

ASIAN DEVELOPMENT BANK

TAR: SRI 35197

TECHNICAL ASSISTANCE
(Financed by the Japan Special Fund)

TO THE

DEMOCRATIC SOCIALIST REPUBLIC OF SRI LANKA

FOR PREPARING THE

HUMAN RESOURCE INVESTMENT PROJECT

March 2003

CURRENCY EQUIVALENTS

(as of 14 March 2003)

Currency Unit	–	Sri Lankan rupee/s (SLRe/SLRs)
SLRe1.00	=	\$0.01032
\$1.00	=	SLRs96.87

ABBREVIATIONS

ADB	–	Asian Development Bank
ICT	–	information and communications technology
MTET	–	Ministry of Tertiary Education and Training
SDP	–	Skills Development Project
TA	–	technical assistance
TEVT	–	technical education and vocational training

NOTE

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

This report was prepared by Jeoung-Keun Lee, Principal Education Specialist, SASS.

I. INTRODUCTION

1. The Government of Sri Lanka has undertaken several initiatives to define priorities for future action. The most comprehensive one is *The Future: Regaining Sri Lanka*, which sets out ambitious targets for growth at 10% per annum. One of the key tasks is to reduce unemployment by creating 2 million new jobs. The Asian Development Bank (ADB) has already responded to this unemployment issue by providing financial assistance to train skilled workers.¹ As the Project is being implemented smoothly, the Government has requested, and ADB has agreed, to include a loan for a human resource investment project for 2005 in the Country Strategy and Program Update for 2003–2005.² The project preparatory technical assistance (TA) Reconnaissance Mission³ was fielded on 10-18 December 2002, and reached an understanding with the Government on the objectives, scope, cost estimates, financing plan, and implementation arrangements for the TA.⁴

II. ISSUES

2. The Sri Lankan economy grew at more than 5% per annum in the 1990s, but suffered a 1.4% contraction in 2001 due in part to external factors and to poor agricultural yields due to the continuing drought. Economic growth, combined with a slowing of population expansion, caused per capita incomes in market terms to almost double from \$473 in 1990 to \$821 in 2001. The poverty level has decreased from 30% in 1985 to about 20% today. Overall unemployment was halved between 1990 (15.9%) and 2001 (8.3%). However, the unemployment rate may increase in the near term as a result of the global economic slowdown, increased competition among developing countries, and demobilization of soldiers as a result of peace accord. With an estimated 140,000 people entering the labor force annually, the economy needs to grow in excess of 7% per annum to absorb new entrants and make inroads in the backlog of unemployed.

3. **Rehabilitation of Conflict-Affected Areas.** The effectiveness of the Government's plans for economic recovery will depend largely on the progress of the peace process, as the conflict has potentially reduced 2 percentage points of annual growth for the country in the past two decades. The Government has brought the insurgent Liberation Tigers of Tamil Eelam to the peace table. A permanent cessation of hostilities is on the horizon. This will enable the government to ratchet back on defense spending in favor of other investments in infrastructure and social services. The peace process is progressing positively with the following milestones: (i) signing of the ceasefire agreement, (ii) commencement of face-to-face talks in Thailand, and (iii) the joint appointment of three subcommittees to deal with political, economic and military affairs. The Government agreed at the close of the third session of peace talks in Oslo that a federal model within a united Sri Lanka could form the basis for a final settlement to the ethnic conflict. With the successful completion of the fifth round of peace talks in February 2003, peace is now possibly on the horizon.

4. Sri Lanka faces several challenges in the post-conflict era. The first is eradicating poverty and restoring infrastructure and services to the conflict-affected areas of the North and East. Significant expenditures will be required on reconstruction and rehabilitation of these areas. The poor suffer mostly from low quality social services. Access to social facilities is

¹ ADB. 1999. *Report and Recommendation of the President to the Board of Directors on a Proposed Loan to the Democratic Socialist Republic of Sri Lanka for the Skills Development Project*. Manila. The project was approved on 28 October 1999 for \$18.8 million.

