



Technical Assistance Report

Project Number: 46175
Capacity Development Technical Assistance (CDTA)
September 2014

Kingdom of Bhutan: Institutional Strengthening for Skills Development (Financed by the Japan Fund for Poverty Reduction)

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Asian Development Bank

CURRENCY EQUIVALENTS

(as of 21 July 2014)

Currency unit	–	ngultrum (Nu)
Nu1.00	=	\$0.0163
\$1.00	=	Nu59.55

ABBREVIATIONS

ADB	–	Asian Development Bank
CPS	–	country partnership strategy
CSO	–	civil society organization
MOLHR	–	Ministry of Labour and Human Resources
TA	–	technical assistance
TVET	–	technical and vocational education and training

NOTE

- (i) The fiscal year (FY) of the Government of Bhutan ends on 30 June. “FY” before a calendar year denotes the year in which the fiscal year ends, e.g., FY2014 ends on 30 June 2014.
- (ii) In this report, “\$” refers to US dollars.

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CAPACITY DEVELOPMENT TECHNICAL ASSISTANCE AT A GLANCE

1. Basic Data		Project Number: 46175-001	
Project Name	Institutional Strengthening for Skills Development	Department /Division	SARD/SAHS
Country Borrower	Bhutan Bhutan	Executing Agency	Ministry of Labour and Human Resources
2. Sector	Subsector(s)	Financing (\$ million)	
✓ Education	Technical and vocational education and training		0.75
		Total	0.75
3. Strategic Agenda	Subcomponents	Climate Change Information	
Inclusive economic growth (IEG)	Pillar 2: Access to economic opportunities, including jobs, made more inclusive Pillar 3: Extreme deprivation prevented and effects of shocks reduced (Social Protection)	Climate Change impact on the Project	Low
4. Drivers of Change	Components	Gender Equity and Mainstreaming	
Governance and capacity development (GCD)	Institutional development	Effective gender mainstreaming (EGM)	✓
Knowledge solutions (KNS)	Pilot-testing innovation and learning		
Partnerships (PAR)	Bilateral institutions (not client government) Official cofinancing		
5. Poverty Targeting		Location Impact	
Project directly targets poverty	No	Not Applicable	
6. TA Category:	B		
7. Safeguard Categorization	Not Applicable		
8. Financing			
Modality and Sources		Amount (\$ million)	
ADB		0.00	
None		0.00	
Cofinancing		0.75	
Japan Fund for Poverty Reduction		0.75	
Counterpart		0.13	
Government		0.13	
Total		0.88	
9. Effective Development Cooperation			
Use of country procurement systems		No	
Use of country public financial management systems		No	

I. INTRODUCTION

1. Bhutan's Eleventh Five-Year Plan, 2013–2018 prioritizes providing jobs for young people and skilled labor for the growing economy.¹ In addition to economic and employment development, meeting these objectives will require technical and vocational education and training (TVET) graduates who are ready to contribute to priority sectors.

2. The technical assistance (TA) will strengthen the Government of Bhutan's capacity to plan and implement high-quality, relevant TVET throughout the public, private, and community sectors. It will support the government in (i) developing a blueprint for TVET, (ii) planning and piloting professional development measures to improve the quality and relevance of TVET, (iii) introducing standards and a curriculum for a new or emerging skills area, and (iv) increasing the capacity of community-run services to youth recovering from drug and alcohol dependency. The request for Asian Development Bank (ADB) assistance is reflected in Bhutan's country operations business plan, 2014–2016.² The government has concurred with the inputs, outputs, costs and financing arrangements, and the consultant terms of reference.³ This TA builds upon earlier ADB projects and prepares the way for the expansion of the skills development system.⁴ The design and monitoring framework is in Appendix 1.⁵

II. ISSUES

3. Bhutan is undergoing rapid political, social, and economic transformations. The country transitioned from a political system based on an absolute monarchy to a democratic constitutional monarchy in 2008. The economy grew at an average rate of 7.4% during the Tenth Five-Year Plan, 2008–2013, which enabled the country to nearly halve the incidence of poverty.⁶ Economic growth slowed to 5.3% in FY2013 from 6.5% a year earlier, mostly because of credit and import restrictions imposed in 2012 to alleviate the balance of payment deficit with India, that resulted in an Indian rupee liquidity shortage. Growth is expected to rebound in 2014, driven primarily by hydropower and tourism.

