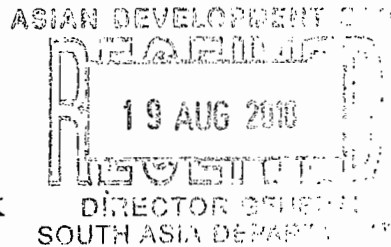




Asian Development Bank



Memorandum

South Asia Department
Agriculture, Natural Resources
and Social Services Division

FOR APPROVAL

17 August 2010

To: Sultan H. Rahman 
Director General, SARD

Through: Takashi Matsuo 
Director, SANS

From:  Kowsar Chowdhury 
Senior Social Sector Specialist, SANS

Subject: **NEP (44063-01): Support to Build Capacity in TEVT- Approval of Small-Scale Capacity Development Technical Assistance (S-CDTA)**

A. INTRODUCTION

1. The S-CDTA is not included in COBP 2010-2011 but agreed with the government during the Country Programming Mission (CPM, December 2009). The Government is increasingly focusing its attention on improving the technical education and vocational training (TEVT) subsector to increase the productivity of the labor force and meet the market demand. The Government requested the Asian Development Bank (ADB) to provide technical assistance to help evaluate the current TEVT policy, propose new policy framework, and develop strategies that would establish a coordinated and effective vocational training (VT) system for both public and private service providers. Policy options are expected to concern institutional arrangements for delivering TEVT programs, fund channeling arrangements, and skills and standard setting.

2. The goal of the ongoing ADB supported NEP(38176): Skills for Employment Project (SEP) is to reduce poverty and improve stability by increasing engagement in wage employment, international employment and self-employment. The SEP includes activities to (i) increase access to market-oriented, short-term skills training; (ii) strengthen capacity for service delivery; and (iii) support policy development, articulation and implementation. Under the SEP some broad policy intents, based on five core principles, were prepared and approved in September 2007. These are: (i) Expansion of training services and opportunities; (ii) Inclusion of hitherto disadvantaged groups and individuals; (iii) Integration of various training modes and providers into ONE system; (iv) Relevance to link training content and outcome with economic demand, and (v) Funding to establish a sustained funding mechanism both at center and district levels. The major challenge facing the Government now is to translate broad TEVT policy intents into a vocational training strategy and action plan for implementation. As a first step the government is focusing on developing priority VT strategies for the forthcoming second three year interim plan.

3. As part of SEP activities, a draft policy implementation plan which contains some concrete steps to realize the policy intents was prepared and submitted to the Council for Technical Education and Vocational Training (CTEVT) and subsequently to the Ministry of Education and Sports (MOES). A high level committee under the leadership of Member National Planning Commission (NPC) was established to finalize the draft policy implementation plan. In

the meantime, another high level committee was established, under the leadership of the Minister of Education, working at resolving the current policy issues and developing strategies and operational details which were based on the SEP report. However, no agreement was reached among various stakeholders on the suggested strategies or implementation plan. The Government is focusing on the specifics of the policy objective of bringing all VT providers, including the various government line agencies, under one umbrella.

4. There is a need for additional support for translating broad TEVT policy goals into a comprehensive policy framework, and for developing a vocational training strategy and action plan. During the country programming mission in 2009, the MOES, Ministry of Finance (MOF) and NPC explicitly asked for more support in revising and finalizing policy proposals and implementation strategies for the TEVT, particularly in the areas of fund channeling, institutional arrangements and skills and standard setting. In addition, they requested assistance in preparing a detailed strategy for vocational training as a part of the forthcoming three-year interim plan.