² ADB. 2002. *Sri Lanka: Country Strategy and Program Update (2003-2005)*. Manila. The project is listed as a skills development project. However, the title of the project has been changed, at the request of the Government, to reflect its components.

³ The Reconnaissance mission was upgraded to Fact-Finding on 20 December 2002.

⁴ The TA first appeared in *ADB Business Opportunities* in December 2002.

generally broad, but education outcomes of the poor are well below the national averages. With the brighter peace prospects, the Government requested external assistance at the Sri Lanka Peace Support Conference held in Oslo in late November 2002. About half of the assistance requests are related to education and training of youths and adults, which require urgent attention. It is anticipated that with external support,⁵ the consultative process with local communities would begin quickly. After successful rehabilitation, more long-term and comprehensive activities would be required.

5. **High Unemployment.** The Quarterly Report of the Sri Lanka Labor Force Survey (fourth quarter 2001) estimated a total population of 16.4 million persons, excluding the North and East. Of the total, nearly 85% were in the working age group (10 years and over). The labor force participation rate was 49% for both sexes, but the female labor force participation rate was only 32.4%, compared with 66.0% for males. The labor force is characterized by (i) a large share of employment in agriculture, (ii) a high proportion of unskilled labor, and (iii) a large share of casual workers and the self-employed. Although the participation rate is highest among the persons having the highest level of education, a majority (66.6%) of the workers in the labor force have attained less than 9 years of education.

6. In 2001, there were about 100,000 students qualified for university education, but only 12,500 were admitted. Another 7,000 students who could not enter universities received higher education through various other institutions. The remaining 80,500 are either unemployed or waiting to be admitted to universities. Even though the Government plans to increase the university intake of students to 20,000 within the next 5 years, the problem of unemployed youths will be remained unsolved. In an effort to ease the youth unemployment problem, the Government plans to establish a Human Resource Investment Fund (about \$10 million per year) from 2003 to teach job skills and place youths on the job. ADB is also preparing a Postsecondary Education Development Project to expand higher education opportunities.

7. Another challenge is to generate employment opportunities, particularly for new job seekers. The unemployment rate was estimated at 8.3% in the fourth quarter of 2001. The female unemployment rate was higher (11.1%) than that of males (6.8%). More than half of the unemployed persons (56.1%) had attained a general certificate of education O-level or above. Part of the explanation for youth unemployment is selective job preference by school graduates, which results in long periods of job search, in addition to the limited student places in universities. More importantly, these young job seekers have no employable skills. This unemployment represents a loss to the economy, as the knowledge of these educated people is not being utilized.

8. **Inefficient Job Training.** The technical education and vocational training (TEVT) system in Sri Lanka is diverse. There are more than 1,000 training centers operated by various entities, such as government agencies (Department of Technical Education, Vocational Training Authority, National Apprentice and Industrial Training Authority, and National Youth Services Council), nongovernment organizations, and the private sector. These centers were under the supervision of 11 ministries, but they have been streamlined under the aegis of the Ministry of Tertiary Education and Training (MTET). Government agencies operate about 57% of the training centers, established by separate statutes and fully funded by government budgetary allocations. The capital expenditure of government agencies averages 7.4% of the education budget. Their recurrent expenditure averages only 2.2% of the education budget and approximately 0.2% of the Government's recurrent expenditure, which is not enough for purchasing supplies and paying utility bills.

⁵ The aid meeting is tentatively scheduled on 9-10 June 2003 in Tokyo.

9. The key issue in the TEVT system is poor external efficiency—the mismatch between training programs and job opportunities—a consequence of the weak linkage between training providers and end users. The training courses offered in these centers are mostly traditional, inflexible, and narrow, so that trainees easily lose interest, resulting in high dropout. There were no quality assurance programs in the TEVT system. To tackle the issues, ADB provided the Skills Development Project (SDP) in 1999 (footnote 1).