4. Rapid growth has created challenges. Industry in Bhutan faces persistent shortages of skilled labor, as well as mismatches between labor supply and demand. The difficulty in securing appropriately skilled labor has been identified as a critical development constraint for Bhutan.⁷ Hydropower, construction, and tourism—the sectors contributing most to the economy—have job vacancies because insufficient numbers of young people have the technical qualifications needed to fill them. In addition, many employers see a poor fit between young workers and jobs. Expatriate workers fill the gaps, with many young Bhutanese not yet appreciating the value of aligning education and employment with areas of economic growth.

¹ Government of Bhutan, Gross National Happiness Commission. 2013. *Eleventh Five-Year Plan, 2013–2018*. Thimphu.

² ADB. 2014. *Country Operations Business Plan: Bhutan, 2014–2016*. Manila.

³ Discussions were held with the government in August and November 2013, and in June 2014.

⁴ ADB. 2001. *Report and Recommendations of the President to the Board of Directors: Proposed Loan to the Government of Bhutan for Basic Skills Development Project* (L1830-BHU, 2001) \$7 million loan and two JFPR projects; ADB. 2007. Proposed grant assistance to Bhutan for the Rural Skills Development Project. Manila (\$2 million); ADB. 2011. Proposed grant assistance to Bhutan for Enhancing Economic Opportunities for Women and Girls, Manila (\$1.95 million).

⁵ The TA first appeared in the business opportunities section of ADB's website on 19 February 2014.

⁶ The poverty rate dropped from 23.2% in 2007 to 12.0% in 2012.

⁷ ADB. 2013. *Bhutan: Critical Development Constraints*. Manila.

5. While sections of industry have shortages of appropriately skilled workers, unemployment among young people in Bhutan is high and increasing. Nearly half of the population is under 25 years old. Although the overall unemployment rate in Bhutan in 2012 was 2.1%, unemployment among youth was 7.3%, with young women constituting 60% of that group.⁸ For many, especially young women, employment prospects do not improve as their educational levels increase.⁹ Appropriate career counseling, industry-relevant training, and job guidance are essential.

6. Youth have become increasingly disengaged from the labor market. Without satisfying work in the new economy or in the old agricultural economy, youth alienation is leading to growing social problems including crime and drug and alcohol dependency. The community and the government are increasingly concerned by this trend, which is at odds with traditional values. The services available to youth recovering from drug and alcohol dependency are limited and need support. The National Youth Policy 2010 urges development in which the lives, work, and success of young people are placed at the center of growth and development.¹⁰

7. The educational foundation in Bhutan is strong. The Millennium Development Goals for basic education have been achieved, as has gender parity in primary education. The completion rate for higher secondary education is increasing, and the government is committed to reorienting education and training to better meet the needs of its growing economy and the aspirations of its young people. These are notable achievements for a small, landlocked country with a population of only 730,000. Until the early 1960s, Bhutan had only 400 students enrolled in school education at any level. By 2012, about 8,000 students passed final grade 12 examinations. Those who progress to university study at home or abroad. Young people aspire to civil service and administrative jobs, and their education and training choices reflect these aspirations. However, because such jobs are limited, a growing number of educated youth in Bhutan miss out on civil service and other administrative jobs, and therefore require redirection and support into alternative careers.

