



Project Administration Manual

Project Number: 46535-001
Grant Number: XXXX
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Proposed Loan and Grant and Administration of Grant Republic of Tajikistan: Strengthening Technical and Vocational Education and Training Project

Asian Development Bank

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Project Administration Manual Purpose and Process

The project administration manual (PAM) describes the essential administrative and management requirements to implement the project on time, within budget, and in accordance with Government and Asian Development Bank (ADB) policies and procedures. The PAM includes references to all available templates and instructions either through linkages to relevant URLs or directly incorporated in the PAM.

The Ministry of Labor, Migration and Employment is wholly responsible for the implementation of ADB financed project, as agreed jointly between the borrower and ADB, and in accordance with Government and ADB's policies and procedures. ADB staff is responsible to support implementation including compliance by Ministry of Labor, Migration and Employment of their obligations and responsibilities for project implementation in accordance with ADB's policies and procedures.

At Loan Negotiations the borrower and ADB shall agree to the PAM and ensure consistency with the financing agreements. Such agreement shall be reflected in the minutes of the Loan and Grant Negotiations. In the event of any discrepancy or contradiction between the PAM and financing agreements, the provisions of the Financing Agreements shall prevail.

After ADB Board approval of the project's report and recommendations of the President (RRP) changes in implementation arrangements are subject to agreement and approval pursuant to relevant Government and ADB administrative procedures (including the Project Administration Instructions) and upon such approval they will be subsequently incorporated in the PAM.

ABBREVIATIONS

| | | |
|--------|---|---|
| ADB | = | Asian Development Bank |
| ADF | = | Asian Development Fund |
| AFS | = | audited financial statements |
| CEF | = | Clean Energy Fund |
| CEFPF | = | Clean Energy Financing Partnership Facility |
| CTMMEQ | = | Center for Training Methodology and Monitoring of Education Quality |
| CQS | = | consultant qualification selection |
| DMF | = | design and monitoring framework |
| DRS | = | Districts of Republican Subordination |
| EMP | = | environmental management plan |
| GACAP | = | governance and anticorruption action plan |
| GBAO | = | Gorno-Badakhshan Autonomous Region |
| GDP | = | gross domestic product |
| ICB | = | international competitive bidding |
| IEE | = | initial environmental examination |
| LIBOR | = | London interbank offered rate |
| MINT | = | Ministry of Industry and New Technologies |
| MEWR | = | Ministry of Energy and Water Resources |
| MOLME | = | Ministry of Labour, Migration and Employment |
| MRITP | = | market-responsive and inclusive training program |
| NCB | = | national competitive bidding |
| NCCVET | = | national coordination council for vocational education and training |
| NGO | = | non-government organization |
| PAI | = | project administration instructions |
| PAM | = | project administration manual |
| PAG | = | project administration group |
| QBS | = | quality based selection |
| QCBS | = | quality- and cost based selection |
| RRP | = | report and recommendation of the President to the Board |
| SBD | = | standard bidding documents |
| SGIA | = | second generation imprest accounts |
| SOE | = | statement of expenditure |
| SPS | = | Safeguard Policy Statement |
| SPRSS | = | summary poverty reduction and social strategy |
| TOR | = | terms of reference |

I. PROJECT DESCRIPTION

A. Rationale

1. The 1992–1998 civil war in Tajikistan resulted in significant emigration of skilled workers. Tajikistan's gross domestic product growth averaged 7.2% per during 1998–2008, largely because of high prices for aluminum and cotton exports, and the inflow of remittances, primarily from the Russian Federation.¹ The global financial crisis reduced growth to 3.9% in 2009, but growth recovered to an average of 6.5% from 2010 to 2014. The poverty incidence declined steadily from 96% in 1999 to 32% in 2014, but remains the highest in Central and West Asia. The benefits of economic growth have not been inclusive. Most employment is in agriculture, which has the lowest average monthly income. Agriculture's share of total employment has increased steadily, from 43% in 1990 to 66.1% in 2013, while agriculture's share of GDP declined from 30.1% to 21.1%.² The average productivity per agricultural worker has declined between 2005 and 2015. Industry to provide the foundation for sustained growth and employment is undeveloped.

2. The stated goal of the National Development Strategy of the Republic of Tajikistan for the Period to 2015 is sustainable economic development and poverty reduction.³ The three strategic development objectives are (i) ensuring food security, (ii) achieving energy sovereignty, and (iii) overcoming communication obstacles. The strategic priority sectors are agriculture, energy, transport, and communications. The major challenge is structural transformation of the economy, both to sustain growth and to ensure that the benefits of development are widely shared.

3. The sources of the previous high growth rates—demand for aluminum and cotton, and remittances from migrant workers—have all been affected by external factors. The demand for and prices of aluminum and cotton declined significantly during 2011–2014. Remittances are under serious threat due to the slowdown of the Russian Federation economy, which hosts over 90% of Tajik migrant workers. Remittances declined from \$4.4 billion in 2013 to \$3.9 billion in 2014, dropping further to \$1.2 billion at the end of June 2015.⁴ In addition, the Russian Federation has tightened its migration policies, preventing some 210,000 Tajik migrant workers from reentry. An additional 200,000 migrants are at risk of being deported. When combined with 150,000 new entrants into the labor force each year, the unemployment situation in Tajikistan is extremely serious.

4. There is an urgent need to address the unemployment crisis. Mechanisms are needed to facilitate job search for returning migrants. Skills upgrading, basic skills training and quick-turnaround certification, and access to credit to promote self-employment must be put in place as soon as possible. A comprehensive program for job creation needs to be designed and implemented. Jobs must be created in rural areas. The industry and services sectors need to establish more sustainable, labor-intensive, small and medium-sized enterprises.

5. **Issues in the technical and vocational education and training system.** The TVET system in Tajikistan is largely supply-driven. Most course structure and content is outdated, resulting in a mismatch between graduate skills and labor market demand. Ineffective

¹ Remittances accounted for 50% of GDP in 2013 and 42% of GDP in 2014.

² Statistical Agency of Tajikistan. 2014. *Tajikistan Statistical Bulletin*. Dushanbe.

³ Government of Tajikistan. 2007. *National Development Strategy of the Republic of Tajikistan for the Period to 2015*. Dushanbe.

⁴ National Bank of Tajikistan. 2015. *Quarterly report*. Dushanbe.

engagement of private sector partners in TVET, both employers and private trainers, is a key problem. Skills gaps to address climate change are also an issue. Most TVET institutions have obsolete and inadequate equipment, dilapidated school buildings, and poorly maintained dormitories. The condition of physical facilities and the lack of modern curricula reinforce the generally low social image of TVET, and contribute to the system's inability to attract students.