10. The main objective of the SDP is to improve the quality and relevance of skills training programs to build a high quality workforce and address the issues of skills mismatch and unemployment among rural and urban youth. The SDP comprises four components: (i) improving the quality and relevance of skills development programs, (ii) institution building and human development, (iii) resource mobilization and sustainability, and (iv) innovative interventions to strengthen NGOs and private sector participation. MTET is the executing agency of the SDP.

11. The SDP experienced delays in its implementation initially, but it is on track with the appointment of full-time project staff. There have been a number of procurement problems, which have now been resolved. So far, the National Learning Resources Development Center was established, together with 50 flagship centers. About 150 satellite vocational training centers have been upgraded, and 52 career guidance and counseling centers have been established. The national skill standards, testing, and accreditation system is in place and a competency-based training system is under pilot testing. It is expected that the project will be implemented as planned, but the remaining 850 centers that have not been covered by the SDP should also be upgraded. As the system is fragmented, further restructuring of the TEVT system is necessary to effectively meet the needs of the labor market, based on the experiences gained from the SDP.

12. **Aid Coordination and Government Strategies.** ADB is the biggest external funding agency in the education sector in Sri Lanka. It has invested about \$200 million in the sector in eight projects over the past 20 years. The World Bank has invested \$131 million in two projects so far. It plans to invest in residential universities and possibly more broadly in information and communications technology (ICT). The Japanese Government provided about \$60 million in support from 1996 to 1999 for mathematics and science education at junior secondary schools. It plans to continue supporting mathematics and science improvement using ICT. Among other bilateral donors, DFID, GTZ, NORAD and SIDA are active, mainly in basic education.

13. The current administration has undertaken several initiatives to define priorities for future action. In addition to *The Future: Regaining Sri Lanka*, the Government formulated the Strategy on Poverty Reduction. The draft National Employment Policy recommended 10 initiatives to promote growth in jobs, strengthen the TEVT system, and facilitate the functioning of the labor market. *“e-Sri Lanka: An ICT Development Roadmap”* proposes a five-program strategy⁶ to position the country for advancement in the area of ICT, which should also be adopted in the TEVT system, especially training ICT professionals, building a computerized TEVT system, web-based training, and on-line job placement systems.

III. THE TECHNICAL ASSISTANCE

A. Purpose and Output

14. The overall objective of the TA is to support the Government’s poverty reduction strategy and draft National Skills Development Policy by enhancing the country’s skills-based

⁶ The five-program strategy includes (i) build implementation capacity, (ii) build national information infrastructure, (iii) develop human resources in ICT, (iv) deliver citizen services through e-government, and (v) use ICT as a key lever for economic and social development.

competitiveness. The objective of the assistance will be to improve the relevance, effectiveness and efficiency of skilled workers produced through institution development and policy reform. The TA will assist MTET (i) undertake an analysis of the TEVT subsector, (ii) develop a national policy, strategic framework and costed action plan for TEVT, and (iii) prepare an investment project that will spearhead reforms in TEVT through the Human Resource Investment Fund, with particular emphasis on unemployed youths.

15. Key outputs of the TA will include (i) a policy and strategic framework, (ii) a plan for management development and institutional strengthening at central levels, including standard setting, quality assurance, accreditation, criteria-based funding, (iii) a plan for in-service training in technical skills and industrial exposure for instructors, and (iv) an investment project that will address key systemic problems and link training supply with demand. The Summary Initial Poverty and Social Analysis Report is in Appendix 1.

B. Methodology and Key Activities

16. The TA will have three components: (i) a comprehensive study and detailed plan to implement the proposed Human Resource Investment Fund, (ii) an action plan to further restructure the TEVT system to meet to the demands of the labor market, and (iii) a draft National Skills Development Policy which will guide overall direction for education, training and employment of skilled workers.

17. A comparative study will be conducted to review the current status of funds geared to develop human resources in other countries and to suggest the most appropriate administrative structure for Sri Lanka. Based on the suggested structure and the draft Human Resource Investment Act, administrative details will be drafted for consideration by the Government. The TA will carefully review how public sector training centers can be more effective in meeting the demands of the labor market. At the same time, private sector participation in training activities will be encouraged by providing incentives and introducing a voucher system.