8. The government is committed to developing flexible and effective responses. The skills development system in Bhutan has fundamental facilities and systems in place, especially as regards occupational standards, competency-based training, and quality assurance. Recently, the available training has been diversified. Still, the sector has not kept pace with need. Skills development is seen as a one-off event, not a lifelong process. Retraining of young adults and current workers, distance education, and e-learning techniques are underdeveloped. Enrollment across the 13 public TVET institutes managed by the Ministry of Labour and Human Resources (MOLHR) is extremely low at 1,800 students, of whom about 30% are women.¹¹ Only 3 of the 13 public TVET institutes have enrollments greater than 200 students. Few have effective linkages with employers. In addition to 27 registered private providers, some CSOs offer basic livelihood and life skills development courses to targeted communities through partnerships with the government. The formal public TVET subsector is operating at under capacity, although a thorough assessment has not been done. Formal TVET has the following characteristics: (i) low

⁸ Government of Bhutan, Ministry of Labour and Human Resources. 2012. *Labour Force Survey Report, 2012*. Thimphu.

⁹ Young women with grade 10 and above education have about double the unemployment rate of young men with the same education level.

¹⁰ Government of Bhutan. Ministry of Education, Department of Youth and Sports. 2010. *National Youth Policy 2010*. Thimphu.

¹¹ In common with other South Asian countries, the labor market in Bhutan has strong distinction between jobs in which men predominate and jobs in which women predominate. Formal TVET courses are mostly in occupations dominated by men.

interest from Bhutan's youth; (ii) uneven quality, narrow range, and outdated programs; (iii) poor fit between skills developed and job opportunities; and (iv) insufficient engagement of industry and community. The immediate challenge is to increase the quality and relevance of TVET and to communicate opportunities to youth in order to increase enrollments and effectiveness within currently underutilized institutes.

9. With support from bilateral development partners, the government is reviewing and upgrading training in two industry sectors. The TA will apply a similar methodology to plan the renewal of an additional sector.¹² The government has already partnered with selected private sector providers, and engagement will be extended during the TA to CSO providers as appropriate. Engagement with the Chamber of Commerce and with local employers will be sought to gain industry insights and model ways of inclusive industry involvement. Strategies to modernize, extend, and expand skills development are necessary in many areas. The TA will support the MOLHR with new directions, innovative approaches, and interventions in line with the deliverables of the Eleventh Five-Year Plan. Outputs from the surveys and development work will influence the development of a comprehensive blueprint for TVET. The TA is in line with ADB's country partnership strategy (CPS) for Bhutan, 2014,¹³ which aims to support the country's efforts towards inclusive growth. The TA is also in line with the Midterm Review of Strategy 2020.¹⁴

III. THE CAPACITY DEVELOPMENT TECHNICAL ASSISTANCE

A. Impact and Outcome

10. The impact will be improved relevance of TVET. The outcome will be improved capacity of MOLHR to guide skills development initiatives.

B. Methodology and Key Activities

11. The TA will support this outcome through the following four outputs:

- (i) **Output 1: Technical and vocational education and training blueprint developed.** This output will assist the government review and revise its approach to TVET. Analysis and additional research will be undertaken to establish an evidence base for planning and to provide baselines against which future progress can be measured. Areas to be covered will include skills gap analysis, financial analysis, training institute facilities audit, and training institute staff capacity assessment as well as surveys of student aspirations and employer expectations. Results and findings will be disseminated and incorporated into the collaborative development of a TVET blueprint. The blueprint, which will be closely aligned with government policies and strategies, will provide the basis for annual strategic plans.
- (ii) **Output 2: Professional development plan for technical and vocational education and training staff piloted.** This output will help the government

¹² The two sectors are (i) electrical, with support from the Government of Japan; and (ii) building and construction, with support from the Government of Switzerland. Those projects provide comprehensive support including equipment upgrades, whereas the TA will focus on planning the renewal of training programs and piloting specified elements.

¹³ ADB. 2014. Bhutan: Country Partnership Strategy, 2014–2018. Manila.

¹⁴ ADB. 2014. Midterm Review of Strategy 2020: Meeting the Challenges of a Transforming Asia and Pacific. Manila.

improve the quality and relevance of TVET by offering professional development for TVET trainers, boosting job-placement capacities within technical training institutes, and establishing links with organizations in Japan and around Asia with particular expertise. A comprehensive plan for professional development of TVET teachers will be developed and selected aspects piloted across the network of technical training institutes. Staff from private and CSO-run service delivery providers will also be included in activities as appropriate.