6. Primary TVET suffers from deficiencies in both quality and quantity. The total enrollment in 63 lyceums in 2014 was 21,593 students, of whom 18% were girls, an average enrollment size of 343 students per lyceum. The small average enrollment size results in low student–teacher ratios (9:1), high unit cost (TJS1,400 per student per year compared with TJS900 in general education), and a low percentage share of internally generated funds (22%) to total funding.⁵

7. Weak faculty development has resulted in inadequately trained teaching staff. The salary scale of TVET teachers and masters remains very low compared with other civil servants, and with employees in industry and services sectors. Investment in TVET teacher salaries and training is required to build capacity, modernize technical and training skills, match skills to emerging market needs, and increase retention of qualified TVET teachers and masters.

8. The governance and management structure of primary TVET institutions is weak, and needs much closer alignment with the labor market. The supply-driven funding system and ineffective management approach restricts the flexibility of TVET institutions. A regular labor market assessment does not exist currently, and is badly needed to identify and address emerging needs and skills shortages. The labor market survey conducted during the project design, which involved detailed discussions with employers, identified 17 occupations with good employment potential in five priority sectors: agriculture and food processing, construction, energy, tourism and services, and transport and communication.⁶ The project proposes to invest in key skills training in these sectors, in close collaboration with employers to match demand.

9. **Strategic fit.** The project supports the National Development Strategy of the Republic of Tajikistan for the Period to 2015 and a state program to reform the TVET system for 2012–2020. Given the critical migrant situation, the project is particularly well-timed to provide essential rapid certification and other support. The project is consistent with the education sector policy and the Midterm Review of Strategy 2020, including addressing climate change skills needs.⁷ It aligns with ADB's interim country partnership strategy for Tajikistan, 2015.⁸ It is included in ADB's country operations business plan for Tajikistan, 2015–2017.⁹ The project is the first ADB support for the TVET system in Tajikistan and will be the largest TVET project to date in the country.

10. **Lessons.** The project design has taken into account lessons from previous ADB TVET projects, including (i) institutionalizing mechanisms to engage employers and other social partners in the TVET system; (ii) ensuring the sustainability of TVET system reforms through

⁵ ADB. 2013. *Technical Assistance to the Republic of Tajikistan for Preparing the Strengthening Private Sector Participation in Technical and Vocational Education and Training Project*. Manila (TA 8546-TAJ).

⁶ ADB. *School Mapping Survey*. Manila. Unpublished. The priority occupations include farm worker, bookkeeper, tractor operator-mechanic, fruit and vegetable processing worker, mason, fitter-plumber, finisher, gas and electrical welder, building electrician, industrial electrician, tailor, cosmetologist, domestic appliance repairman, cook-confectioner, seller, truck driver, and heavy equipment operator-mechanic.

⁷ ADB. 2014. *Midterm Review of Strategy 2020: Meeting the Challenges of a Transforming Asia and Pacific*. Manila.

⁸ ADB. 2014. *Interim Country Partnership Strategy: Tajikistan, 2015*. Manila.

⁹ ADB. 2014. *Country Operations Business Plan: Tajikistan, 2015–2017*. Manila.

incorporation in regular Ministry of Labour, Migration and Employment (MOLME) activities; (iii) involving key stakeholders to foster a strong sense of industry ownership; and (iv) ensuring the legal and regulatory framework supports TVET system reform.

11. **Development partner coordination.** During the project design, ADB consulted with GIZ, European Union, International Labour Organization, Islamic Development Bank, UNICEF and University of Central Asia/Aga Khan Foundation, who all have small TVET projects. ADB is a member of the TVET Coordination Working Group jointly set up by the government and development partners to promote TVET policy dialogue and support the reform agenda.

B. Impact and Outcome

12. The impact will be a national workforce with an increased proportion of skilled workers employed in Tajikistan. The outcome will be a demand-driven, quality-assured, and flexible TVET system responsive to labor market needs.

C. Outputs

13. The project has four outputs: (i) technical and vocational education and training system methodology modernized, (ii) physical learning facilities upgraded, (iii) access to quality programs improved, and (iv) governance and management strengthened. The government, private sector (employers and private training providers), nongovernment organizations, and development partners will be involved in delivering the outputs.¹⁰

14. **Output 1: Technical and vocational education and training system methodology modernized.** The project will develop competency standards and assessment tools aligned to an adapted European qualification framework.¹¹ Competency-based training (CBT) curriculum and gender-sensitive learning materials will be developed, and competency assessors for 17 occupations will be trained. The occupations have been selected based on the government's development priorities, a labor market survey conducted during project preparation, and inputs from key stakeholders.¹² An implementation plan for the development of the CBT components has been prepared, involving industry working groups, training providers, and development partners.¹³ Guidelines and manuals will be prepared to promote future sustainability and development, and periodic upgrading of competency standards, qualifications, and curriculum. The Center for Training Methodology and Monitoring of Education Quality (CTMMEQ) under MOLME will implement output 1. The project will build CTMMEQ capacity and facilitate a twinning partnership with a reputable foreign workforce development agency. The CBT curriculum and learning materials will be piloted in 29 TVET institutions, which were selected based on criteria agreed by MOLME and ADB.¹⁴ The project will strengthen the selected TVET institutions' core programs to enable them to serve as resource centers for other TVET institutions in their respective sectors.

15. **Output 2: Physical learning facilities upgraded.** The project will upgrade the physical

¹⁰ Summary of Private Sector Participation in the Project Activities (accessible from the list of linked documents in Appendix 2).

¹¹ European Qualification Framework Descriptors are in Appendix 3 of the Project Administration Manual (PAM) (accessible from the list of linked document in Appendix 2).

¹² List of Priority Economic Sectors and Selected Occupations by Region is in Appendix 6 of the PAM.

¹³ Implementation Plan for Development of CBT Components is in Appendix 4 of the PAM.

¹⁴ Criteria and Procedures for Selection of Technical and Vocational Education and Training Institutions for Project Assistance, and Profile of the Project Technical and Vocational Education and Training Institutions (accessible from the list of linked documents in Appendix 2)

learning and teaching facilities of the selected TVET institutions. The design of rehabilitation works takes into consideration teaching requirements, student needs, and environmental and social safeguards. In three project sites, green reconstruction and power approaches will demonstrate options for general building rehabilitation, and help train teachers and students in green reconstruction. The project will also support gender-appropriate dormitory upgrades, which will help increase female student access to formal TVET system.