18. A comprehensive survey will be carried out to determine the current status and issues of the TEVT system in the country with focus on the North and East. Based on the survey results and needs assessment, a plan to further restructure the TEVT system will be drafted in consultation with policymakers, administrators, instructors, trainees, and the private sector. Greater focus will be placed on comparing the internal and external efficiencies of public and private approaches in TEVT. Continuous monitoring of labor market demands and their reflection in training programs will also be considered in the TA.

19. The TA will assist the Government in drafting National Skills Development Policy based on the analysis of the TEVT system, national policies and strategies, and lessons learned from other countries. The policy will cover skills standards, accreditation, instructor retraining, upgrading of training facilities and equipment, introduction of new training technologies, career counseling and job placement, and management of training centers.

20. Performance indicators will be identified under the TA to assess the impact of the Human Resource Investment Fund and the National Skills Development Policy. The possible indicators include (i) number of unemployed youth, (ii) number of youths benefited directly by the Fund, (iii) relevance of training programs supported by the Fund in terms of labor market demands, (iv) data on students' achievement in terms of passing rates of national examinations, (v) extent of community support in terms of donations for job training of youths, and (vi) proper operation and maintenance of training facilities and equipment. Baseline data will be collected under the TA for future benefit monitoring and evaluation of the Project. Data collection will be continued throughout the period of investment project. To ensure maximum participation of

stakeholders in the design of the investment project, the TA team will consult the external development partners and stakeholders frequently.

C. Cost and Financing

21. The total cost of the TA is estimated at \$750,000 equivalent, comprising \$322,000 in foreign exchange cost, and \$428,000 equivalent in local currency cost. ADB will finance \$600,000 equivalent, covering the entire foreign exchange cost of \$322,000, and \$278,000 equivalent of the local currency cost. The Government's contribution of \$150,000 equivalent will be in kind for office space and administrative support. The TA will be financed on a grant basis from the Japan Special Fund, funded by the Government of Japan. The detailed cost estimates and proposed financing plan are in Appendix 2. The Government has been advised that approval of the TA does not commit ADB to finance any ensuing project.

D. Implementation Arrangements

22. The Ministry of Policy Development and Implementation will be the Executing Agency for the TA. MTET will be the implementing agency. A steering committee will be organized with representatives of stakeholders to review the subsector, assist policy formulation, and provide overall guidance for the TA and the ensuing investment project. The steering committee will meet at least three times during TA implementation: at the inception, midterm review, and draft final report stages.

23. A team of two international consultants and four domestic consultants will be recruited to provide specialist services, totaling 22 person-months. International consultants will include a technician education specialist cum team leader (5 person-months) and an education fund management specialist (2 person-months). The domestic consultants will include (i) a financial analyst for 4 person-months, (ii) a vocational training specialist for 5 person-months, (iii) a poverty and social development specialist for 3 person-months, and (iv) a benefit monitoring and evaluation specialist for 3 person-months. The domestic consultants will work closely with the international consultants. The outline terms of reference of the consultants are in Appendix 3. Using the quality- and-cost-based selection method in accordance with ADB's *Guidelines on the Use of Consultants* and other arrangements satisfactory to ADB for engagement of domestic consultants, ADB will engage the consultants through a firm. The simplified technical proposal format will be used. The consulting firm will procure equipment and software in accordance with ADB's *Guidelines on Procurement*. The equipment and software procured will be transferred to the Government upon TA completion.

24. The TA will be implemented over 6 months from June 2003 through December 2003. The consulting team will arrive in Colombo on or around 16 June 2003 to implement the TA. An interim report will be submitted to the Government and ADB at the middle of the third month (September 2003). This will be followed by draft and final reports, to be submitted to the Government and ADB during the fifth (November 2003) and sixth months (December 2003), respectively. The Government will appoint a project manager and three counterpart staff for the TA to work with the team of consultants. The Government will also provide adequate office space for and administrative support to the consultants.