- (iii) **Output 3: Standards, curriculum, and learning materials for priority skills developed.** This output will help the TVET subsector prepare for a future with more young people working in new and emerging industries. The final choice of industries will be determined at the start of the TA. Early advice from the government indicates a preference for jobs in environmental or sustainability industries, or for a specialized segment of high-growth industries or services. Staff from private and CSO-run service delivery providers will also be included in activities as appropriate.
- (iv) **Output 4: Improved capacity for delivery of community-run youth services.** This output will strengthen CSO capacity to deliver services to youth recovering from drug and alcohol dependency. It will provide planning and capacity development to the Bhutan Youth Development Fund to support its transition to a new facility at Tshaluna. This will be achieved through the development of an agency-specific service delivery master plan and operations manual, as well as support for strategic planning, financial management, human resource planning, capacity development planning, communication and marketing, and development of delivery standards and indicators for service quality.

C. Cost and Financing

12. The TA is estimated to cost \$875,000, of which \$750,000 will be financed on a grant basis by the Japan Fund for Poverty Reduction and administered by ADB. The government will provide counterpart support in the form of (i) remuneration and per diem of counterpart staff, including secretarial services as required; (ii) office accommodation and supplies; (iii) domestic transportation; (iv) government data and studies for consultants' use; and (v) other in-kind contributions. The cost estimates and financing plan are in Appendix 2.

D. Implementation Arrangements

13. The MOLHR will be the executing agency for the TA. A small project management unit will be established within the MOLHR's Department of Human Resources to carry out day-to-day TA implementation. The MOLHR will assign counterpart officers with relevant technical expertise for key aspects of the TA. These counterpart officers will work with the TA consultants to support two-way knowledge transfer. The TA will be implemented over 24 months from September 2014 and to August 2016. The outcomes of the TA will be disseminated through publications and workshops, and the government has committed to consider the TA outputs for ongoing improvement of skills development.

14. A total of 69 person-months of consulting inputs will be provided under the TA: 15 person-months of international consultant services and 54 person-months of national consultant services. ADB will engage two individual experts (for 23 person-months) on individual consultant selection basis. ADB will engage an international firm or international nongovernment

organization on the basis of quality-based selection with simplified technical proposal to provide project implementation support. The international firm or international nongovernment organization will provide 29 person-months of consulting inputs from October 2014 to June 2016. ADB will also engage a national firm on the basis of consultant's qualifications selection, with simplified technical proposal, to provide research and communication services. The national firm will provide consulting inputs from December 2014 to June 2016. All consultants will be engaged in accordance with ADB's Guidelines on the Use of Consultants (2013, as amended from time to time). The outline terms of reference for consultants are in Appendix 3. All disbursements under the TA will be done in accordance with ADB's *Technical Assistance Disbursement Handbook* (2010, as amended from time to time). All TA-financed goods and equipment will be procured in accordance with ADB's Procurement Guidelines (2013, as amended from time to time). The procured equipment will be handed over to the MOLHR upon TA completion.

IV. THE PRESIDENT'S DECISION

15. The President, acting under the authority delegated by the Board, has approved ADB administering technical assistance not exceeding the equivalent of \$750,000 to the Kingdom of Bhutan to be financed on a grant basis by the Japan Fund for Poverty Reduction for Institutional Strengthening for Skills Development, and hereby reports this action to the Board.