16. **Output 3: Access to quality programs improved.** The project will develop an in-service TVET teacher training plan to provide teachers and masters with (i) a clear understanding of the CBT methodology, (ii) competencies in student-centered training delivery, and (iii) practical knowledge and skills in respective technology areas through industry internships.¹⁵ The MOLME Engineering Pedagogical College in Dushanbe (EPCD) will lead implementation of the in-service teacher training. The project will develop and implement a market-responsive and inclusive training program (MRITP) to help the TVET system extend its reach to migrants, the disadvantaged and vulnerable, and respond to urgent skills needs of major investment projects.¹⁶ The delivery of eligible MRITP training programs will be open to both public and private providers. To address limited access to TVET by girls and gender segregation of occupations, the Gender Equity Model Program (GEMP) will be piloted in five selected lyceums.¹⁷ This pilot will encourage girls to pursue nontraditional occupations and improve their skills, employability, and incomes. The project will provide 1-year stipends to 2,230 women and girls enrolling in nontraditional courses, to be paid during the last 6 months of study and the first 6 months of their employment.

17. **Output 4: Governance and management strengthened.** The project will support the (i) establishment and operation of industry advisory committees and working groups in the five priority sectors; (ii) training in modern TVET management; (iii) strengthening of the secretariat of the National Coordination Council for Vocational Education and Training; (iv) provision of equipment for the Scientific Research Institute on Labor, Migration and Employment under MOLME to support annual labor market assessments; (v) a social marketing program; (vi) development and implementation of the project monitoring and evaluation system; and (vii) designation of a resource center in each region to facilitate coordination and ensure efficient project implementation.¹⁸ A skills conference in year four will showcase CBT achievements.

18. CEF cofinancing will help the project integrate clean energy and energy efficiency technologies, and will support (i) output 1 through the development of specific clean energy competency standards, qualifications, and curriculum for the selected energy sector courses; (ii) output 2 by incorporating clean energy technologies into the civil works at three selected sites for better energy use and overall habitability; (iii) output 3 through technology demonstration to teachers and students in priority energy sector occupations at the selected sites; and (iv) project management by handling clean energy procurement and installation, and strengthening linkages to ongoing clean energy industry development in Tajikistan.¹⁹

¹⁵ TVET Teachers Training Program for CBT is in Appendix 9 of the PAM.

¹⁶ Concept Paper on Market-Responsive and Inclusive Training Program is in Appendix 5 of the PAM.

¹⁷ Gender Equity Model Program is in Appendix 10 of the PAM.

¹⁸ Regional Resource Centers are in Appendix 15 of the PAM.

¹⁹ ADB. 2013. *Report and Recommendation of the President to the Board of Directors: Proposed Grant and Administration of Technical Assistance Grant to the Republic of Tajikistan for Access to Green Finance Project*. Manila (Grant 0346-TAJ).

II. IMPLEMENTATION PLANS

A. Project Readiness Activities

| Indicative Activities | | | | | | | | | | | | | Responsible Agency(ies) | |
|--------------------------------|------|---|---|---|---|---|----|----|----|---|------|---|-------------------------|-----------------|
| | 2015 | | | | | | | | | | 2016 | | | |
| | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1 | 2 | 3 | | |
| ADB staff review | | | | | | | | | | | | | | ADB |
| Grant and loan negotiations | | | | | | | | | | | | | | ADB, MOLME |
| Advance contracting | | | | | | | | | | | | | | ADB, MOLME |
| Retroactive financing | | | | | | | | | | | | | | MOLME |
| ADB Board consideration | | | | | | | | | | | | | | ADB |
| Signing of financing agreement | | | | | | | | | | | | | | ADB, government |
| MOJ legal opinion provided | | | | | | | | | | | | | | MOJ |
| Grant and loan effectiveness | | | | | | | | | | | | | | ADB |

[illegible]

[illegible]

| Output / Activity | 2016 | | | | 2017 | | | | 2018 | | | | 2019 | | | | 2020 | | | | 2021 | | |
|---|------|---|---|---|------|---|---|---|------|---|---|---|------|---|---|---|------|---|---|---|------|---|---|
| | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 4.5.6 Train industry experts to develop assessment tools for the assessment tools of returning migrants | | | | | | | | | | | | | | | | | | | | | | | |
| 4.5.7 Train independent regional independent competency assessors to conduct assessment of returning migrants | | | | | | | | | | | | | | | | | | | | | | | |
| 4.5.8 Conduct regional assessment for returning migrants | | | | | | | | | | | | | | | | | | | | | | | |
| 4.5.9 Support regional activities of MRIPT and other project activities | | | | | | | | | | | | | | | | | | | | | | | |
| 5. PAG activities | | | | | | | | | | | | | | | | | | | | | | | |
| 5.5.1 Establish internal MIS and M&E system of PAG by December 2016 | | | | | | | | | | | | | | | | | | | | | | | |
| 5.5.2 Conduct baseline and tracer studies for DMF | | | | | | | | | | | | | | | | | | | | | | | |
| 5.5.3 Establish procurement plan key policies and procedures | | | | | | | | | | | | | | | | | | | | | | | |
| 5.5.4 Finalize national consultant selection procedures | | | | | | | | | | | | | | | | | | | | | | | |
| 5.5.5 Annual Performance Review | | | | | | | | | | | | | | | | | | | | | | | |
| 5.5.6 Complete Annual/Midterm review | | | | | | | | | | | | | | | | | | | | | | | |
| 5.5.7 Submit Project completion report, winding up period and closing of accounts | | | | | | | | | | | | | | | | | | | | | | | |

Source: Asian Development Bank.

III. PROJECT MANAGEMENT ARRANGEMENTS

A. Project Implementation Organizations – Roles and Responsibilities

Project implementation Management Roles and Responsibilities organizations

-
- | | |
|--|--|
| <ul style="list-style-type: none"> • Ministry of Labor, Migration and Employment (Executing Agency) | <ul style="list-style-type: none"> ➤ The Head of the EA is the Minister of MOLME; ➤ Responsible for providing overall guidance and for resolving project implementation issues to ensure effective execution of the project. It is responsible for all the activities of the project; ➤ Will create a Project Management Working Group (PMWG) consisting of MOLME staff; ➤ Will create a PAG of highly qualified specialists and consultants selected on a competitive basis who together with the employees of MOLME will carry out practical execution of the project; ➤ Responsible for the whole activity of the PAG and implementation of the project; ➤ Will open and manage the project imprest account; and ➤ Retaining documents necessary to support imprest account disbursements. |
| <ul style="list-style-type: none"> • Project Steering Committee | <ul style="list-style-type: none"> ➤ Body created under the Government of Tajikistan which is composed of representatives of concerned Ministries; ➤ The Chair of the Project Steering Committee (PSC) will be the Deputy Prime Minister; ➤ The Committee will be composed of Deputy Ministers of MOLME, MOF, MOES, MOEDT, MOA, MINT, MEWR, MOTC, Committee for Youth affairs and Tourism; State Investment Committee, Committee for Women and Family affairs; industry associations, and NGOs; ➤ The Committee will meet at least twice a year; ➤ The MOLME will designate a secretary of the Steering Committee, who will prepare the agenda and minutes of the meetings; ➤ Steering Committee works throughout the duration of the project. |
| <ul style="list-style-type: none"> • Project Administration Group (PAG) | <ul style="list-style-type: none"> ➤ Will be created by the Minister and be composed up to 9 specialists ➤ Ensure implementation of all project activities on schedule. Carry out secretarial functions for the Project Steering Committee ➤ Preparation of the General Work Plan and Budget; ➤ Finance and procurement activities; ➤ Implementation, coordination and monitoring the project; |

