



# Technical Assistance Report

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Project Number: 46461  
Capacity Development Technical Assistance (CDTA)  
March 2014

## India: Capacity Building of the National Skill Development Agency (Financed by the Japan Fund for Poverty Reduction)

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**Asian Development Bank**

## CURRENCY EQUIVALENTS

(as of 27 January 2014)

Currency unit	–	Indian rupee/s (Re/Rs)
Re1.00	=	\$0.01594
\$1.00	=	Rs62.725

## ABBREVIATIONS

ADB	–	Asian Development Bank
JAVADA	–	Japan Vocational Development Agency
NSDA	–	National Skill Development Agency
NSQF	–	National Skills Qualification Framework
SSDM	–	state skill development mission
TA	–	technical assistance
TVET	–	technical and vocational education and training

## TECHNICAL ASSISTANCE CLASSIFICATION

<b>Type</b>	–	Capacity development technical assistance (CDTA)
<b>Targeting classification</b>	–	General intervention
<b>Sector (subsector)</b>	–	Education (technical education and vocational skills training)
<b>Theme (subtheme)</b>	–	<b>Capacity development</b> (institutional development), social development (human development)
<b>Location (impact)</b>	–	National (high)
<b>Partnership</b>	–	Japan Fund for Poverty Reduction

## NOTE

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

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## I. INTRODUCTION

1. The Union Cabinet, Government of India, endorsed the establishment of the National Skill Development Agency (NSDA) on 9 May 2013 as the apex body for coordinating and harmonizing the skill development efforts of the Government and the private sector to achieve the skilling targets of the 12<sup>th</sup> Five Year Plan of India and beyond. NSDA is positioned under the Department of Economic Affairs, Ministry of Finance, Government of India, which is responsible for providing planning, logistics, and budgetary support to it. In view of this challenging mandate and the need for NSDA to coordinate and guide the skill development efforts across the national and state levels, the Asian Development Bank (ADB) was requested to provide capacity building technical assistance (TA). Accordingly, consultations were held with senior NSDA officials in July 2013 to build on earlier discussions held in March 2013 and June 2012. This TA also reflects ongoing discussions with other relevant stakeholders including the National Skill Development Corporation, skill development missions of states such as Karnataka, Kerala, Meghalaya, Rajasthan, and private and public skills training providers. The Design and Monitoring Framework is in Appendix 1.<sup>1</sup>

## II. ISSUES

2. The low employability of youth is one of the main factors hampering India's efforts towards facilitating inclusive growth. More than 50% of India's population of 1.3 billion is below 25 years of age, and about 65% is below 35 years of age. India's working age population (aged 15–59 years) numbers 431 million; 29% are illiterate, and 24% have a primary-level education, or below. Only 17% of the labor force is educated to the senior secondary level (grades 11 and 12) or higher (including diplomas, graduates, and above). It is estimated that 57% of India's youth suffer from some degree of unemployability.<sup>2</sup> Surveys show that only 30% of India's information technology graduates, 25% of engineering graduates, and 15% of finance and accounting professionals are suitable for employment.<sup>3</sup> Most companies invest substantial resources retraining new recruits, adding to their costs and reducing competitiveness. This poses a major constraint, both for Indian companies and companies from developed countries eager to expand investment in India.

3. While nearly 13 million new workers join the labor force each year, India has the capacity to provide skills training for only 5 million annually. These training programs have limited reach, and the quality is often poor. Training facilities and programs need to be upgraded and aligned more closely with India's emerging labor market needs and changing economic structure. The skills development initiatives of the Government of India are fragmented across 21 line ministries (e.g., Labor and Employment; Human Resource Development; Rural Development; Micro, Small, and Medium Industries; Industries and Commerce; Power; and Textiles) leading to duplication of effort and wasted resources. Most of the government-sponsored training programs do not respond adequately to the private sector's evolving needs. Moreover, it is difficult to tailor these centrally-driven programs to meet the specific needs and constraints of the different states of India which are fairly diverse.

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<sup>1</sup> The TA first appeared in the business opportunities section of ADB's website on 31 October 2013.