DESIGN AND MONITORING FRAMEWORK

Design Summary	Performance Targets and Indicators with Baselines	Data Sources and Reporting Mechanisms	Assumptions and Risks
Impact Improved relevance of TVET	By end of 2018: 90% of TVET graduates employed within 4 months of graduation (2013 baseline: 65%) (sex disaggregated)	MOLHR statistics Tracer study reports from TVET institutes	Assumption Continued economic growth in the sectors prioritized for TVET redevelopment Risks Slow change in perception among students, parents, and industry regarding the value of TVET Limited resources allocated to TVET
Outcome Improved capacity of MOLHR to guide skills development initiatives	By end of TA project for all indicators: Government agreement to TVET sector blueprint Curriculum for five new skill areas endorsed by MOLHR	Final TA report Final TA report	Assumption TVET providers are responsive to the initiatives of MOLHR
Outputs 1. TVET blueprint developed	By mid-2016 for all indicators: Three studies completed (skills gap analysis, student research, employer research) Financial assessment of TVET completed Communication and advocacy strategy to promote TVET finalized Framework for TVET for drug and alcohol recovery youth completed Blueprint for TVET completed	Reports from each study Report from the study Communication and advocacy strategy TVET Framework report TVET Blueprint	Assumption Private sector participates in standards and curriculum development Risks Limited local options for professional development reduces effectiveness of TVET and CSO programs High turnover of trained staff within CSOs
2. Professional development plan for TVET staff piloted	By mid-2016 for all indicators: TVET professional development plan approved	TVET professional development plan	

Design Summary	Performance Targets and Indicators with Baselines	Data Sources and Reporting Mechanisms	Assumptions and Risks
	<p>75 instructors receive professional development training</p> <p>50 counselors and job placement officers receive professional development training</p>	<p>Institute monitoring and evaluation training reports</p> <p>Institute human resource development plan</p>	
<p>3. Standards, curriculum, and learning materials for priority skills developed</p>	<p>By mid-2016 for all indicators:</p> <p>Standards, curriculum, and learning materials for five new courses finalized by MOLHR</p> <p>25 staff in the selected new areas trained</p>	<p>Standards, curriculum, and learning materials for new courses complete</p> <p>Institute monitoring and evaluation plans</p>	
<p>4. Improved delivery of community-run youth services</p>	<p>By end of 2015 for all indicators:</p> <p>YDF Tshaluna facility service delivery master plan developed</p> <p>YDF Tshaluna facility operations manual developed</p> <p>Ten staff from YDF drug program receive capacity development training</p>	<p>Master plan</p> <p>Operations manual</p> <p>Training report</p>	
<p>Activities with Milestones</p> <p>1. TVET blueprint developed</p> <p>1.1 Establish project management unit within 1 month</p> <p>1.2 Engage project coordinator within 3 months</p> <p>1.3 Commence three research studies by first quarter 2015</p> <p>1.4 Draft reports on studies of students, employers, TVET financing and skills gap analysis by second quarter 2015</p> <p>1.5 Disseminate draft findings from all studies by third quarter 2015</p> <p>1.6 Identify communication and advocacy messages by second quarter 2015</p> <p>1.7 Hold initial consultative workshop on blueprint directions by second quarter 2015</p> <p>1.8 Hold second consultative workshop on blueprint directions by fourth quarter 2015</p> <p>1.9 TVET blueprint submitted to MOLHR by second quarter 2016</p>		<p>Inputs</p> <p>Japan Fund for Poverty Reduction: \$750,000</p> <p>Note: The government will provide counterpart support in the form of (i) remuneration and per diem of counterpart staff, including secretarial services as required; (ii) office accommodation and supplies; (iii) domestic transportation; and (iv) other in-kind contributions.</p>	

<p>Activities with Milestones</p> <p>2. Professional development plan for TVET staff piloted</p> <p>2.1 Establish links with World Skills Organization, Association of Southeast Asian Nations, and Overseas Vocational Training Agency (Japan) and Hello Job (Japan) by first quarter 2015</p> <p>2.2 Complete training needs assessment of public and private provider trainers by first quarter 2015</p> <p>2.3 Hold consultative workshop on TVET staff professional development by first quarter 2015</p> <p>2.4 Establish framework for job placement officers in technical training institutes by third quarter 2015</p> <p>3. Standards, curriculum, and learning materials for priority skills developed</p> <p>3.1 Agree on selected new priority occupational areas by fourth quarter 2014</p> <p>3.2 Identify specific skills gaps in those areas by first quarter 2015</p> <p>3.3 Develop measures to train and or recruit instructors for new areas by third quarter 2015</p> <p>3.4 Develop policy framework, operating guidelines, and curriculum by fourth quarter 2015</p> <p>3.5 Pilot new courses by first quarter 2016</p> <p>4. Capacity for delivery of community-run youth services improved</p> <p>4.1 Agree on action learning approach for YDF by third quarter 2014</p> <p>4.2 Hold first YDF training workshop by fourth quarter 2014</p> <p>4.3 Hold second YDF training workshop by first quarter 2015</p> <p>4.4 Submit service delivery master plan and operations manual by second quarter 2015</p>	
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CSO = civil society organization, MOLHR = Ministry of Labour and Human Resources, TA = technical assistance, TVET = technical and vocational education and training, YDF = Youth Development Fund.