- Preparation of documents for the PMWG, the Steering Committee, Government, Ministries and other agencies;
 - Coordination and legal work in introducing CBT methodology into TVET system, physical rehabilitation and re-equipping TVET lyceums and ALCs
 - Conducting of seminars and training for employees of MOLME on effective management issues and for directors, teachers and masters of TVET lyceums and ALCs on issues related to the introduction of CBT methodology;
 - Implementation of the MRITP;
 - Implementation of the GEMP;
 - Creation of a statistical database of Primary TVET lyceums and ALCs;
 - Preparation of reports, presentations for Government, MOLME, ADB and PMWG;
 - effective management issues and for directors, teachers and masters of TVET lyceums and ALCs on issues related to the of CBT methodology
- Ministry of Finance
 - Oversight of grant disbursements and ensuring these are properly accounted for; and
 - Providing MOLME adequate budgetary funding to meet project.
 - ADB
 - will administer and disburse the loan and grant funds amounting to \$32 million (ADB \$30 million and CEF \$2 million) in accordance with the terms and conditions laid down in the Financing Agreements and Externally Financed Grant Agreement;
 - review reports and documents relating to the progress, procurement and disbursement of funds;
 - ADB will hold periodic supervision missions and special missions to examine progress and provide advice.

B. Key Persons Involved in Implementation

Executing and
Implementing Agency
Ministry of Labor, Migration
and Employment

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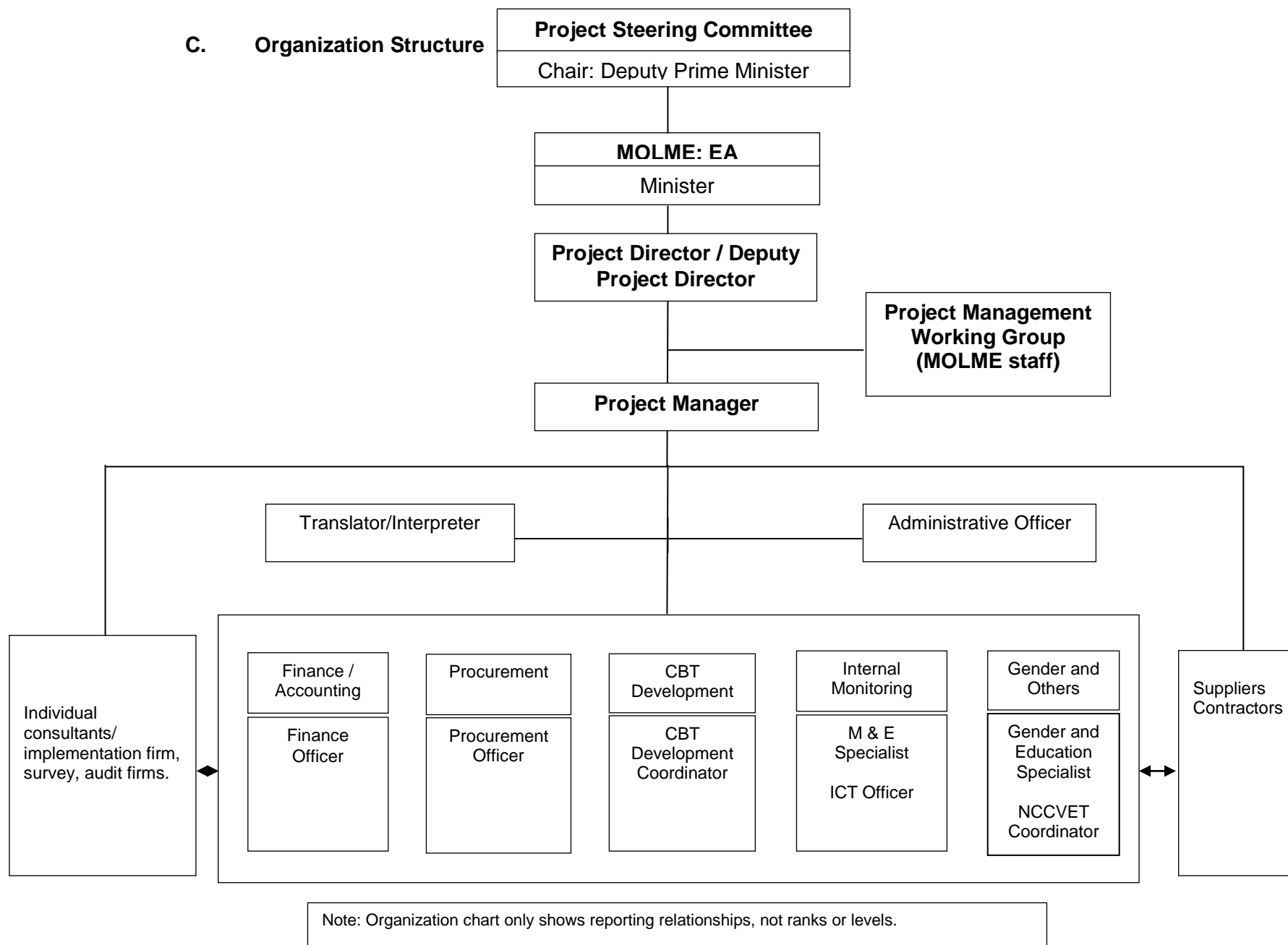
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C. Organization Structure



IV. COSTS AND FINANCING

19. The Project investment cost is estimated at \$34 million, including physical and price contingencies, taxes and duties, and financing charges during implementation (Table 1). The project cost of \$15 million equivalent will be financed by the Asian Development Fund (ADF) loan and the project cost of \$15 million equivalent will be financed by ADF grant. The grant will be supplemented by a \$2 million grant from the Clean Energy Fund (CEF) under the Clean Energy Financing Partnership Facility to install clean energy and energy efficiency measures at selected TVET facilities. ADB will administer the CEF grant on a parallel cofinancing basis. The government will contribute approximately \$2 million in kind for counterpart staff, office accommodation and facilities, logistics support, translation, and taxes and duties through exemptions.