<sup>2</sup> TeamLease Services Private Ltd. 2007. *India Labour Report 2007–The Youth Unemployability Crisis*. [http://www.teamlease.com/index.php?...TeamLease\\_Labour\\_Report](http://www.teamlease.com/index.php?...TeamLease_Labour_Report) 2007

<sup>3</sup> McKinsey Global Institute. 2005. *The Emerging Global Labor Market: Part II–The Supply of Offshore Talent in Services*. [http://www.mckinsey.com/insights/employment\\_and\\_growth/the\\_emerging\\_global\\_labor\\_market\\_supply\\_of\\_offshore\\_talent](http://www.mckinsey.com/insights/employment_and_growth/the_emerging_global_labor_market_supply_of_offshore_talent)

4. The establishment of the National Skill Development Agency (NSDA) as the apex autonomous coordinating body for skills development programs is therefore, a step in the right direction.<sup>4</sup> NSDA subsumes the Prime Minister's National Council on Skill Development, the National Skill Development Coordination Board, and the Office of the Adviser to the Prime Minister on Skill Development. It will help to improve the coordination across the skill development programs driven by different ministries at the central level, guide the (largely nascent) state skill development missions (SSDMs) including through analytical advice (e.g., benchmarking surveys, tracer studies, and preparation of the required training manuals), and assist in strengthening India's skills ecosystem.

5. Since NSDA has been established only recently, it currently has a small team of 7 consultants and 2 research assistants to help the senior management. It will find it difficult to coordinate the skill development efforts across the national and state levels, and to ensure convergence across the public and private sectors in terms of the NSQF. It has therefore, requested additional help from ADB to draw on its experience within and outside India in the form of best practice, and to provide and guide experienced resource persons and a consulting firm so that it can start working towards delivering its mandate.

6. The TA will assist in strengthening the capacity of NSDA so that it can deliver its challenging mandate of:

- (i) coordinating the skills development efforts of the government at the national level (through ministries) and state level (through SSDMs), to ensure convergence, reduce duplication of effort, and maximize the use of resources;
- (ii) anchoring and operationalizing the National Skills Qualifications Framework (NSQF);<sup>5</sup>
- (iii) evaluating the effectiveness of existing skills development schemes and suggesting corrective actions to increase their effectiveness; and
- (iv) mobilizing financial resources, including from development partners, and channelling funding to national and state level programs in a way that ensures that the goals of the Twelfth Five Year Plan, 2013–2018, and future plans are met.<sup>6</sup>

7. The proposed TA is in line with the country partnership strategy, 2013–2017 for India, which aims to support India's efforts toward inclusive growth, and the country operations business plan, 2013–2015 for India, which recognizes education as a new sector in Asian Development Bank (ADB) operations in India.<sup>7</sup> The project is fully aligned with Strategy 2020.<sup>8</sup>

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<sup>4</sup> The Union Cabinet, Government of India, endorsed the establishment of the NSDA on 9 May 2013. The NSDA was notified on 7 June 2013.

<sup>5</sup> In 2013, the Ministry of Labor and Employment and the Ministry of Human Resources Development agreed to merge their certification standards to form the NSQF. This will bring together the formerly separate general education and vocational education qualification frameworks. NSQF will determine the qualification parameters for industry sectors by establishing benchmarks for credit accumulation based on learning hours and required level of competency. It allows for the award of dual certificates by the sector skill councils and education boards working under the general qualifications framework. Sector skill councils have been mandated to develop the curriculum and training manuals and provide certification at different levels, depending on the level of training.

<sup>6</sup> Government of India, Planning Commission. 2013. *Twelfth Five-Year Plan of India, 2013–2017*. Delhi.

<sup>7</sup> ADB. 2013. *Country Partnership Strategy: India, 2013–2017*. Manila; ADB. 2013. *Country Operations Business Plan: India, 2013–2015*. Manila.

<sup>8</sup> ADB. 2008. *Strategy 2020: The Long-Term Strategic Framework of the Asian Development Bank, 2008–2020*. Manila.