B. ISSUES

5. A decade of civil conflict and political instability has stalled Nepal's economic growth. GDP per capita barely rose over the last decade and Nepal remains among the poorest in South Asia.¹ Despite the poor growth performance overall macroeconomic stability was largely maintained, with inflation in single-digits. According to the Nepal Labor Force Survey (NLFS) 2008, the labor force participation rate was 83.4% for the population of aged 15 years and above. Education attainment of the workforce is poor with 48% of the workforce never having attended a school. A significant portion of the labor force migrates out of the country due to lack of employment opportunities. Information on the skill profile of the labor migrating abroad is fragmentary but available information suggests that roughly two-third of migrant workers have some skills, and around an equal portion of migrant workers was employed as skilled and semi-skilled workers. A recent study indicates that migration of workers abroad has resulted in skill shortages in Nepal leading to an increase in wage levels, especially in rural areas.²

6. A nation's economy is highly dependent on the knowledge and skills of its people. The requirements for skills are essentially driven by external investment, technological advances and globalization. To remain competitive and earn a living, people need to acquire skills that respond to these changes. As countries develop and the demand for people with more advanced skills expands, the returns to higher levels of education increase. Many students who complete basic education 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 their education throughout their working life. This requires that Nepal facilitates skill formation through a variety of ways so as to raise productivity and incomes.

7. **Institutional Arrangements and Structure of TEVT.** The CTEVT is charged with facilitating the growth and development of a skilled workforce in Nepal and regulating services of both public and private training providers ensuring the quality of basic and middle level TEVT.

¹ Industrial activity, in particular, remains constrained with manufacturing production subject to irregular power supply, rising fuel prices and fuel shortage, poor infrastructure, unstable labor relations, and stronger competition in key export markets. Agricultural growth recovered in 2007/08 due to favorable weather conditions that contributed to bumper rice harvest and the service sector profited from a continued increase in tourist arrivals.

² Slide presentation on : "Large-Scale Migration and Remittances: Issues, Challenges, and Opportunities," Hisanobu Shishido World Bank (2010); Carried out jointly with ILO, which conducted a study on recruitment practice, and the Migration and Remittance Survey, 2009, funded by DFID. Effective July 1, 2010

It has an assembly with 24 members and a governing board of nine members, the Council. The Minister of Education and Sports, chairs the Assembly and the Council. It is also one of the public providers of TEVT. CTEVT reports as an autonomous body to the Ministry of Education and Sports. CTEVT delivers TEVT programs through a network of 18 public technical institutes,³ and through 319 private training service providers that received provisional affiliation from CTEVT. It has approved 30 high schools to carry out annex programs.⁴

8. CTEVT offers services that include Diploma, Technical School Leaving Certificate (TSLC) level, and short courses of various durations. The duration of TSLC is two and half years for entrants with grade 10⁵ and fifteen months for those with School Leaving Certificate (SLC). The duration of Diploma is three years after completion of SLC. Tribhuvan University offers programs leading to technician qualifications.⁶ Several stakeholders raised concerns about the dual role of CTEVT as a regulator and TEVT provider.

9. All programs leading to skills certificates without academic qualification are included under the vocational training label. Short-term training is offered by the Department of Cottage and Small Industries (DCSI); Cottage and Small Industry Development Board (CSIDB) of the Ministry of Industry, Commerce, and Supplies; Directorate for Skills Training Center (DSTC) under the Ministry of Labor and Transportation; and CTEVT institutions. These training programs are at most 6 months long. Through the district office networks of DCSI and CSIDB, the Ministry of Industry, Commerce, and Supplies has a presence in every district. DSTC operates 14 skills training centers and 2 technical schools throughout Nepal. Private training providers, including those affiliated with CTEVT, also provide short-term training. There is no comprehensive data available on these activities.⁷ Some development partners channel their fund through International/Non-Government Organizations (I/NGO) to provide skills training. There are no common standards for TEVT programs offered by CTEVT and other government line agencies.

10. In the absence of a national policy framework and standards the TEVT system is highly fragmented, and the training quality varies widely. Different line agencies and private sectors offer programs without any coordination with each other and without proper analysis of market demands and or employer involvement. The current TEVT policy and institutional arrangement mainly limited to CTEVT system since other government line agencies providing training programs do not accept CTEVT as the regulator. The Government is therefore considering to establish a mechanism to channel fund through a single window to ensure compliance in future as discussed below.