Table 1: Project Investment Plan

| Item | Amount ^a (\$ million) |
|---|-------------------------------------|
| A. Base Cost ^b | |
| 1. Modernized TVET system methodology | 3.1 |
| 2. Upgraded physical learning facilities | 17.9 |
| 3. Improved access to quality TVET programs | 5.7 |
| 4. Strengthened governance and management of TVET system | 3.4 |
| 5. Project management support | 1.3 |
| Subtotal (A) | 31.4 |
| B. Contingencies ^c | 2.3 |
| C. Financing Charges During Implementation^d | 0.3 |
| Total (A+B+C) | 34.0 |

TVET = technical and vocational education and training.

^a Includes in-kind contribution of \$0.1 million and taxes and duties of \$1.9 million to be financed by the Government of Tajikistan through exemptions.

^b In mid-2014 prices.

^c Physical contingencies computed at 5% for works and equipment costs. Price contingencies computed at 2.5% on foreign exchange costs and 6% on local currency costs; includes provision for potential exchange rate fluctuation under the assumption of a purchasing power parity exchange rate.

^d Interest during construction for ADB loan has been computed on Asian Development Fund rates at 1% per year during the 8-year grace period.

Source: Asian Development Bank estimates.

A. Detailed Cost Estimates by Expenditure Category

Table 2: Detailed Cost Estimates by Expenditure Category

| | | (\$ million) | | | |
|----------|--|------------------|----------------|--------------|----------------------|
| | Item | Foreign Exchange | Local Currency | Total Cost | % of Total Base Cost |
| A | Investment Costs | | | | |
| | 1 Civil Works | 1.78 | 4.94 | 6.72 | 21% |
| | 2 Vehicle | 0.04 | 0.01 | 0.10 | 0% |
| | 3 Equipment | 6.67 | 1.92 | 8.59 | 27% |
| | 4 Furniture | 0.36 | 1.40 | 1.76 | 6% |
| | 5 TVET Capacity Building | - | 7.54 | 7.54 | 24% |
| | 6 Books, Publications, Handouts | 0.01 | 0.07 | 0.08 | 0% |
| | 7 Staff Training cost | - | 0.93 | 0.89 | 3% |
| | 8 Study Tours | 0.33 | 0.08 | 0.41 | 1% |
| | 9 Survey Studies, and Social Marketing | - | 0.19 | 0.18 | 1% |
| | 10 Stipend | - | 0.80 | 0.80 | 3% |
| | 11 Consulting Services | 0.82 | 0.39 | 1.21 | 4% |
| | 12 Duties and Taxes on Investment cost | - | 1.61 | 1.61 | 5% |
| | Subtotal (A) | 10.01 | 19.87 | 29.89 | 95% |
| B | Recurrent Cost | | | | |
| | 1 Operational and Management Cost | 0.12 | 1.05 | 1.17 | 4% |
| | 2 Contribution in kind | - | 0.06 | 0.10 | 0% |
| | 3 Duties & Taxes on Recurrent Cost | - | 0.29 | 0.29 | 1% |
| | Subtotal (B) | 0.12 | 1.40 | 1.56 | 5% |
| | Subtotal Base Cost (A+B) | 9.51 | 10.13 | 21.27 | 1.45 |
| C | Contingencies | | | | |
| | 1 Physical | - | - | 1.30 | 4% |
| | 2 Price | - | - | 0.94 | 3% |
| | Subtotal (C) | 0.81 | 1.85 | 2.66 | 9% |
| D | Financing Charges During Implementation | 0.32 | 0.75 | - | 0.75 |
| | Total Project Cost (A+B+C+D) | 10.45 | 21.27 | 34.00 | 108% |

Note: Totals may not sum precisely because of rounding.

B. Allocation and Withdrawal of Loan and Grant Proceeds

Table 3.1: Allocation and Withdrawal of Loan Proceeds

| Item | Total amount allocated (\$ million) | Basis for withdrawal from the Loan Account |
|---------------------|-------------------------------------|--|
| 1 Civil Works | 5.28 | 100% of expenditure claimed* |
| 2 Vehicle | 0.10 | 100% of expenditure claimed* |
| 3 Equipment | 8.44 | 100% of expenditure claimed* |
| 4 Financing charges | 0.32 | 100% of amount due |
| 5 Unallocated | 0.86 | |
| Total | 15.00 | |

* Exclusive of taxes and duties imposed within the territory of the borrower.

Note: Totals may not sum precisely because of rounding.

Table 3.2: Allocation and Withdrawal of Grant Proceeds

| Item | Total amount allocated (\$ million) | Basis for withdrawal from the Grant Account |
|--|-------------------------------------|---|
| 1 Furniture | 1.76 | 100% of expenditure claimed* |
| 2 TVET Capacity Building | 7.35 | 100% of expenditure claimed* |
| 3 Books, Publications, Handouts | 0.08 | 100% of expenditure claimed* |
| 4 Staff Training cost | 0.89 | 100% of expenditure claimed |
| 5 Study Tours | 0.41 | 100% of expenditure claimed |
| 6 Survey Studies, and Social Marketing | 0.18 | 100% of expenditure claimed |
| 7 Stipend | 0.80 | 100% of expenditure claimed* |
| 8 Consulting Services | 1.16 | 100% of expenditure claimed* |
| 9 Operation and Management Cost | 1.17 | 100% of expenditure claimed |
| 10 Unallocated | 1.20 | |
| Total | 15.00 | |

* Exclusive of taxes and duties imposed within the territory of the borrower.

Note: Totals may not sum precisely because of rounding.

**Table 3.2 Allocation and Withdrawal of Clean Energy Fund under the
Clean Energy Financing Partnership Facility Grant Proceeds**

| Item | Total amount allocated for ADB Financing (\$ million) | Basis for withdrawal from the Grant Account |
|--------------------------|--|--|
| 1 Civil works | 1.44 | 100% of expenditure claimed* |
| 2 Equipment | 0.15 | 100% of expenditure claimed* |
| 3 TVET Capacity Building | 0.19 | 100% of expenditure claimed* |
| 4 Consulting Services | 0.05 | 100% of expenditure claimed* |
| 5 Unallocated | 0.17 | |
| Total | 2.00 | |

* Exclusive of taxes and duties imposed within the territory of the borrower.

Note: Totals may not sum precisely because of rounding.