### III. THE TECHNICAL ASSISTANCE

#### A. Impact and Outcome

8. The impact of the TA will be improved coordination and quality of skills development programs at the central and state levels. The outcome will be enhanced capacity of NSDA for quality skills development across central ministries, states, and the private sector.

#### B. Methodology and Key Activities

9. The TA will work towards achieving this outcome by supporting the following five outputs:

- (i) **National Skills Qualifications Framework operationalized.** The TA will help NSDA in aligning the NSQF with the established education system in selected states and focus on priority sectors and trades to meet the training targets. It will facilitate quality assurance through the identification of job roles and development of national occupational standards and competency frameworks. Key areas include facilitation and capacity development of selected SSDMs, conduct of input–output–outcome studies to understand the linkages between training inputs and the remuneration earned by men and women, and monitoring and evaluation (M&E). The TA will help design a tracking system that will identify certified and affiliated skills providers, and build their capacity to conduct NSQF-aligned vocational programs at higher skills levels, in partnership with educational institutes. The TA will also promote partnership between NSDA and industrial houses and/or business associations to ensure the placement of students trained and certified under the NSQF. It will also assist NSDA in undertaking dialogue with employment exchanges, career counseling bodies, and placement agencies in selected states so that they are more effective in helping youth access suitable jobs.
- (ii) **Capacity development program for skills development implemented.** The TA will help NSDA in preparing capacity-building and training manuals covering various areas—such as financial due diligence and tracking of skills training providers, financial management and governance of SSDMs, and procurement—which can be used by all SSDMs.
- (iii) **Knowledge sharing on skills development facilitated.** The TA will facilitate cross-learning through workshops and interactions between different SSDMs, ministries, and private skills providers. Reports will be prepared on approaches and initiatives of different SSDMs. NSDA will undertake M&E of selected central and state skill development programs to assess their effectiveness and results. Lessons will inform the design and implementation of future projects, thereby reducing waste. Depending on the needs of the SSDMs, short studies drawing on relevant best practice (international and national) will also be prepared.
- (iv) **Partnership with international vocational development agencies facilitated.** The TA will facilitate closer engagement between NSDA and vocational development agencies in developed countries that have growing investment in India. For example, the TA could fund a visit by staff of the Japan Vocational Development Agency to Delhi and selected Indian states to enable them to engage with NSDA and other relevant agencies. A study tour to Japan by key Indian policymakers (maximum of five) can be supported under the TA, to enable policymakers to learn from the vocational training system of a developed country,

and to apply the best practices in India as required.

- (v) **Improved project management.** This will cover basic implementation activities such as hiring and guiding qualified consultants (firm and individuals), undertaking inception and review missions, engaging with key stakeholders, and ensuring that overall TA implementation remains on track.

### **C. Cost and Financing**

10. The TA is estimated to cost \$1.75 million, of which \$1.5 million 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 office accommodation and transportation, remuneration and per diem of counterpart staff, and other in-kind contributions. The cost estimates and financing plan are in Appendix 2.

### **D. Implementation Arrangements**

11. The Department of Economic Affairs, Ministry of Finance, will be the executing agency for this TA. NSDA will be the implementing agency.

12. A total of 104 person-months of consulting inputs will be provided under the TA: 18 person-months of international and 86 person-months of national consultant services. ADB will engage four individual consultants (for 30 person-months) as well as a firm (for 74 person-months). The selection and engagement of the consulting inputs will be carried out in accordance with ADB's Guidelines on the Use of Consultants (2013, as amended from time to time). The consulting firm will be selected on the basis of a full technical proposal in accordance with quality- and cost-based selection procedures. A quality to cost ratio of 90:10 will be followed. 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 such as computers, fax machine, multimedia projector, photocopier, printer, and other required items 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 NSDA upon TA completion.

