that are not currently members.

C. **Cost and Financing**

15. The TA is estimated to cost $745,000 equivalent to be financed on a grant basis by ADB’s Technical Assistance Special Fund (TASF–other sources). The cost estimates and financing plan are given in Appendix 2.

D. **Implementation Arrangements**

16. ADB will be the executing agency for the TA. SPC will provide implementation guidance. The TA will finance up to 15 person-months of international consulting services and 18 person-months of national consulting services (see Appendix 3 for terms of reference for consultants). It will also finance eight national workshops on national TVET frameworks, and four market analyses and tracer studies. The TA will finance three regional workshops on the regional TVET framework.
17. Consultants will be recruited on an individual basis and employed by ADB in accordance with its Guidelines on the Use of Consultants (2007, as amended from time to time.) The proceeds of the TA will be disbursed in line with the Technical Disbursement Handbook. TA activities will be implemented over a 24-month period starting in February 2010. The TA is intended to provide the basis for a thorough needs analysis, and, subject to performance, future TA projects may support further activities within the four countries or extend existing activities to additional countries.

IV. THE PRESIDENT’S DECISION

18. The President, acting under the authority delegated by the Board, has approved the provision of technical assistance not exceeding the equivalent of $745,000 on a grant basis for Designing Demand-Based Technical and Vocational Education and Training Frameworks for the Pacific, and hereby reports this action to the Board.

## DESIGN AND MONITORING FRAMEWORK

<table>
<thead>
<tr>
<th>Design Summary</th>
<th>Performance Targets/Indicators</th>
<th>Data Sources/Reporting Mechanisms</th>
<th>Assumptions and Risks</th>
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</thead>
<tbody>
<tr>
<td><strong>Impacts</strong></td>
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<tr>
<td>Increased productivity and incomes, and wider employment choices for women and men, through enhanced skills and reduced skill shortages</td>
<td>Employment rates and underemployment rates for graduates</td>
<td>Tracer studies</td>
<td>Financing available to implement new policies, practices</td>
</tr>
<tr>
<td></td>
<td>Income of graduates increased</td>
<td>Labor market surveys including sex disaggregated data</td>
<td>Economic opportunities and local and international investment continue to provide job opportunities</td>
</tr>
<tr>
<td></td>
<td>Reduction in skill vacancies</td>
<td>Sample surveys of employers</td>
<td>High level of motivation and desire for participation by women and the poor.</td>
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<tr>
<td><strong>Outcome</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To raise regional and national capacity to support TVET Frameworks in the Pacific that address private sector demands, the</td>
<td>Four countries adopt new skills development strategies and TVET framework based on the outputs of the TA Completion of policy</td>
<td>End of TA survey of clients on services received</td>
<td>Acceptance of best practices</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Government policy and strategic frameworks</td>
<td>Employers, governments and other stakeholders participate actively in</td>
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**Assumptions**

- Acceptance of best practices
- Employers, governments and other stakeholders participate actively in
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<tr>
<th><strong>Design Summary</strong></th>
<th><strong>Performance Targets/Indicators</strong></th>
<th><strong>Data Sources/Reporting Mechanisms</strong></th>
<th><strong>Assumptions and Risks</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>needs of the informal economy and gender equity</strong></td>
<td>analyses with a gender perspective  Proportion of women trained, especially in non-traditional occupations, increased Development of curricula with completion of policy analysis supporting national standards and measurement criteria</td>
<td>developed TVET policy documents Evaluation reports of TVET plan implementation and measurement criteria TVET curricula and training provider responses</td>
<td>the review of TA outputs and demonstrate willingness and interest in possible outcomes <strong>Risk</strong> Sustainability of regional support for SPC and PATVET after conclusion of TA</td>
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**Outputs**

**Regional**
1. SPC pool of regional experts identified
2. Strategic framework developed for regional skills development including gender focus
3. PATVET network expanded and strengthened to disseminate innovations and good practices

**National**
1. Skills development plans developed
2. TVET personnel trained on policy analysis
3. Tracer studies and market analyses completed, including from a gender perspective
4. TVET data collected, analyzed,

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<tr>
<th><strong>Regional</strong></th>
<th><strong>National</strong></th>
<th><strong>Assumptions</strong></th>
<th><strong>Risk</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of SPC regional experts increased Regional framework completed for skills development</td>
<td>Number of plans developed increased Number of TVET personnel trained increased Number of tracer and market analyses completed increased</td>
<td>TA progress reports PATVET annual report Consultant reports National TVET reports and annual reviews</td>
<td>Interest by Pacific developing member countries in engaging in development planning</td>
</tr>
</tbody>
</table>