Source: Asian Development Bank.

COST ESTIMATES AND FINANCING PLAN

(\$'000)

Item	Amount
Japan Fund for Poverty Reduction^a	
1. Consultants	
a. Remuneration and per diem	
i. International consultants	373.0
ii. National consultants	147.0
b. International and local travel	40.0
c. Reports and communications	5.0
2. Equipment ^b	8.0
3. Training, seminars, and conferences ^c	40.0
4. Surveys	70.0
5. Miscellaneous administration and support costs	25.0
6. Contingencies	42.0
Total	750.0

Note: The technical assistance (TA) is estimated to cost \$875,000, of which contributions from the Japan Fund for Poverty Reduction are presented in the table above. The government will provide counterpart support in the form of (i) remuneration and per diem of counterpart staff, including secretarial services as required; (ii) office accommodation and supplies; (iii) domestic transportation; and (iv) other in-kind contributions. The value of government contribution is estimated to account for 14% of the total TA cost.

^a Administered by the Asian Development Bank.

^b Standard information technology and office equipment for the implementation of the TA will remain with the executing agency after completion of the TA project.

^c This may include renting seminar facilities, refreshments, and subcontracting workshop organizers.

Source: Asian Development Bank estimates.

OUTLINE TERMS OF REFERENCE FOR CONSULTANTS

A. Introduction

1. The technical assistance (TA) will support the Government of Bhutan, through the Ministry of Labour and Human Resources (MOLHR), in increasing its capacity to plan and design technical and vocational education and training (TVET) programs and services. At the close of the TA, the MOLHR will be better positioned to plan and implement high-quality, relevant TVET throughout the public, private, and not-for-profit sectors. The TA will be administered by the Asian Development Bank (ADB) and supported by a small project management unit (PMU) located within the Department of Human Resources, which is within the MOLHR. A national project coordinator (consultant) will be responsible for day-to-day implementation of the project.

2. The TA project will provide 15 person-months of international consultant services and 54 person-months of national consultant services. Two experts—one international and one national—will be engaged as individuals. Two firms will also be engaged: (i) a firm or international nongovernment organization to provide educational planning and social development, through quality-based selection; and (ii) a firm to provide social research and communications services, through consultant’s qualifications selection. Consultants will be engaged in accordance with ADB’s Guidelines on the Use of Consultants (2013, as amended from time to time). The consulting services are summarized in Table A3.

Summary of Consulting Services Requirement

No.	Position	Person-Months	
		International	National
Individual experts			
1.	Project coordinator		20
2.	Civil society organization development specialist	3	
3.	Firm: Education, social development, and project management		
	Chief technical officer and education and skills specialist	7	
	Communications and marketing specialist	3	
	Service management specialist and trainer	2	
	Education policy and labor market analyst		10
	Career guidance and job placement consultant		3
	Finance specialist and trainer		2
	Human resources specialist and trainer		2
4.	Firm: Social research and communications		
			10
5.	Unallocated pool for determination based on need		
			7

Source: Asian Development Bank.