C. Detailed Cost Estimates by Financier

Table 4: Detailed Cost Estimates by Financier

(\$ million)

| Item | Government | | ADB Loan | | ADB Grant | | Amount | CEF | | Amount | Total Cost Percent |
|--|--------------------------------------|---------|----------|---------|-----------|---------|--------|---------|--------|--------|-----------------------|
| | Amount | Percent | Amount | Percent | Amount | Percent | | Percent | | | |
| A. Investment Costs | | | | | | | | | | | |
| 1 | Civil Works | | | | | | | | | | |
| | a. ADB | - | - | 5.28 | 100.0% | - | - | - | - | 5.28 | 100.0% |
| | b. CEF | - | - | - | - | - | - | 1.44 | 100.0% | 1.44 | 100.0% |
| 2 | Vehicles | | | | | | | | | | |
| | | - | - | 0.10 | 100.0% | - | - | - | - | 0.10 | 100.0% |
| 3 | Equipment | | | | | | | | | | |
| | a. ADB | - | - | 8.44 | 100.0% | - | - | - | - | 8.44 | 100.0% |
| | b. CEF | - | - | - | - | - | - | 0.15 | 100.0% | 0.15 | 100.0% |
| 4 | Furniture | | | | | | | | | | |
| | | - | - | - | - | 1.76 | 100.0% | - | - | 1.76 | 100.0% |
| 5 | TVET Capacity Building | | | | | | | | | | |
| | a. ADB | - | - | - | - | 7.35 | 100.0% | - | - | 7.35 | 100.0% |
| | b. CEF | - | - | - | - | - | - | 0.19 | 100.0% | 0.19 | 100.0% |
| 6 | Books, Publications, Handouts | | | | | | | | | | |
| | | - | - | - | - | 0.08 | 100.0% | - | - | 0.08 | 100.0% |
| 7 | Staff Training cost | | | | | | | | | | |
| | | - | - | - | - | 0.89 | 100.0% | - | - | 0.89 | 100.0% |
| 8 | Study Tours | | | | | | | | | | |
| | | - | - | - | - | 0.41 | 100.0% | - | - | 0.41 | 100.0% |
| 9 | Survey Studies, and Social Marketing | | | | | | | | | | |
| | | - | - | - | - | 0.18 | 100.0% | - | - | 0.18 | 100.0% |
| 10 | Stipend | | | | | | | | | | |
| | | - | - | - | - | 0.80 | 100.0% | - | - | 0.80 | 100.0% |
| 11 | Consultants ^a | | | | | | | | | | |
| | a. ADB | - | - | - | - | 1.16 | 100.0% | - | - | 1.16 | 100.0% |
| | b. CEF | - | - | - | - | - | - | 0.05 | 100.0% | 0.05 | 100.0% |
| 12 | Taxes and duties | | | | | | | | | | |
| | | 1.90 | 100.0% | - | - | - | - | - | - | 1.90 | 100.0% |
| B. Recurrent Costs | | | | | | | | | | | |
| 13 | Operational and Management Cost | | | | | | | | | | |
| | | - | - | - | - | 1.17 | 100.0% | - | - | 1.17 | 100.0% |
| 14 | Contribution in kind | | | | | | | | | | |
| | | 0.10 | 100.0% | - | - | - | - | - | - | 0.10 | 100.0% |
| C. Contingencies | | | | 0.86 | 38.6% | 1.20 | 53.8% | 0.17 | | 2.24 | 100.0% |
| D. Financing Charges During Implementation | | | | | | | | | | | |
| | | - | - | 0.32 | 100.0% | - | - | - | - | 0.32 | 100.0% |
| Total Project Cost (A+B+C+D) | | 2.00 | | 15.00 | | 15.00 | | 2.00 | | 34.00 | |

Note: Totals may not sum precisely because of rounding.

^a Includes recruitment of audit firm.

D. Detailed Cost Estimates by Outputs/Components

Table 5: Detailed Cost Estimates by Output/Component

(\$ million)

| Item | Total Cost | Component 1 | | Component 2 | | Component 3 | | Component 4 | | Component 5 | |
|---|--------------|-------------|--------------------|--------------|--------------------|-------------|--------------------|-------------|--------------------|-------------|--------------------|
| | | Base Cost | % of Cost Category | Base Cost | % of Cost Category | Base Cost | % of Cost Category | Base Cost | % of Cost Category | Base Cost | % of Cost Category |
| A. Investment Costs | | | | | | | | | | | |
| 1 Civil Works | 7.35 | 0.06 | 0.8% | 7.04 | 95.8% | 0.10 | 1.4% | 0.16 | 2.1% | - | 0.0% |
| 2 Vehicles | 0.10 | - | - | - | - | - | 0.0% | - | - | 0.10 | 100.0% |
| 3 Equipment | 9.38 | 0.15 | 1.6% | 8.81 | 93.9% | 0.36 | 3.8% | 0.04 | 0.5% | 0.02 | 0.2% |
| 4 Furniture | 1.57 | 0.02 | 1.2% | 1.52 | 97.0% | 0.01 | 0.6% | 0.00 | 0.3% | 0.02 | 1.0% |
| 5 TVET Capacity and Building | 7.10 | 1.38 | 19.4% | 0.11 | 1.6% | 4.01 | 56.5% | 1.60 | 22.6% | - | 0.0% |
| 6 Books, Publications, Handouts | 0.09 | 0.07 | 83.1% | - | - | 0.02 | 16.9% | - | - | - | 0.0% |
| 7 Staff Training cost | 0.97 | - | - | - | - | - | - | 0.97 | 100.0% | - | 0.0% |
| 8 Study Tours | 0.41 | 0.24 | 59.1% | - | - | - | - | 0.17 | 40.9% | - | 0.0% |
| 9 Survey Studies, and Social Marketing | 0.20 | - | - | - | - | 0.06 | 30.0% | 0.14 | 70.0% | - | 0.0% |
| 10 Stipend | 0.80 | - | - | - | - | 0.80 | 100.0% | - | - | - | 0.0% |
| 11 Consultants | 1.98 | 1.14 | 57.9% | 0.40 | 20.5% | 0.36 | 18.1% | 0.01 | 0.4% | 0.06 | 3.2% |
| 12 Operational and Management Cost | 1.40 | 0.07 | 5.3% | 0.06 | 4.4% | - | - | 0.26 | 18.9% | 1.00 | 71.4% |
| 13 Contribution in kind | 0.10 | - | 0.0% | - | 0.0% | - | - | - | 0.0% | 0.10 | 100.0% |
| Total base Cost | 31.44 | 3.13 | 10.0% | 17.95 | 57.1% | 5.71 | 0.18 | 3.35 | 10.7% | 1.30 | 4.1% |
| B. Contingencies | | | | | | | | | | | |
| 1 Physical | 1.10 | 0.16 | 14.2% | 0.44 | 39.7% | 0.29 | 25.9% | 0.17 | 15.2% | 0.06 | 5.0% |
| 2 Price | 1.14 | 0.13 | 11.5% | 0.46 | 40.8% | 0.31 | 27.3% | 0.17 | 14.9% | 0.06 | 5.4% |
| Subtotal (B) | 2.24 | 0.29 | 12.8% | 0.90 | 40.3% | 0.60 | 26.6% | 0.34 | 15.1% | 0.12 | 5.2% |
| C. Financing Charges During Implementation | 0.32 | - | - | - | - | - | - | - | - | - | - |
| Total Project Cost (A+B+C) | 34.00 | 3.42 | 0.23 | 18.85 | 0.55 | 6.31 | 0.19 | 3.69 | 0.11 | 1.41 | 0.04 |

Note: Totals may not sum precisely because of rounding.