11. **Qualification Framework.** High quality of training stems from well-defined occupational standards, emphasis on competencies, well trained instructors and well equipped institutions. In Nepal, important information on the quality and standard of training under various service providers, and evaluation of such skills acquisitions is not available. The policy intent recognizes the need to establish a National Vocational Qualification Framework (NVQF), to be managed by an autonomous authority, to standardize skills certification and equivalencies, essential for horizontal and vertical movements of youths. At present the National Skill Testing Board (NSTB)

³ It supports 4 polytechnics and 2 vocational training centers with government funding.

⁴ ADB. 2009. Education Sector Development Program III (Review of School Sector Reform Plan: TEVT goal, objectives and strategies) Manila.

⁵ Those who have completed grade 10 but have not passed public examinations at the end of grade 10.

⁶ CTEVT does not regulate Tribhuvan University programs.

⁷ ADB. 2009. Education Sector Development Program III (Review of School Sector Reform Plan: TEVT goal, objectives and strategies) Manila.

under CTEVT is responsible for approving skills standards and testing. In line with the policy intent there is a need to review the current structure, capacity of standard setting skill testing and equivalency recognition. The intention is to improve the current system to cover the programs offered by all the public and private sector training and skills providers including training by industry and enterprise. A review and evaluation of the current system, with relevant recommendations, is required for future investment in this sub-sector.

12. **Channeling Fund for TEVT.** To deliver TEVT program effectively, there is a need to establish a fund channeling mechanism; this will help streamline the TEVT system, and avoid duplication of efforts. Currently the Government funding, and most of DPs' funding for the TEVT programs is channeled through various modalities and mechanisms. Due to the fragmentation of funding and service delivery it is not possible to evaluate the TEVT system and its effectiveness in a systematic manner. With a single fund channeling mechanism, the system would be more cost effective and efficient. The suggestion from the Government is to establish an autonomous apex body to manage public funds harmoniously and efficiently to finance vocational training programs, offered either by public and private sectors, or non-government organizations (NGOs).

C. THE PROPOSED TECHNICAL ASSISTANCE

1. Impact and Outcome

13. The longer term impact of the TA will be a coordinated and effective VT system that would produce a skilled and productive labor to meet the market demand, accelerate economic growth and reduce poverty. The outcome of the TA is an improved policy framework to strengthen the VT system. The Design and Monitoring Framework is in Appendix 1.

14. The outputs of the TA will be: (i) a review of the issues in the VT system, and options for strengthening the system; (ii) an analysis of the national and international demand for Nepalese workers with technical skills; (iii) an analysis of institutional arrangement for effective delivery of VT programs; (iv) preparation of an improved policy framework, including action plan for implementation (v) more inclusive skills development strategies that are responsive to the emerging demands of the economy and local communities in formal and informal sectors. The TA will include provision for consultation and dissemination workshops.

2. Methodology and Key Activities

15. The TA will be implemented through desk reviews, consultation with stakeholders, and workshops. During the inception mission, in close consultation with MOES and ADB, the TA implementation plan will be finalized. Literature reviews including analyses of examples of good practices from other developing countries will be conducted to document the relevant experiences in TEVT sub-sector of education. Further, a number of stakeholders' workshops and focus group meetings will be held to discuss the issues in the TEVT sector and focus on specific areas of strategies, institutional arrangements, fund channeling arrangement, national vocational training authority (or NVTa). A draft midterm report including background studies, workshop deliberations, and analysis of various options (TVET strategies, institutional structure, and qualification framework and implementation plan) will be prepared to discuss in a national workshop. In addition, a retreat will be arranged for high level policy makers and DPs to discuss and agree upon policy framework, strategies, action plan and institutional set ups for delivering TEVT. Finally, the TA report will be finalized for Government and stakeholders' approval.

3. Cost and Financing

16. The total cost of the S-CDTA is \$260,000. Within this amount, an estimated \$225,000 will be funded by ADB on a grant basis from ADB's TA funding program (TASF). The GON will finance \$35,000 equivalent mainly through contributions in kind, of office accommodation, counterpart staff, administrative and logistic support, and other related services. Appendix 2 provides the cost estimate and financing plan.