IV. THE PRESIDENT'S DECISION

25. The President, acting under the authority delegated by the Board, has approved the provision of technical assistance not exceeding the equivalent of \$600,000 on a grant basis to the Government of Sri Lanka for preparing the Human Resource Investment Project, and hereby reports this action to the Board.

SUMMARY INITIAL POVERTY AND SOCIAL ANALYSIS REPORT

A. Linkages to the Country Poverty Analysis

Sector identified as a National Priority in Country Poverty Analysis? Yes	Sector identified as a National Priority in Country Poverty Partnership Agreement? Yes
<p>Contribution of the sector/subsector to reduce poverty in Sri Lanka:</p> <p>According to a Government survey, the incidence of poverty declines as the level of education attained rises. The incidence of poverty is highest in those households where the principle income earner has no schooling and lowest in those where the principle income earner is a university graduate. The technical assistance (TA) will take into account the access to and quality of technical education and vocational training for poor rural children. To increase equal access to quality training, the TA will implement a more equitable and sustainable allocation of training facilities, equipment, training manuals, and other learning resources with effective training methods. This will increase the learning outcomes of trainees in an equitable manner and contribute to reducing poverty and youth unemployment.</p>	

B. Poverty Analysis

Proposed Classification: Poverty Intervention

<p>Between 25 and 39% of the population can be classified as poor in Sri Lanka. Poverty is predominately a rural phenomenon, with nearly 90% of the poor residing in rural areas. Therefore, one of the central objectives of the Government is to restore economic growth and thereby effectively eliminate poverty in the country. The six major pillars of the Government's strategy for poverty reduction are (i) investing in people, (ii) creating opportunities for the poor to participate in economic growth, (iii) reducing conflict-related poverty, (iv) building a supportive macroeconomic environment, (v) empowering the poor and strengthening governance, and (vi) implementing an effective monitoring and evaluation system. The TA will support the first three pillars by teaching job skills that will open up their opportunities especially in the rural and conflict areas. Considering the high unemployment rate of women, special attention will be given to the poor women to provide them with access to training opportunities, especially in nonconventional occupations.</p>
--

C. Participation Process

<p>Stakeholder analysis:</p> <p>The TA was developed through extensive consultation with central and local governments and industries. The TA also reflects the needs of employers, students, teachers and school administrators. The TA will share its information and resources with the stakeholders and seek their active involvement. This consultation process will be continued during TA implementation as well as during the proposed investment project.</p> <p>Participation strategy required:</p> <p>A steering committee will be organized with the representatives of stakeholders. The steering committee will meet at least three times during TA implementation. A similar committee will be maintained during the implementation period of the investment project for the maximum participation of stakeholders.</p>

D. Potential Issues

	Significant/ Not Significant/ Uncertain/ None	Strategy to Address Issues	Plan Required
Resettlement	None		None
Gender	None	No institutional discrimination exists along gender lines in access to technical education and vocational training. However, the project will make sure that equal access to job training opportunities and job placement services is provided to girls.	None
Affordability	None	As no fees are levied on trainees for learning job skills at training centers, there is no affordability issue.	None
Labor	None	As children attend schools until age 15, there are no significant child labor issues.	None
Indigenous People	None	There are indigenous peoples in Sri Lanka such as the Veddas or the Wanniya-laeto and there are also some ethnic minorities such as Tamils, Moors, Burghers, Malays and Euro-Asians. The TA will take into account ethnic distribution of the country.	None
Other Risks/ Vulnerabilities	Uncertain	Equal access to job training facilities may be compromised in remote areas because of poor infrastructure. This will be minimized by introducing mobile training units and residential facilities in training centers.	None

COST ESTIMATES AND FINANCING PLAN
(\$'000)