**Risk** Lack of adequate financing for labor market analyses
Appendix 1

Design Summary

Performance Targets/Indicators

Data Sources/Reporting Mechanisms

Assumptions and Risks

and disaggregated by gender

plans

Activities with Milestones

1. Overall Project Initiation
   1.1 Recruit Project Coordinator    February 2010
   1.2 Recruit lead TVET expert    March 2010
   1.3 Prepare implementation plan    April 2010
   1.4 Design initial regional workshop    May 2010
   1.5 Convene initial workshop    June 2010
   1.6 Agree on follow up activities, including national workshops    July 2010
   1.7 Design and hold preliminary national workshops    October 2010

2. Strategic planning
   2.1. Initial regional seminar on strategic planning for skills development—policy analysis and plan development    September 2010
   2.2. Strategic planning—country workshops to prepare strategic frameworks    February 2011
   2.3. Final regional seminar to discuss and share country strategies    November 2011

3. Market analysis
   3.1. Regional seminar to train national staff on the conduct of tracer studies, market analysis    October 2011
   3.2. Follow-up TA for country studies    February 2011
   3.3. Provision of small grants for market and tracer studies    February 2011

Inputs

ADB $745,000

15 person-months of international-consulting services

18 person-months national consulting services

10 person-weeks of ADB staff time for missions and reviews

ADB = Asian Development Bank, PATVET = Pacific Association of Technical and Vocational Education and Training, SPC = Secretariat of the Pacific Community, TA = technical assistance, TVET = technical and vocational education and training.

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Sungsup Ra                  S. Hafeez Rahman
Director, PASS, PAHQ                 Director General, PARD
## COST ESTIMATES AND FINANCING PLAN

($'000)

<table>
<thead>
<tr>
<th>Item</th>
<th>Total Cost</th>
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<tbody>
<tr>
<td><strong>Asian Development Bank Financing</strong>&lt;sup&gt;a&lt;/sup&gt;</td>
<td></td>
</tr>
<tr>
<td>1. Consultants</td>
<td></td>
</tr>
<tr>
<td>a. Remuneration and Per Diem</td>
<td></td>
</tr>
<tr>
<td>i. International Consultants</td>
<td>285.00</td>
</tr>
<tr>
<td>ii. National Consultants</td>
<td>45.00</td>
</tr>
<tr>
<td>b. International and Local Travel</td>
<td>135.00</td>
</tr>
<tr>
<td>c. Reports and Communications</td>
<td>15.00</td>
</tr>
<tr>
<td>2. Training, Seminars, and Conferences</td>
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<tr>
<td>a. Regional Seminars</td>
<td>120.00</td>
</tr>
<tr>
<td>b. Country Workshops</td>
<td>40.00</td>
</tr>
<tr>
<td>3. Studies</td>
<td></td>
</tr>
<tr>
<td>a. Grants for market and tracer studies</td>
<td>45.00</td>
</tr>
<tr>
<td>4. Miscellaneous Administration and Support Costs</td>
<td>25.00</td>
</tr>
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<td>5. Contingencies</td>
<td>35.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>745.00</strong></td>
</tr>
</tbody>
</table>

<sup>a</sup> Financed by the Asian Development Bank’s Technical Assistance Special Fund (TASF—other sources).

Source: Asian Development Bank estimates.
OUTLINE TERMS OF REFERENCE FOR CONSULTANTS

1. The terms of reference may change during implementation to provide enough flexibility to meet changing needs and priorities, particularly those of the four client countries, the Republic of the Marshall Islands, the Federated States of Micronesia, Timor-Leste, and Tuvalu.

2. **Technical Support from ADB headquarters.** The consultants recruited under the technical assistance (TA) and operating out of the Asian Development Bank (ADB) headquarters will be integrated into the technical and vocational education and training (TVET) support team within ADB. They will work in close coordination and collaboration with the Secretariat of the Pacific Community (SPC) and the Pacific Association of Technical Vocational Education and Training (PATVET). The team will consist of an ADB staff; a TVET policy and framework expert; a labor market analyst; an informal sector training specialist; and a national consultant as project coordinator for part-time support and coordination.

3. The proposed work under this TA will be implemented over a 2-year period.

   1. **TVET Policy and Framework Expert** (international, 7 person-months, intermittent)

5. The TVET policy and framework expert will have extensive experience of analyzing demand-based policies on the development of skills frameworks for TVET, including gender analysis. He or she will have experience of developing countries, ideally in the Pacific. Experience of the national administration of TVET programs is also desirable. The expert must have superior communication skills in English, both orally and in writing, and be able to work harmoniously and productively with people from diverse cultures and countries.