E. Detailed Cost Estimates by Year

Table 6: Detailed Cost Estimates by Year
(\$ million)

| | Total | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 |
|--|--------------|--------------|--------------|--------------|-------------|-------------|-------------|-------------|
| A Investment Cost | | | | | | | | |
| 1 Civil Works | 7.35 | - | 6.71 | 0.64 | - | - | - | - |
| 2 Vehicle | 0.10 | - | 0.10 | - | - | - | - | - |
| 3 Equipment | 9.19 | - | 6.48 | 2.71 | - | - | - | - |
| 4 Furniture | 1.76 | - | 1.38 | 0.38 | - | - | - | - |
| 5 TVET Capacity Building | 7.10 | - | 1.39 | 1.84 | 1.59 | 1.23 | 1.06 | - |
| 6 Books, Publications, Handouts | 0.09 | - | 0.03 | 0.02 | 0.02 | 0.02 | - | - |
| 7 Staff Training cost | 0.97 | - | 0.27 | 0.18 | 0.18 | 0.18 | 0.18 | - |
| 8 Study Tours | 0.41 | - | 0.05 | 0.13 | 0.13 | 0.05 | 0.05 | - |
| 9 Survey Studies, and Social Marketing | 0.20 | - | 0.07 | 0.02 | 0.04 | 0.05 | 0.02 | - |
| 10 Stipend | 0.80 | - | 0.16 | 0.16 | 0.16 | 0.16 | 0.16 | - |
| 11 Consultants | 1.97 | - | 0.88 | 0.73 | 0.35 | 0.01 | - | - |
| Subtotal (A) | 29.95 | - | 17.52 | 6.82 | 2.47 | 1.69 | 1.46 | - |
| B Recurrent Cost | | | | | | | | |
| Operational and overhead | | | | | | | | |
| 1 Costs | 1.40 | 0.04 | 0.33 | 0.26 | 0.26 | 0.24 | 0.22 | 0.05 |
| 2 Contribution in kind | 0.10 | 0.00 | 0.02 | 0.02 | 0.02 | 0.02 | 0.02 | 0.00 |
| Subtotal (B) | 1.50 | 0.04 | 0.35 | 0.28 | 0.28 | 0.26 | 0.23 | 0.05 |
| C Contingencies | | | | | | | | |
| Physical | 1.10 | 0.00 | 0.85 | 0.35 | 0.13 | 0.10 | 0.08 | 0.00 |
| Price | 1.14 | 0.00 | 0.41 | 0.28 | 0.15 | 0.14 | 0.15 | 0.01 |
| Subtotal (C) | 2.24 | 0.00 | 1.26 | 0.63 | 0.28 | 0.24 | 0.23 | 0.01 |
| D Financing charges during implementation | 0.32 | - | 0.03 | 0.12 | 0.15 | 0.15 | 0.15 | 0.15 |
| | - | | | | | | | |
| Total Project Costs (A+B+C+D) | 34.00 | 34.00 | 0.04 | 19.15 | 7.85 | 3.17 | 2.34 | 2.08 |

Note: Totals may not sum precisely because of rounding.

Table 7: Contract Award and Disbursement Projections

| ADF Grant Contract Awards (\$ million) | | | | | |
|---|--------------|--------------|--------------|--------------|--------------|
| Year | QTR 1 | QTR 2 | QTR 3 | QTR 4 | Total |
| 2016 | 0.00 | 0.00 | 0.09 | 0.10 | 0.19 |
| 2017 | 0.00 | 0.47 | 0.29 | 0.49 | 1.25 |
| 2018 | 0.72 | 0.78 | 0.75 | 0.74 | 2.99 |
| 2019 | 0.81 | 0.81 | 0.71 | 1.58 | 3.91 |
| 2020 | 0.84 | 1.34 | 0.84 | 0.84 | 3.86 |
| 2021 | 0.92 | 1.88 | 0.00 | 0.00 | 2.80 |
| Total | | | | | 15.00 |

Source: Asian Development Bank estimates.

| ADF Grant Disbursements (\$ million) | | | | | |
|---|--------------|--------------|--------------|--------------|--------------|
| Year | QTR 1 | QTR 2 | QTR 3 | QTR 4 | Total |
| 2016 | 0.00 | 0.00 | 0.01 | 0.01 | 0.02 |
| 2017 | 0.00 | 0.05 | 0.07 | 0.31 | 0.43 |
| 2018 | 0.32 | 0.33 | 0.33 | 0.26 | 1.24 |
| 2019 | 1.34 | 1.12 | 0.34 | 0.43 | 3.23 |
| 2020 | 1.09 | 1.17 | 1.12 | 1.44 | 4.82 |
| 2021 | 3.07 | 0.19 | 1.00 | 1.00 | 5.26 |
| Total | | | | | 15.00 |

Source: Asian Development Bank estimates.

| ADF Loan Contract Awards (\$ million) | | | | | |
|--|--------------|--------------|--------------|--------------|--------------|
| Year | QTR 1 | QTR 2 | QTR 3 | QTR 4 | Total |
| 2016 | | | 0.00 | 0.53 | 0.53 |
| 2017 | 0.16 | 0.16 | 1.06 | 0.83 | 2.21 |
| 2018 | 0.66 | 0.62 | 1.00 | 1.10 | 3.38 |
| 2019 | 0.99 | 2.27 | 0.59 | 1.93 | 5.78 |
| 2020 | 0.50 | 0.20 | 0.70 | 0.70 | 2.10 |
| 2021 | 0.20 | 0.80 | 0.00 | 0.00 | 1.00 |
| Total | | | | | 15.00 |

Source: Asian Development Bank estimates.

| ADF Loan Disbursements (\$ million) | | | | | |
|--|--------------|--------------|--------------|--------------|--------------|
| Year | QTR 1 | QTR 2 | QTR 3 | QTR 4 | Total |
| 2016 | 0.00 | 0.00 | 0.00 | 0.05 | 0.05 |
| 2017 | 0.02 | 0.16 | 0.33 | 0.44 | 0.95 |
| 2018 | 0.50 | 0.57 | 0.86 | 0.73 | 2.66 |
| 2019 | 0.98 | 1.26 | 1.03 | 1.32 | 4.59 |
| 2020 | 0.32 | 0.02 | 1.98 | 1.56 | 3.88 |
| 2021 | 0.75 | 0.63 | 1.49 | 0.00 | 2.87 |
| Total | | | | | 15.00 |

Source: Asian Development Bank estimates.