Item	Foreign Exchange	Local Currency	Total Cost
A. Asian Development Bank Financing^a			
1. Consultants			
a. Remuneration and Per Diem			
i. International Consultants	120.0	0.0	120.0
ii. Domestic Consultants	0.0	50.0	50.0
b. International and Local Travel	10.0	12.0	22.0
c. Reports and Communications	2.0	4.0	6.0
2. Equipment and Software ^b	50.0	30.0	80.0
3. Training, Seminars, and Conferences			
a. Facilitators	20.0	13.0	33.0
b. Training Program	20.0	36.0	56.0
4. Surveys and Research	60.0	30.0	90.0
5. Miscellaneous Administration, Minor Refurbishment, and Utilities	0.0	80.0	80.0
6. Representative for Contract Negotiations ^c	10.0	0.0	10.0
7. Contingencies	30.0	23.0	53.0
Subtotal (A)	322.0	278.0	600.0
B. Government Financing			
1. Office Accommodation and Transport	0.0	80.0	80.0
2. Remuneration and Per Diem of Counterpart Staff	0.0	40.0	40.0
3. Others	0.0	30.0	30.0
Subtotal (B)	0.0	150.0	150.0
Total	322.0	428.0	750.0

^a Financed by the Japan Special Fund.

^b Equipment includes one notebook computer, one projector, two mobile phones, and one facsimile machine. Software includes a job placement system, courseware authoring tools, and two pieces of learning management system.

^c Two representatives will be invited for the contract negotiations.

Source: Asian Development Bank estimates.

OUTLINE TERMS OF REFERENCE FOR CONSULTANTS

A. International Consultants

1. Technician Education Specialist cum Team Leader (5 person-months)

1. As team leader, the consultant will be responsible for planning and coordinating the activities of the other international consultant, domestic consultants, and counterpart staff. The consultant will work closely with the Ministry of Policy Development and Implementation (Executing Agency), but also consider the views of other relevant government agencies (especially the implementing agency) and representatives of employer and worker organizations. In consultation with government officials and other experts in the field, the consultant will consolidate the individual and group findings into a cohesive report suitable for submission to the Executing Agency and the Asian Development Bank (ADB). The consultant will also do the following tasks:

- (i) Undertake capacity analysis of the technical education and vocational training (TEVT) subsector and suggest ways to improve the quality and efficiency of the subsector. The analysis will take into account the existing capacity, its strengths and weaknesses, policies pertaining to the subsector, past support to the subsector, lessons learned, role of the private sector, and its relevance to the needs of the labor market.
- (ii) Draft action plans to restructure the TEVT system by involving the private sector. The action plans should include, policy changes needed, administrative streamlining, geographical mapping of training centers, autonomy of training centers, private sector participation, and measures for increasing ownership, among others.
- (iii) Draft National Skills Development Policy in collaboration with the stakeholders.
- (iv) Draft a curriculum revision and staff development plan, including equipment and facilities needed to support the new curriculum.
- (v) Design an investment plan to enhance the efficiency and relevance of the TEVT system. Estimate project costs, suggest packaging and modes of procurement, and estimate yearly cash flow with assistance of the financial analyst.
- (vi) Produce an interim report, draft final report, and final report of the technical assistance (TA) in collaboration with the domestic consultants and the counterpart staff. The reports should include a detailed project framework and monitoring indicators for the proposed Project. The final report should be easily be transformed into ADB loan documents.
- (vi) Procure equipment and software in accordance with ADB's *Guidelines on Procurement*.
- (vii) Assess the implementation arrangements for the Skills Development Project and recommend any changes needed for the proposed investment project.

2. Education Fund Management Specialist (2 person-months)

2. The specialist is required to undertake the following tasks, which are necessary to implement the act for the Human Resource Investment Fund:

- (i) Review the Government's plan in terms of purpose and amount of the Human Resource Investment Fund and its eligible activities. If not included, try to include the youth corps, job corps, adult literacy program, rehabilitation of disabled, skill

upgrading for industrial workers, applied research for solving production problems, etc. in the eligible activities.