B. Individual Experts

3. **Project coordinator** (national, 20 person-months). The consultant will (i) support the MOLHR and ADB by preparing project reports and other reports as may be required by the government and ADB; (ii) manage the day-to-day activities of the PMU; (iii) take the lead in finalizing the work plan in accordance with ADB requirements; (iv) support the other specialists in the PMU in assisting the implementing agencies to smoothly implement the project; (v) assist the MOLHR finance and procurement officer in preparing procurement and disbursements in

accordance with ADB regulations, and in maintaining financial and accounting records that are acceptable to both the government and ADB; (vi) assist the training and capacity development officer in training the implementing agencies; (vii) lead the PMU in monitoring the implementation of project components and preparing and facilitating ADB review missions; and (viii) liaise with development partners on behalf of the project as designated by the project director. The consultant should have a master's degree and at least 5 years of experience in planning, implementing, and managing projects funded by development partners (experience with ADB projects is an asset); experience working with multiple stakeholders including government, the private sector, and civil society organizations (CSOs); knowledge of TVET issues; good spoken and written English; and basic computer skills.

4. Civil society organization development specialist—with drug and alcohol rehabilitation experience (international, 3 person-months, intermittent). The primary responsibility of the consultant is to assist the Bhutan Youth Development Fund in articulating their mission and ensuring skills and processes are available to the organization to deliver required services consistently, ethically, and accountably. The specialist will have considerable experience in drug and alcohol rehabilitation services, internationally. The consultant will (i) develop a program including workshops and one-on-one mentoring to increase governance, management, and delivery capacity; (ii) support and guide the development of an agency-specific service delivery master plan and operations manual; and (iii) support the YDF in transitioning to new facility at Tshaluna. Providing technical oversight to a team of specialists in human resources, financial management, service management, and communications, the consultant and team will strengthen the organization's capacity to plan and manage the delivery of services, as well as improved community engagement, financial accountability, and governance. The consultant should have a master's degree and at least 8 years of experience in CSO development and drug and alcohol service provision, as well as experience working with multiple stakeholders including government.

C. Experts Required through Firm or International Nongovernment Organization—(Quality-Based Selection, October 2014–June 2016, Cost Estimate \$375,000)

5. Chief technical officer and education and skills specialist (international, 7 person-months, intermittent). The primary responsibility of the specialist is to support the preparation of the blueprint for TVET in Bhutan. This will include the final revision of subsidiary documents (e.g., skills gap analysis, survey reports, financial assessment, and framework documents) based on the research and drafting by other team members. The specialist will act as chief technical officer of the team, providing guidance as necessary on technical matters. The consultant will identify value-added approaches to skills development by drawing on international experience, and will be expected to assess overarching strategic fit with skills development and be able to advise on institutional development arrangements and coordination arrangements in and between key agencies. The consultant should have a master's degree in education, economics, or social policy of TVET with at least 10 years of experience in designing policy and strategic guidelines for TVET and designing and implementing reforms in skill development, preferably with externally aided projects in developing countries.

6. Media and social marketing specialist (international, 3 person-months, intermittent). The primary responsibility of the specialist is to provide technical guidance and oversight to the work of the national social research and communications, and develop an agreed upon framework and specific media and advocacy products, with the aim to increase interest and awareness of young people towards private sector and technical careers. This will include (i) taking the findings from qualitative research and other sources, (ii) identifying key messages,

(iii) developing a framework for diverse products to disseminate key messages, (iv) testing messages and products with focus groups, (v) working with the government on the placement of products (including social media), and (vi) training CSO providers on communications. The international consultant will guide the work of the national social research and communications firm and will add value based upon international experience in developing communication strategies for TVET. The consultant should have at least 5 years of experience in designing and implementing media and social marketing strategies, and in working in the social sector.

7. **Service management specialist and trainer** (international, 2 months, intermittent). The primary responsibility of the consultant will be to assist selected CSOs in (i) developing a set of principles and policies around ethical and appropriate operations, and (ii) developing procedures to ensure these principles and policies are implemented. Working under the CSO service management specialist, the service management trainer will deliver sessions at two workshops on topics including confidentiality and antidiscrimination, governance and statutory requirements, service users' rights, communications, and engaging volunteers. Thereafter, the consultant will engage with CSOs in one-on-one mentoring, enabling CSOs to develop their own operating policies and procedures and ensuring that the skills to implement these are available within the organization. The consultant should have an undergraduate degree in social science with at least 5 years of experience in resourcing and servicing the community service sector.