13. The TA will be implemented over 24 months with expected commencement in April 2014 and completion in April 2016.

## **IV. THE PRESIDENT'S DECISION**

14. The President, acting under the authority delegated by the Board, has approved ADB administering technical assistance not exceeding the equivalent of \$1,500,000 to the Government of India to be financed on a grant basis by the Japan Fund for Poverty Reduction for Capacity Building of the National Skill Development Agency, 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
<p><b>Impact</b></p> <p>Improved coordination and quality of skills development programs at the central and state levels</p>	<p><b>By the end of 2020</b></p> <p>All skills development programs aligned with NSQF quality and standards</p>	<p>Annual reports of the NSDA, NSDC, and the Ministry of Labor and Employment</p>	<p><b>Assumption</b> Close coordination between the Ministry of Labor and Employment, Ministry of Human Resource Development, NSDC and the NSDA</p> <p><b>Risk</b> Delays in getting consensus on NSQF among the states</p>
<p><b>Outcome</b></p> <p>Enhanced capacity of NSDA for quality skills development across central ministries, states, and the private sector</p>	<p><b>By April 2016</b></p> <p>(i) NSDA's governance framework in place</p> <p>(ii) SSDMs in six states made fully operational with support from NSDA</p>	<p>For all indicators:</p> <p>Annual reports of the NSDA, NSDC, and the Ministry of Labor and Employment</p> <p>Annual reports of the six SSDMs</p>	<p><b>Assumption</b></p> <p>State educational and training institutes agree to implement the NSQF model of operations</p>
<p><b>Outputs</b></p> <p>1. NSQF operationalized</p> <p>2. Capacity development program for skills development implemented</p> <p>3. Knowledge sharing on skills development facilitated</p>	<p><b>By April 2016</b></p> <p>1a. NSQF-aligned training and certification programs piloted</p> <p>1b. Gender responsive job roles, occupational standards, and competency frameworks developed across all levels (1 to 10)</p> <p>1c. Consensus-building strategy for key stakeholders implemented</p> <p>2a. Guidelines for SSDMs to conduct outcome-based analysis (segregated by gender) adopted</p> <p>2b. Required NSQF-aligned training manuals approved</p> <p>3a. Four workshops conducted to facilitate knowledge product dissemination and the</p>	<p>Monitoring reports of NSDA</p> <p>NSQF competency framework report</p> <p>NSDA-certified guidelines and manuals for SSDMs</p> <p>NSDA-certified guidelines and manuals for SSDMs</p> <p>Workshop summary reports</p> <p>Knowledge products and workshop proceedings</p>	<p><b>Risk</b></p> <p>High turnover of staff who receive training</p>



Design Summary	Performance Targets and Indicators with Baselines	Data Sources and Reporting Mechanisms	Assumptions and Risks
<p>4. Partnership with international vocational development agencies facilitated</p> <p>5. Improved project management</p>	<p>sharing of best practices across SSDMs and ministries (30% of workshop participants are women)</p> <p>3b. At least three knowledge products prepared to showcase inclusive, gender-responsive global skills development or NSQF models for strengthening NSDA's skills development initiatives</p> <p>4a. One study tour to Japan facilitated to expose policy makers and relevant government staff, including women, to Japan's approach to skills development (5 participants)</p> <p>4b. One visit organized for selected JAVADA staff to selected Indian states of interest to Japan to provide guidance on best practice (5 participants)</p> <p>5a. Project is completed on time and within budget</p>	<p>Field visit report</p> <p>Field visit report</p> <p>Reports of TA inception and review</p> <p>eOps and quarterly TA progress reports</p>	
<p><b>Activities with Milestones</b></p> <p><b>Output 1. National Skills Qualification Framework operationalized</b></p> <p>1.1 Prepare MOU with selected educational and training institutes to finalize a plan (with milestones) for implementation of the NSQF (by Sept. 2015).</p> <p>1.2 Set up a structure within NSDA for project management and monitoring to ensure that the milestones are met (by June 2014).</p> <p>1.3 Provide the required institutional development support and consulting inputs to help NSDA to meet the milestones—e.g., developing job roles, national occupational standards and competency frameworks; preparing course curriculum; setting and validating accreditation norms; and conducting training programs (by May 2014).</p> <p>1.4 Prepare required manuals and plans for NSDA—e.g., procurement, human resources, monitoring and training manuals, project implementation plans, occupational standards, competency framework, qualification packs (by mid-2015).</p> <p><b>Output 2. Capacity development program for skills development implemented</b></p> <p>2.1 Prepare guidelines for conducting input–output–outcome-based studies in selected sectors (by Sept. 2015).</p>			<p><b>Inputs</b></p> <p><b>JFPR: \$1,500,000</b></p> <p>Note: The government will provide counterpart support in the form of office accommodation, remuneration and per diem of counterpart staff, and other in-kind contributions.</p>