6. Working under the supervision of the focal point and in collaboration with the PATVET executive committee, the expert will be responsible for advising the governments of the Republic of the Marshall Islands, the Federated States of Micronesia, Timor-Leste, and Tuvalu on the analysis of demand-based policies on skills development frameworks for TVET. Specifically, the expert will

   (i) prepare a detailed work plan and implementation schedule for delivery of all support to TVET under this TA;

   (ii) take the lead in designing and delivering follow-up country workshops to analyze the demand-based country TVET framework and to prepare the country TVET strategies, including a gender perspective;

   (iii) provide advice and assistance to the countries on the development, review and finalization of a demand-based TVET country framework, including on the job training as required;

   (iv) assist SPC and PATVET in preparing a demand-based strategic framework for regional skills development;

   (v) take the lead in designing and delivering two SPC and PATVET regional seminars on TVET policy analysis and strategy development;

   (vi) design a simple framework for monitoring and evaluating the results of the TA;

   (vii) provide other related advice on TVET as may be required by the countries and SPC and PATVET; and

   (viii) prepare a draft report and a final report with input from the labor market analyst and informal sector training specialist.
2. **Labor Market Analyst** (international, 5 person-months, intermittent)

7. The labor market analysis expert will have extensive experience of analyzing labor market trends in developing countries, particularly in the Pacific, and in designing and implementing labor market studies, especially graduate destination (tracer) studies and gender analysis. The expert must have excellent communication skills in English, both orally and in writing, and be able to work harmoniously and productively with people from diverse cultures and countries.

8. Working under the supervision of the focal point and in collaboration with the PATVET executive committee, the expert will be responsible for advising the countries on methods and techniques for labor market analysis with a particular focus on graduate destination (tracer) surveys. Specifically, the expert will:

   (i) take the lead in designing and delivering the country workshops to analyze country labor market supply and demand and design tracer studies;
   
   (ii) provide advice and assistance to the countries on the development, review and finalization of labor market and tracer studies, including on the job training as required;
   
   (iii) take the lead in designing and delivering an SPC and PATVET regional seminar, or part of a seminar, on labor market analysis, with a particular focus on tracer studies; and
   
   (iv) provide other related advice on TVET as may be required by the countries and SPC and PATVET.

3. **Informal Sector Training Specialist** (international, 3 person-months, intermittent)

9. The expert on informal sector training will have extensive experience of designing and delivering training programs for the informal sector in developing countries, especially for rural and remote populations and for women. The expert will be familiar with, and have analyzed in detail, different approaches to informal sector training used worldwide, including their strengths and limitations. Experience of analyzing rural value chains would be an advantage. Work experience in developing countries is essential, as is expertise in gender analysis. Work experience in the Pacific is highly desirable. Experience as a manager of informal sector training is also desirable. The expert must have superior communication skills in English, both orally and in writing, and be able to work harmoniously and productively with people from diverse cultures and countries.

10. Working under the supervision of the focal point and in collaboration with the PATVET members and the Council of Regional Organisations of the Pacific (CROP) TVET subcommittee, the expert will be responsible for advising the governments of the countries on the design and implementation of skills development for the informal economy. The emphasis will be on priority target groups, such as rural and remote populations and disadvantaged groups, and women. The duties will include:

   (i) advising the countries on a demand-basis on the design of strategies for informal sector training, particularly for women and underserved groups;
   
   (ii) advising the countries on the design and delivery of informal sector training programs, including a gender perspective;
   
   (iii) carrying out the design and delivery of regional seminars on methodologies for rural value chain analysis and training for the informal sector with a gender perspective;
(iv) carrying out the design and delivery of country-specific seminars on the design of informal sector training, including gender analysis and rural value chain analysis; and
(v) providing other related advice on informal sector training as may be required by the countries or by SPC or PATVET.

4. **Project Coordinator** (national, 18 person-months, intermittent)

11. The project coordinator will help the ADB project officers and other consultants plan, organize, implement, monitor, and evaluate TA activities, in addition to supporting the organization of workshops under the TA. In particular, the coordinator will be in charge of organizing workshop logistics. The coordinator will (i) serve as the focal person of the secretariat communications; (ii) facilitate sending invitations to participants and their travel to training venues; (iii) manage and maintain project records; (iv) coordinate and ensure proper planning and management of the workshops, including engagement of workshop players; (v) liaise with concerned offices, partners, institutions, and governments in securing the appropriate decisions and actions to support TA activities; and (vi) undertake other associated TA support activities as required.