8. **Education policy and labor market analyst** (national, 10 person-months, intermittent). The consultant will provide detailed analysis and information to allow the MOLHR to further guide the development of the TVET system, and will draft synthesis and planning reports as inputs to the TVET blueprint. The consultant will be expected to use existing data to analyze employment and skill opportunities in nominated priority sectors, undertake trend analysis of TVET data, analyze approaches to TVET for vulnerable youth, identify measures to improve efficiency in the system, analyze TVET financing and suggest ways to meet gaps, and draft substantial inputs to the TVET blueprint. The consultant should have a master's degree in economics, education, or social science with at least 5 years of experience in economic or social science analysis. The consultant will have good spoken and written English, and advanced computer skills.

9. **Career guidance consultant** (national, 3 person-months, intermittent). The consultant will assist the government in offering better career and employment advice to young people in school and TVET. The consultant will, in close consultation with the Ministry of Education and the MOLHR, develop and implement planning and capacity building for current career guidance and job placements services. This may include developing position descriptions for career guidance and job placement officers to be located in technical training institutes, undertake capacity development for career counselors currently employed in schools (and any already employed in technical training institutes) including the collaborative development of appropriate activities, develop resources to support the officers, and liaise with Japanese organizations with experience in this area. The consultant should have a master's degree in education or social sciences with at least 5 years of experience in educational or social sector planning and management. The consultant will have good spoken and written English, and basic computer skills.

10. **Finance specialist and trainer** (national, 2 person-months, intermittent). The primary responsibility of the consultant will be to (i) build an understanding of the principles of developing and maintaining a financial management system, and (ii) provide the tools for developing and implementing this system in selected CSOs. Working under the CSO development specialist, the finance trainer will deliver workshops on topics likely to include the

development of financial systems, accounting, financial reporting, budgeting, and budget monitoring. Thereafter, the consultant will engage with CSOs in one-on-one mentoring, enabling CSOs to develop their own financial policies and procedures, and ensuring that the skills to implement these are available within the organization. The consultant will also be expected to assist in the analysis of TVET financing. The consultant should have an undergraduate degree in accounting with at least 5 years of experience in accounting or program management. The consultant will have good spoken and written English, high-level computer skills, and familiarity with a range of financial software applications.

11. **Human resources specialist and trainer** (national, 2 person-months, intermittent). The primary responsibility of the consultant will be to assist selected CSOs in developing, using, and maintaining appropriate, fair, and transparent human resource development systems. Working under the CSO development specialist, the human resources trainer will deliver sessions at two workshops on topics including staff planning and position descriptions, recruitment, file management, personnel policies, performance management, and professional development. Thereafter, the consultant will engage with CSOs in one-on-one mentoring, enabling CSOs to develop their own human resources policies and procedures, and ensuring that the skills to implement these are available within the organization. The consultant should have an undergraduate degree in human resource management with at least 5 years of experience in human resources and program management. The consultant will have good spoken and written English and basic computer skills.

D. Services Required through Local Firm (Consultants' Qualifications Selection, Between December 2014 and June 2016, Cost Estimate \$70,000)

12. **Social research and communications firm** (national basis, over 18-month period, including 10 months equivalent of consultancy inputs). The firm will be engaged to undertake small-scale qualitative social research on the attitudes and aspirations of various TVET stakeholders, and to develop a communications strategy and associated products to promote TVET enrollment. The firm will be required to conduct an assessment of the attitudes of students, family members, and employers to gain understanding regarding technical careers and jobs that require vocational training rather than university education. The studies will utilize a variety of data collection methods, such as focus group discussions, surveys, and analytical desk studies. The firm will be required to identify and test key messages, and develop a communication strategy with clear delineation of target groups. The firm will also be required to develop communication messages, concepts, and (in some instances) finished products, as appropriate, in collaboration with government media groups. The firm will have experience in market research, communication planning, and product development (including with social media), preferably with experience in the social sector.

E. Consultancy Services To Be Determined on Needs Basis

13. **Pool of consultants** (national, 7 person-months, intermittent). Additional research enumerators, workshop facilitators, and specialists to provide project support may be sourced as necessary to complete TA activities.