<b>Activities with Milestones</b>	<b>Inputs</b>
<p>2.2 Establish partnerships with state-level training partners and/or providers (by Sept. 2015).</p> <p>2.3 Provide consulting support to training partners so they can prepare course material, train trainers, and link up with NSDA's NSQF operations (by Sept. 2015).</p> <p>2.4 Prepare training manuals to be used by training partners (by Sept. 2015).</p> <p>2.5 Conduct training programs for trainees in educational and training institutes in selected states (by Sept. 2015).</p>	
<p><b>Output 3. Knowledge sharing on skills development facilitated</b></p> <p>3.1 Conduct workshops to share experience of SSDMs and best practice in skills development (ongoing throughout the TA).</p> <p>3.2 Prepare knowledge products to enrich the policy dialogue on skills development and reform of vocational education system, including the NSQF (ongoing throughout the TA).</p> <p>3.3 Conduct workshops to disseminate TA findings and outputs (ongoing throughout the TA).</p>	
<p><b>Output 4. Partnership with international vocational development agencies facilitated</b></p> <p>4.1 Organize study tour to Japan for policy makers (end 2015).</p> <p>4.2 Facilitate field visits by JAVADA personnel to India to advise on viable skills development initiatives (based on the availability of JAVADA).</p> <p>4.3 Prepare proposals to adapt JAVADA's models of skills development and implement these in India.</p>	
<p><b>Output 5. Improved project management</b></p> <p>5.1 Set up project steering committee (March 2014).</p> <p>5.2 Prepare TA inception workshop (April 2014) and report.</p> <p>5.3 Mobilize the required consultants (individuals and firm) (by May 2014).</p> <p>5.4 Support the required institutional strengthening of the NSDA and the SSDMs (as required until the end of the TA in March 2016).</p> <p>5.6 Collect and analyze quarterly sex-disaggregated data for improved programming for vulnerable populations, including women.</p>	

JAVADA = Japan Vocational Ability Development Association, JFPR = Japan Fund for Poverty Reduction, MOU = memorandum of understanding, NSDA = National Skill Development Agency, NSDC = National Skill Development Corporation, NSQF = National Skills Qualification Framework, SSDM = state skill development mission, TA = technical assistance.

Source: Asian Development Bank.

**COST ESTIMATES AND FINANCING PLAN**

(\$'000)

<b>Item</b>	<b>Amount</b>
<b>Japan Fund for Poverty Reduction<sup>a</sup></b>	
1. Consultants	
a. Remuneration and per diem	
i. International consultants	367.80
ii. National consultants	631.04
b. International and local travel	65.70
c. Reports and communications	11.70
2. Equipment <sup>b</sup>	10.00
3. Training, seminars, and conferences <sup>c</sup>	
a. Facilitators	99.00
b. Training program	51.00
4. Surveys	100.00
5. Miscellaneous administration and support costs	13.00
6. Contingencies	150.76
<b>Total</b>	<b>1,500.00</b>

Note: The technical assistance (TA) is estimated to cost \$1.75 million, 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 office accommodation, remuneration and per diem of counterpart staff, and other in-kind contributions. The value of government contribution is estimated to account for 14% of the total TA cost.

<sup>a</sup> Administered by the Asian Development Bank.

<sup>b</sup> Equipment includes 2 desktop computers, 3 laptop computers, 1 fax machine, 1 multimedia projector, 1 photocopier, and 1 printer.

<sup>c</sup> This will include up to 2 study tours and 6 workshops.