4. Implementation Arrangements

17. The MOES will be the Executing Agency. The TA will be implemented over 9 months after mobilizing the consultants. Estimated starting and ending dates are 1 October 2010 and 30 June 2011. During the inception mission, the detailed implementation plan will be discussed and a firm completion date will be agreed. An advisory steering committee (SC) will be established composed of Vice-Chairman of NPC as a Chair, and represented by Secretaries of concerned line ministries, CTEVT, and Federation of Nepalese Chamber of Commerce and Industry. Development partners will participate as invitees. The MOES will appoint a project director to implement the day to day activities of the TA. In addition, a Task Force or a Working Group, including membership from the private sector, may be established as a counterpart to collaborate with the TA team. The TA team will work jointly with industry associations and private providers of TVET to find an optimal and accepted modality of bringing different stakeholders together. The TA team will be guided by the SC. The SC will oversee the work of the TA team, and provide policy and strategic guidance, and inter-ministerial and inter-institutional coordination. The SC will meet whenever necessary, but at least two or three times during the TA implementation. It will (i) give advice on operational plans, as well as supporting 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. ADB and other interested DPs will review the progress of the TA implementation.

18. The TEVT Expert/team leader will supervise the overall activities of the TA consultants and will be responsible for finalizing three reports, inception, midterm and final report. The Deputy TA team leader/TEVT expert will have overall responsibility for the day-to-day coordination and management of the TA implementation, and for monitoring the progress. He/She will be the focal point of contact and coordinate all activities for the implementation of the TA and report to the team-leader. It is important that the deputy team leader, in collaboration with the counterpart, ensures that there is continuous communication and consultation with all relevant stakeholders – public and private- about the progress of the TA. A team of international consultants (4 person-months) and national consultants (11 person-months) will be engaged by ADB to provide total 15 person-months of consulting services. Considering the urgency of this extremely important policy and strategy level support, limited budget and inputs, it is proposed that consultant to be recruited individually. Consultants will be recruited in line with ADB's Guidelines on the Use of Consultants (2010, as amended from time to time). Disbursements under the TA will be made in accordance with the ADB's Technical Assistance Disbursement Handbook (May 2010, as amended from time to time). Appendix 3 provides draft Terms of references for expert services.

D. RECOMMENDATION

19. Pursuant to the authority delegated to heads of departments and offices to approve small-scale technical assistance, it is recommended that you approve the provision of small scale capacity development technical assistance for Support to Build Capacity in TEVT in an amount not exceeding the equivalent of \$225,000 on a grant basis from the ADB's TA funding program (TASF-IV).

20. Such approval will be reported to the Board in the Quarterly Summary Report on Small-Scale and Supplementary Technical Assistance Projects not exceeding \$225,000.

21. The TA summary Sheet which provides information about ADB's TA to Nepal and Executing Agency, and availability of staff resources is provided in Attachment 3.

Attachments: (1) Design and Monitoring Framework, Cost Estimates and Financing Plan, and Terms of Reference
 (2) TA Registration and Status of Fund Commitment
 (3) TA Summary Sheet
 (4) Comments Matrix
 (5) OGC Clearance

cc: Vice President (Operations 1); Deputy Director General, SARD; Directors, COS1; OCO; SAOC; Country Director, NRM; Assistant General Counsel, OGC; Assistant Controller, CTLA; Senior Advisor to VPO1; Lead Professional (Project Performance Management), SAOD; Principal Safeguards Specialist, SAOD; Senior Economist, SAOD; Social and Development Specialist (GAD), SAOD; J. Sarvi, Practice Leader (Education)/Chair, COP Education; P. Spantigati, Country Team Leader, Nepal; K. Chowdhury, R. Van Dael, SANS; K. R. Panday, NRM