- (ii) Draft criteria for recruitment, screening, selection, and assignment of enrollees.
- (iii) Draft criteria for identifying eligible providers of education and training.
- (iv) Design a one-stop delivery system and a performance accountability system.
- (v) Suggest methods of allocation, use, fiscal control, accounting, and reporting requirements of the Fund.
- (vi) Design repayment and revolving schemes to increase the sustainability of the Fund.

B. Domestic Consultants

1. Financial Analyst (4 person-months)

3. The financial analyst will collaborate with and help the team leader to accomplish the financial and economic analysis of the Project. The financial analyst will also be responsible for the following:

- (i) Conduct cost-effectiveness analysis of the investment proposal in accordance with ADB's *Guidelines for Economic Analysis of Projects* and *Guidelines for the Financial Governance and Management of Investment Projects Financed by the Asian Development Bank*.
- (ii) Assess the financial sustainability of the proposed Project by reviewing present budgetary allocations and expenditure for the TEVT subsector, estimating incremental recurrent costs and their implications.
- (iii) Estimate detailed project costs, suggest packaging and modes of procurement, and estimate yearly cash flow.
- (iv) Determine the cost effectiveness of the project by calculating economic internal rate of return and/or financial internal rate of return.
- (v) Explore cost-sharing principles in outsourcing training activities to private sector service providers and in managing training facilities.
- (vi) Assess the sustainability of the Project and suggest ways of recovering the operation and maintenance costs.
- (vii) Review financing practices in Sri Lanka and the audited financial statements of ongoing education projects, and suggest ways to improve the practices.

2. Vocational Training Specialist (5 person-months)

4. The specialist will be responsible for the following tasks:

- (i) Conduct a survey of TEVT systems. Emphasis should be focused on identifying deficiencies that need to be overcome to reorient the system to be responsive to labor market demands. The survey will be confined to the TEVT institutions that are not covered by the Skills Development Project.
- (ii) Assess the viabilities of TEVT systems in terms of quality of training programs provided, demands of labor market, reputation of the centers, community support, etc. and draft a restructuring plan to provide consolidated services in collaboration with the team leader.
- (iii) Assess the status of women's training in Sri Lanka and suggest ways of increasing women's enrollment in TEVT programs.
- (iv) Assess the costs of TEVT programs and suggest ways of recovering costs of training in collaboration with the financial analyst.

- (v) Draft a career guidance and job placement services action plan based on the experiences of the existing system, especially a networking plan for the 52 career guidance and counseling centers.
- (vi) Review the skills competition procedures of other countries, such as Japan, Republic of Korea, and Malaysia, including the procedures and requirements for participation in the International Skill Olympics.
- (vii) Design an appropriate skills competition system for Sri Lanka, starting from the district and provincial to the national and international levels.

3. Poverty and Social Development Specialist (3 person-months)

5. The specialist will be responsible for the following tasks:

- (i) Conduct a poverty and social analysis in accordance with the *ADB Handbook for Poverty and Social Analysis* and ADB's *Guidelines for Incorporation of Social Dimensions in Bank Operations*. Based on the analysis, suggest strategies to improve access of the poor to job training and entrepreneurship training.
- (ii) Prepare a gender analysis in accordance with ADB's *Guidelines on Gender and Development* and *Gender Checklist*. Based on the analysis, recommend strategies to improve the employment of girls and other socially disadvantaged groups in nonconventional occupations.
- (iii) Assess the likelihood of social conflicts arising as a consequence of potential project interventions and suggest mechanisms to ameliorate these conflicts, especially in the North and East.
- (iv) Evaluate the extent to which social and cultural beliefs and political influence may affect potential project interventions, and suggest ways to minimize these.
- (v) Design mechanisms that will ensure women's and ethnic minorities' access to project benefits.

4. Benefit Monitoring and Evaluation Specialist (3 person-months)

6. The specialist will be responsible for the following tasks:

- (i) Design the project performance management system of the proposed investment Project.
- (ii) Identify the performance indicators and collect baseline data.
- (iii) Set the evaluation criteria based on the performance indicators.
- (iv) Prepare a logical framework of the investment project.
- (v) Train counterpart staff in the use of project performance management system of ADB.