## OUTLINE TERMS OF REFERENCE FOR CONSULTANTS

### A. Individual Consultants

1. **National Skills Qualification Framework consultant** (national, 12 person-months, intermittent). The National Skills Qualification Framework (NSQF) consultant will assist the National Skill Development Agency (NSDA) in operationalizing the NSQF. He or she will help NSDA conduct discussions with stakeholders—e.g., sector skill councils (SSCs), ministries, and bodies that regulate qualifications—and prepare detailed background material for deliberations, including:

- (i) mapping existing qualifications in each sector against the NSQF levels;
- (ii) identifying any gaps in the qualifications and determining how to bridge these;
- (iii) identifying progression paths for each qualification framework, and prescribing bridging programs where necessary;
- (iv) working with the bodies that regulate qualifications to identify needed changes to transition to an outcomes-based qualification framework; and
- (v) establishing equivalences for qualifications across sectors.

2. The NSQF consultant will preferably have a master's degree in technical and vocational education and training (TVET), labor economics or a related field. He or she should have more than 15 years of experience in TVET, be fully aware of the issues involved in the process of credit accumulation and transfer, and have worked in an environment involving a national qualification framework that allows for lateral and vertical progression of competency levels. The consultant should be familiar with issues relating to the "recognition of prior learning", and be able to design bridging programs to enable people having experiential knowledge to be certified under the NSQF. The consultant should have undertaken surveys and empirical work, and prepared high-quality publications in the area of human development, covering skills training and education. The NSQF consultant will be based in the NSDA office in Delhi, and will work with NSDA staff and the other consultants (including a firm) to be fielded by the Asian Development Bank (ADB) to fulfill the required deliverables.

3. **Skills development consultant** (national, 12 person months, intermittent). The consultant for skills development will:

- (i) assist NSDA in engaging with all the state skill development missions (SSDMs), the skills development programs of the various ministries, and private skills providers including National Skill Development Corporation (NSDC) partners;
- (ii) develop an input–output matrix for the training providers in key sectors and areas to lay down a descriptive protocol for the empanelment and accreditation of training providers across various sectors;
- (iii) conceptualize a national M&E system that focuses on tracking trainees, facilitating regular tracer studies and skills-gap analyses, and monitoring priority sectors and skills for expansion and targeted capacity building; and
- (iv) develop training manuals to build the capacity and institutional strength of SSDMs.

4. The skills development consultant should preferably have a master's degree in TVET, labor economics, or a related field, and more than 15 years of experience in the field of vocational education and skills development. The consultant should have experience in conducting large-scale labor market studies, and in designing M&E systems. The consultant should have undertaken labor market surveys and empirical work, and prepared high quality publications in the area of human development covering skills training and education. The skills

development consultant will be based in the NSDA office in Delhi, and will work with NSDA staff and the other consultants (including a firm) to be fielded by the Asian Development Bank.

5. **Senior consultant for labor market and institution building** (international, 3 person-months, intermittent). The senior consultant for labor market and institution building will:

- (i) assist NSDA in coordinating with different producers of labor market information in India, including central ministries, government and private sector organizations, state-level agencies, SSCs, and employers' consortia;
- (ii) provide inputs for developing a labor market information system in India by identifying the high-level sources of supply and demand-side information, mapping this data per international standards, and developing a common framework for information flow across different legacy systems; and
- (iii) provide inputs, and liaise with labor market information system technical solution providers regarding scoping, design and development, and management.

6. The senior consultant for labor market and institution building will preferably have a master's degree in economics (e.g., labor economics or econometrics), IT, or another relevant discipline, and more than 20 years of experience in the area of developing and maintaining labor market information systems in multiple contexts, including developing countries. He or she should be a well-known global authority, and have prepared high-quality publications in the area of human development covering skills training and education.

7. **Senior consultant for international affairs** (international, 3 person-months, intermittent). The senior consultant for international affairs will:

- (i) strengthen the NSDA institutional framework, and refine its policy thrust areas based on global best practices, policy research, and pilot studies on skills development in other countries;
- (ii) help NSDA liaise with international organizations working on skills development to address advocacy, cross-learning, policy inputs, and identification of skills required for overseas employment;
- (iii) identify and facilitate opportunities for foreign investment in building training capacity in India across various economic sectors;
- (iv) liaise with the Japan Chamber of Commerce to develop a representative picture of the investment priorities and skills requirements of foreign (e.g., Japanese) companies in India. Work with the consulting firm to be fielded under the TA to prepare a detailed assessment of the skills requirements and related constraints faced by foreign companies in India in selected sectors;
- (v) provide guidance to NSDA in helping Indian agencies address these constraints.