DRAFT DESIGN AND MONITORING FRAMEWORK

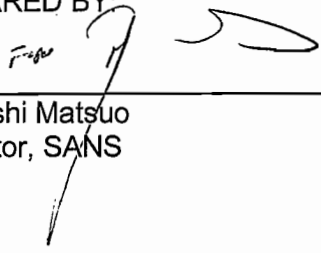
Design Summary	Performance Indicators/Targets	Data Sources/ Reporting Mechanisms	Assumptions and Risks
Impact A coordinated and effective vocational training (VT) system to produce a skilled and productive labor force to meet the market demand and reduce poverty.	The percentage of skilled labor force with vocational training will be increased -in line with demonstrated labor market demand	<ul style="list-style-type: none"> Nepal Labor Force Survey Nepal Household survey 	Risks Inadequate coordination among major line agencies and lack of support for the new strategies Assumptions <ul style="list-style-type: none"> All stakeholders support new strategies Political and economic environment will be stable and improved
Outcome An improved policy framework to strengthen the VT system	A VT policy framework submitted for approval to the Government	Government policy and strategic statements	Assumptions <ul style="list-style-type: none"> Employers, governments and other stakeholders participate actively in review of TA outputs Implementation mechanism for channeling all public VT funds will be agreed upon as part of this TA
Output 1. A review of the issues in the VT system, and options for strengthening the system 2. An analysis of the national and international demand for Nepalese workers with technical skills 3. An analysis of institutional arrangement	Sector Overview including analysis of the national and international demand for Nepalese workers and options paper, including options for the NVTa and the funding arrangement completed Costed and time bound	Interim and final synthesis of TA reports Stakeholders' workshop/retreat reports	Assumptions <ul style="list-style-type: none"> Appropriate expertise is available locally to outline strategies that work and acceptable by all stakeholders Sufficient documentary evidence is available to analyze the TVET system Counterparts from different stakeholders are available for interviews

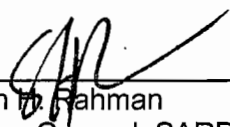
Design Summary	Performance Indicators/Targets	Data Sources/ Reporting Mechanisms	Assumptions and Risks
<p>for effective delivery of VT programs</p> <p>4. Preparation of an improved policy framework, including action plan for implementation</p> <p>5. More inclusive skills development strategies that are responsive to the emerging demands of the economy and local communities in formal and informal sectors.</p>	<p>action plan for establishing national vocational training authority (or NVTa) and an institution for fund channeling arrangement</p> <p>Action plan submitted for discussion and agreed by the stakeholders</p> <p>A set of implementable strategies agreed by stakeholders</p>	<p>Stakeholders' workshop reports</p> <p>The final TA report</p>	<p>and for working together with the TA-team</p>
Activities and Milestones¹ <ol style="list-style-type: none"> 1. Establishment of high level steering committee 2. Inception report and mission by 4 weeks of consultant fielding. 3. Consultation with stakeholders, e.g., line ministries involved in TEVT, employer and labor associations/organizations, training provider networks (public and private), NGOs and community organizations involved in skills development activities completed by 6 weeks of consultant fielding 4. Literature review and stock taking and preparation of background materials and draft option paper completed for stakeholders' workshop within 8 weeks of consultant mobilization 5. Focus group meetings to discuss the issues in the TEVT sector and focusing on specific areas of strategies, institutional arrangements, fund channeling arrangement, NVTa after 10 weeks of consultant fielding 6. Draft midterm report including background studies, workshop deliberations, and analysis of various options (strategies, institutional structure, and qualification framework) after 16 weeks of consultant fielding 7. National workshop to discuss the draft midterm report by 18 weeks and joint midterm mission 8. Revised draft midterm report incorporating workshop deliberation by 20 weeks 			Inputs <p>US\$225,000</p>

¹ These are suggested milestones. Based on the findings in the inception report a final planning can be agreed upon with the consultants

Design Summary	Performance Indicators/Targets	Data Sources/ Reporting Mechanisms	Assumptions and Risks
9. A retreat for high level policy makers and DPs to discuss and agree upon policy framework, strategies and institutional set ups, and funding arrangements for delivering TEVT by 22 weeks 10. Revised final draft strategies/organizational structure by 24 weeks 11. Final dissemination workshop by 28 weeks and final joint mission Final report by 30 weeks			

CLEARED BY:


 Takashi Matsuo
 Director, SANS


 Sultan M. Rahman
 Director General, SARD

COST ESTIMATES AND FINANCING PLAN
(\$'000)

Item	Total Cost
A. Asian Development Bank Financing^a	
1. Consultants	
a. Remuneration and Per Diem	
i. International Consultants	121.0
ii. National Consultants	46.0
b. International and Local Travel	23.5
c. Workshops	17.5
d. Reports, Studies and Communications	1.0
e. Miscellaneous Administration & Support cost	2.0
2. Contingencies	14.0
Subtotal (A)	225
B. Government of Nepal Financing	
1. Office Accommodation and Transport	15
2. Remuneration and Per Diem for Counter Part Staff	15
3. Others	5
Subtotal (B)	33
Total	260.0

^a Financed by the Asian Development Bank's Technical Assistance Special Fund (TASF-IV)
Source: Asian Development Bank staff estimates.

DRAFT OUTLINE: TERMS OF REFERENCE FOR CONSULTANTS

A. Introduction

ADB will engage the services of 4 person-months of international consultants and 11 person-months of national consultants. The services of all consultants will be engaged individually in accordance with ADB's *Guidelines on The Use of Consultants* and other arrangements satisfactory to ADB. The S-CDTA will be implemented over 8 months from the date of consultant fielding. The TA team will deliver the outcomes and output of the TA as indicated in the S-CDTA paper. The TA team will help ADB and the Government of Nepal (GON) in any other assignments in addition to described terms of reference (TOR) below for each consultant, as may be reasonably expected within the scope of the work. The TA report will include (i) an overview of the actual status of the TEVT policy framework; (ii) a description of the assistance to be given for the detailed TEVT strategy for the new three year interim plan; (iii) an indication of possible gaps in the current policy documentation, and a proposal on how to deal with this gap, and (iv) a description of the planning for reaching agreement on the establishment of the two new institutions.

B. International Consultants (Four Persons Month)

I. Technical-Vocational Education and Training (TEVT) Expert/Team Leader (2 person-months). The TEVT Expert/team leader will supervise the overall activities of the TA consultants and will be responsible for finalizing three reports, inception, midterm and final report. The reports will contain elaboration of policies, strategies to implement policies, and institutional frameworks for establishing a fund channeling board for TEVT programs and national vocational training Authority (NVTa). In conjunction with the other consultants, the team leader will be assisting the inter ministerial committee with drafting the TEVT section for the forthcoming 3-year interim plan. More specifically, the team leader, in consultation with Ministry of Education and Sports (MOES), National Planning Commission (NPC) and other stakeholders will be responsible for the following activities:

- Supervise the TA activities and analyze the existing institutional arrangements, funding modalities and vocational qualification framework, and suggest measures to improve them;
- Review and assist in finalizing the government policy and proposed policy thrusts in the forthcoming 3-year interim plan, and develop strategies to operationalize them.
- Assist the GON in reaching an agreement among major stakeholders to rationalize and streamline public funding for TEVT programs offered by both public and private institutions. Establishment of a TEVT-fund board is currently considered as a possible modality for rationalizing and streamlining the TEVT system;
- Draft an outline of an institutional arrangement, including mandate, staffing, governance, funding, legal changes and other institutional issues around the concept of fund channeling board to be agreed upon;
- Assist GON in reaching agreement among core stakeholders on how to improve inclusiveness, relevance, standard and flexibility of TEVT programs. Identify issues regarding mandate, staffing, governance, funding, legal changes and other institutional arrangements needed for establishment of NVTa;
- Assist the different parties in the TEVT system, after agreement on the formation of the two new institutions is reached, in developing an implementation plan of the

TEVT policy and strategies. Assist in developing a work plan for the first year of the existence of the two new institutions;

- Assist the staff of the newly established fund board and NVQA in developing frameworks for the implementation plan and identify information requirements;
- Work as resource person in retreat workshop.