8. The senior consultant for international affairs will preferably have a master's degree in technical and vocational education, economics, or other relevant discipline, and the experience and expertise needed to perform the functions indicated above. The senior consultant should have more than 20 years of experience in skills development in various contexts, including developing countries. He or she should be a well-known global authority, and have prepared high-quality publications addressing human development, including skills training and education.

## **B. Firm**

9. **Skills development and technical vocational education specialist and team leader** (international, 12 person-months, intermittent). The skills development and technical vocational

education specialist and team leader will assist NSDA in facilitating outcomes-based skills development programs at the central and state levels. He or she will:

- (i) review the skills development priorities and targets of central ministries and selected SSDMs, and assess ongoing government and private sector skills training programs;
- (ii) evaluate the training programs on the basis of their relevance, quality, and success rate (in terms of placement and/or enhanced remuneration);
- (iii) identify gaps and improvements needed in the design and conduct of these training programs;
- (iv) identify funding gaps faced by SSDMs in meeting their own targets at the desired quality level;
- (v) develop plans for selected SSDMs to meet their targets by tapping private and public training providers to undertake outcomes-based skills training programs;
- (vi) together with the development effectiveness and M&E specialists, train and enhance the capacity of NSDA and SSDM staff to prepare input–outcome-based studies and relevant knowledge products;
- (vii) strengthen the capacity of the NSDA and streamline its business processes to carry out results-based skills development work in a sustainable manner;
- (viii) advise on the type of new training programs that can be introduced by training institutes, and assist institute staff in updating or revising their course curriculum in line with the NSQF; and
- (ix) perform other tasks as required for the successful implementation of the project.

10. The specialist will have more than 15 years of relevant experience in (i) designing skills development and TVET reform programs, and (ii) implementing and managing these programs. He or she will preferably have a master's degree in TVET, labor economics, or development studies, and should have worked in several countries, including India and the South Asia region.

**11. Technical and vocational education and training institutional strengthening specialist** (national, 14 person-months, intermittent). The TVET NSQF institutional strengthening specialist will:

- (i) assess the training capacity and the existing curriculum of TVET institutions and educational institutes in selected states;
- (ii) work with trainers and instructors of public and private skills providers to upgrade their knowledge and teaching skills in line with NSQF norms on standardization and competency-based technical education frameworks;
- (iii) prepare outcomes-based training guidelines for use by trainers in government, private, and nongovernment TVET institutions and educational institutes that have adopted the NSQF;
- (iv) with support from NSDA, conduct state-level awareness programs on the need for quality training inputs;
- (v) prepare a plan to monitor TVET staff professional development performance;
- (vi) design programs to improve the professionalism and skills of TVET institution staff, including that of career guidance counselors (e.g., negotiation skills, personality building, and preparation of resumes); and
- (vii) perform other tasks as required for the successful implementation of the project.

12. The TVET institutional strengthening specialist will preferably have a master's degree in technical education, economics, or other relevant field, and more than 15 years of experience in developing TVET curriculum, competency frameworks, occupational standards and teaching resources.

13. **Labor economist** (national, 14 person-months, intermittent). The labor economist will undertake the following tasks:

- (i) design the methodology for conducting the inputs–outcomes-based studies in selected sectors;
- (ii) train local surveyors and test and refine the study (quantitative and qualitative) questionnaire;
- (iii) collect and analyze data; prepare an outcomes-based analysis with actionable proposals to be used by NSDA in planning and implementing (with SSDMs) quality skills training programs; and identify suitable training providers in selected states;
- (iv) prepare projections for the demand and supply of skilled labor in selected sectors, and inform NSDA and private and public providers so that skills training can be provided accordingly;
- (v) analyze existing employment exchanges in selected states and propose practical ways to increase their effectiveness (e.g., by training employment exchange staff and sharing the outcomes-based analysis outcomes to enable them to offer more targeted and relevant services); and liaise with the Japan Chamber of Commerce to better understand investment priorities and skills requirements of Japanese companies in India.

14. The labor economist will preferably hold a master's degree in economics or labor economics from a reputable university, and will have more than 12 years of relevant experience in development research (e.g., labor market analysis, manpower planning, outcomes-based analysis), preferably with experience in vocational education and/or skills development issues.

15. **Monitoring and evaluation specialist for skills development** (national, 14 person-months, intermittent). The M&E specialist will be hired to undertake the following tasks:

- (i) identify and track indicators for assessing and evaluating skill provider performance, especially in terms of understanding the inputs provided, and the placement and earning capacity of skilled trainees; data should be collected and maintained so as to allow independent third-party evaluation;
- (ii) conceptualize an information system that helps to track private and public skills providers within the ambit of the NSQF;
- (iii) ensure that information on all skills training programs being supported by various central ministries, state departments, the NSDC and other private bodies is captured regularly;
- (iv) ensure the system developed for NSDA is aligned to national initiatives being supported by different ministries, SSDMs, and the NSDC;
- (v) prepare standard formats for qualitative and quantitative reporting of skills training programs; reports should contain information on the progress of skills training programs provided by training providers, number of partnerships established with training providers, numbers trained and placed, number of dropouts and changes in income levels;
- (vi) prepare monitoring manuals for NSDA and SSDM staff;
- (vii) collect and analyze data required for updating the project design and monitoring framework;
- (viii) organize training for SSDM staff regarding tracking of training provider skill performance, and identify other requirements and TA that may be required after completion of the assignment; and
- (ix) perform other tasks as required for the successful implementation of the project.

16. The M&E specialist should preferably have a master's degree in economics, statistics, IT, or other related field, more than 8 years of experience in designing and establishing IT-based management information systems in the social and economic development sector, and be well versed with different M&E methodologies and systems.

17. **Gender and development effectiveness specialist** (national, 14 person-months, intermittent). The gender and development effectiveness specialist will:

- (i) identify key constraints facing girls and women in accessing suitable skills training opportunities that force them into low-wage occupations;
- (ii) suggest specific policy and project-level interventions that can address these constraints, and enable girls to access relevant, quality skills training in order to compete for jobs with competitive remuneration;
- (iii) prepare case studies (from a gender perspective) to document the initiatives of some SSDMs, programs of some public and private skills training providers, and the feedback of the trainees. These studies would include an assessment of (a) the current level of training inputs being provided by training providers in selected states, (b) remuneration earned by trainees (comparing men and women) who have undergone training in selected sectors, and (c) effectiveness of NSQF-driven training programs;
- (iv) track a sample of the beneficiaries, document how the men and women are being affected by the skills training programs, and suggest practical options to NSDA for improving the outcomes for women; and
- (v) review and refine the TA design and monitoring framework, and work with the other consultants and NSDA staff to track the progress made against the framework's indicators and deliverables.

18. The gender and development effectiveness specialist will preferably hold a master's degree in economics, development studies, sociology, or other related subjects; have more than 10 years of experience working on gender, livelihood development, and vocational training projects; and possess strong writing and analytical skills. He or she will ideally have worked extensively on knowledge management issues.

19. **Project and workshops coordinator** (national, 6 person-months, intermittent). A project and workshops coordinator is required to:

- (i) organize workshops (i.e., logistics, identification of resource persons, venue) to enable well-planned capacity development initiatives and knowledge sharing events to be held in selected states;
- (ii) maintain a detailed record of all capacity development workshops and prepare synopsis reports and conference proceedings to highlight and disseminate the main achievements and concerns;
- (iii) ensure the workshops are well publicized so that the project's capacity building and outreach efforts are successful;
- (iv) advise other consultants about the feedback received from stakeholders during the workshops and suggest ways in which to respond effectively; and
- (v) maintain all invoices and accounts pertaining to the workshops.

20. The project and workshops coordinator should preferably hold a master's degree in the social sciences, business management, social work, or any other relevant academic field. He or she should have more than 8 years' experience working on socially relevant capacity development projects in India, have strong coordination skills, and have knowledge of and preferably experience in developing public outreach and capacity development interventions.