II. TEVT Institutional Expert (1 person-month). An Institutional Architecture for Skill Development should put the setting up of the two institutions of the National Vocational Qualification Authority (NVQA) and the Fund Board in the context of an overall institutional framework that includes other existing institutions such as the National Skills Testing Board, CTEVT, etc. The institutional framework would need to address the different functions of training provision, regulation, accreditation, quality assurance. The institutional expert, with the help of local institutional expert, and in coordination with the team leader, will analyze the existing institutional arrangements for TEVT programs with particular focus on vocational training (VT) programs in public and private sectors. The expert will also guide the national expert to collect relevant information to compete their joint work under the guidance of the team leader. More specifically, the expert will:

- analyze the institutional set-up to fund various VT programs provided by different public and private sector organizations and evaluate the possibility of channeling through some common / uniform mechanism;
- assess the existing roles of CTEVT, and suggest new roles for CTEVT focusing on regulatory function rather than a service provider itself, and NVQF may necessitate different set-up from the existing one;
- suggest logical options for more efficiently managing the VT programs, and more efficient flow of fund to VT programs by different agencies;
- analyze options for private and public partnership in providing VT programs in different sectors

III. TEVT Qualification Framework Expert (1 person-month). The international qualification framework expert will guide the national qualification framework to gather relevant information, and analyze the current TEVT standard, qualification and assessment system. S/he will bring examples of best practices that are working in other countries and will help GON agree with a framework that is implementable in the context of Nepal. Based on his/her experience in other countries, the expert will:

- review of existing qualification framework and institutional arrangements for implementing it;
- outline of NVQ Framework and policy guidelines for vertical link, and also horizontal linkage with formal school and VE system;
- assist TEVT Institutional Expert in developing institutional arrangements for the NVTAs.

B. National Consultants (11 person-months)

All national consultants will work with their counterpart international consultants and under the supervision of team leader. The specific tasks for each national expert are listed below:

I. Workshop and retreat Facilitator (1 person-month)

- Prepare all the logistics for the workshops with various stakeholders and assist in the preparing the content for the workshops
- Facilitate the workshops, and assist in drafting the reports of the workshops
- Prepare and manage the logistics for the high-level retreat and assist in preparing the content for the high-level retreat
- Manage and facilitate the retreat, and assist in drafting the report of the retreat
- Facilitate the retreat to come to common stands / action plan
- Assist the deputy team-leader in facilitating continuous communication and consultation among all relevant stakeholders (public and private) in collaboration with the counterpart about the progress of the TA and the policy process.
- Finalize the agreed actions report

II. TEVT expert – Deputy Team Leader (4 person-months)

- Coordinate the TA activities;
- Review specific issues related to TEVT sector;
- Analyze the institutional arrangements, funding modalities, and vocational qualification framework in managing the vocational training in the country;
- Facilitate continuous communication and consultation among all relevant stakeholders (public and private) in collaboration with the counterpart about the progress of the TA and the policy process.
- Act as a resource person during consultative process and in the retreat.

III. Market analyst (1 person-month)

- Analyze the nature of the demand for vocational training in different vocations;
- Desk study and analysis of labor surveys, supply – demand issues; and
- Act as a resource person during consultative process and retreat;
- Based on market studies, identify the priority areas for national vocational qualification framework.

IV. Institutional expert (2 person-months)

- Analyze the existing institutional arrangements for TEVT with particular focus upon VT;
- Analyze the institutional set-up to fund various VT programs provided by different organizations to evaluate the possibility of channeling through some common / uniform mechanism;

- Suggest logical options for more efficient managing the VT programs, and more efficient flow of fund to VT programs by different agencies.
- Work closely and coordinate with TEVT experts – both international and national.
- Assist the international VT Institutional expert
- Act as a resource person during consultative process and retreat

V. Legal expert (1 person-month)

- Review the existing legal provisions in relation to the TEVT programs
- Suggest the amendment in the existing Acts and regulations, and new enactment, if necessary, for implementing the proposed new institutional arrangements such as national vocational qualification framework, and new funding board.

VI. Pool of National consultants (2 person-months). The length of service of consultants may be extended and the type of expertise modified depending on a mutual agreement between Ministry of Education and ADB.