Table 8: Contract Award and Disbursement Projections (CEF)

| Contract Awards (\$ million) | | | | | |
|-------------------------------------|--------------|--------------|--------------|-------------|--------------|
| Year | QTR 1 | QTR 2 | QTR 3 | QTR4 | Total |
| 2016 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2017 | 0.00 | 0.00 | 0.62 | 0.50 | 1.12 |
| 2018 | 0.18 | 0.24 | 0.17 | 0.18 | 0.77 |
| 2019 | 0.03 | 0.02 | 0.02 | 0.04 | 0.11 |
| 2020 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2021 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Total | | | | | 2.00 |

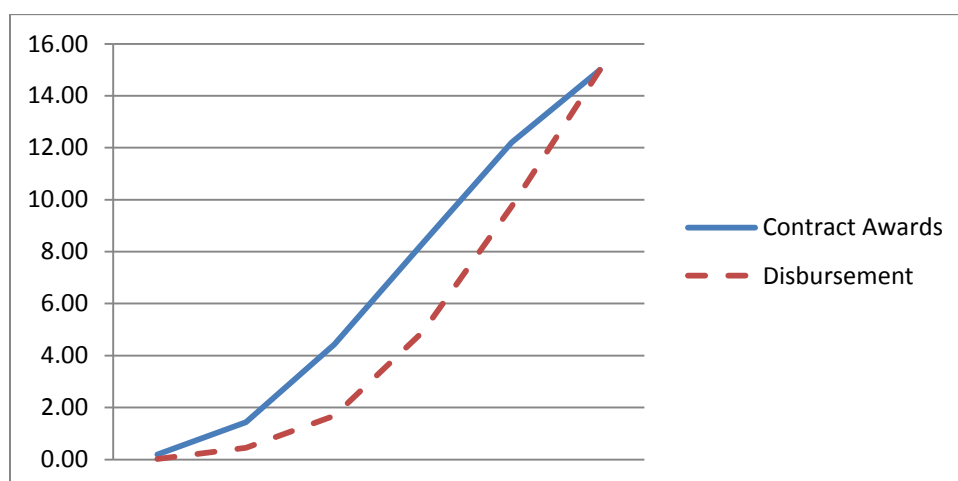
Source: Asian Development Bank estimates.

| Disbursements (\$ million) | | | | | |
|-----------------------------------|--------------|--------------|--------------|-------------|--------------|
| Year | QTR 1 | QTR 2 | QTR 3 | QTR4 | Total |
| 2016 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2017 | 0.00 | 0.00 | 0.12 | 0.33 | 0.45 |
| 2018 | 0.08 | 0.18 | 0.17 | 0.43 | 0.86 |
| 2019 | 0.08 | 0.08 | 0.07 | 0.09 | 0.32 |
| 2020 | 0.02 | 0.16 | 0.12 | 0.07 | 0.37 |
| 2021 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Total | | | | | 2.00 |

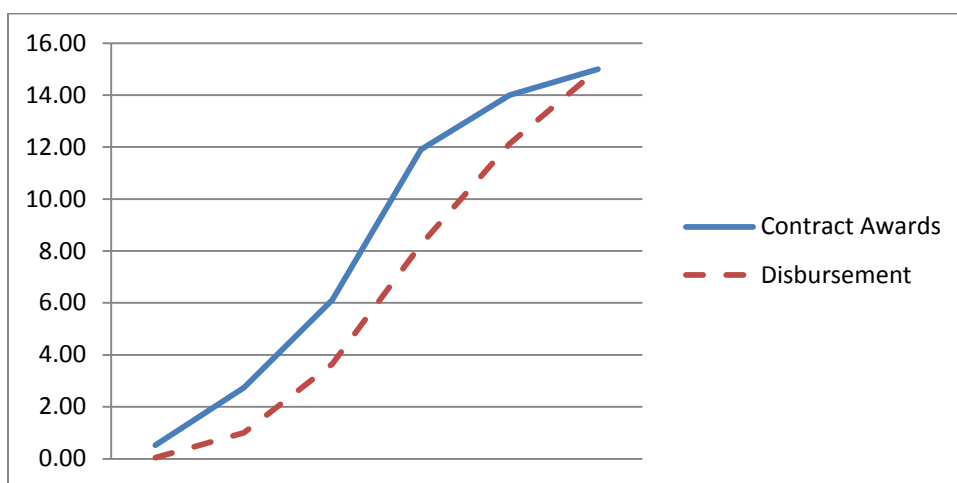
Source: Asian Development Bank estimates.

F. Indicative Contract and Disbursement S-curve

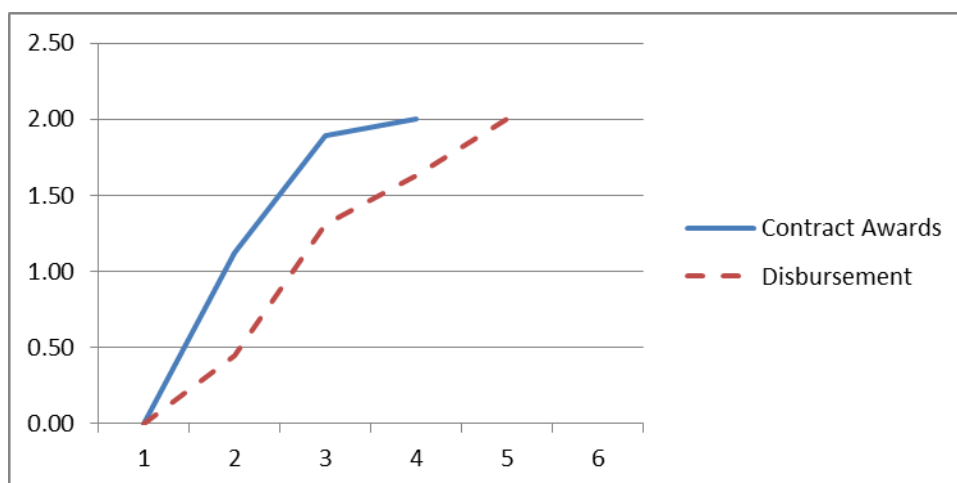
(ADF Grant)



(ADF Loan)

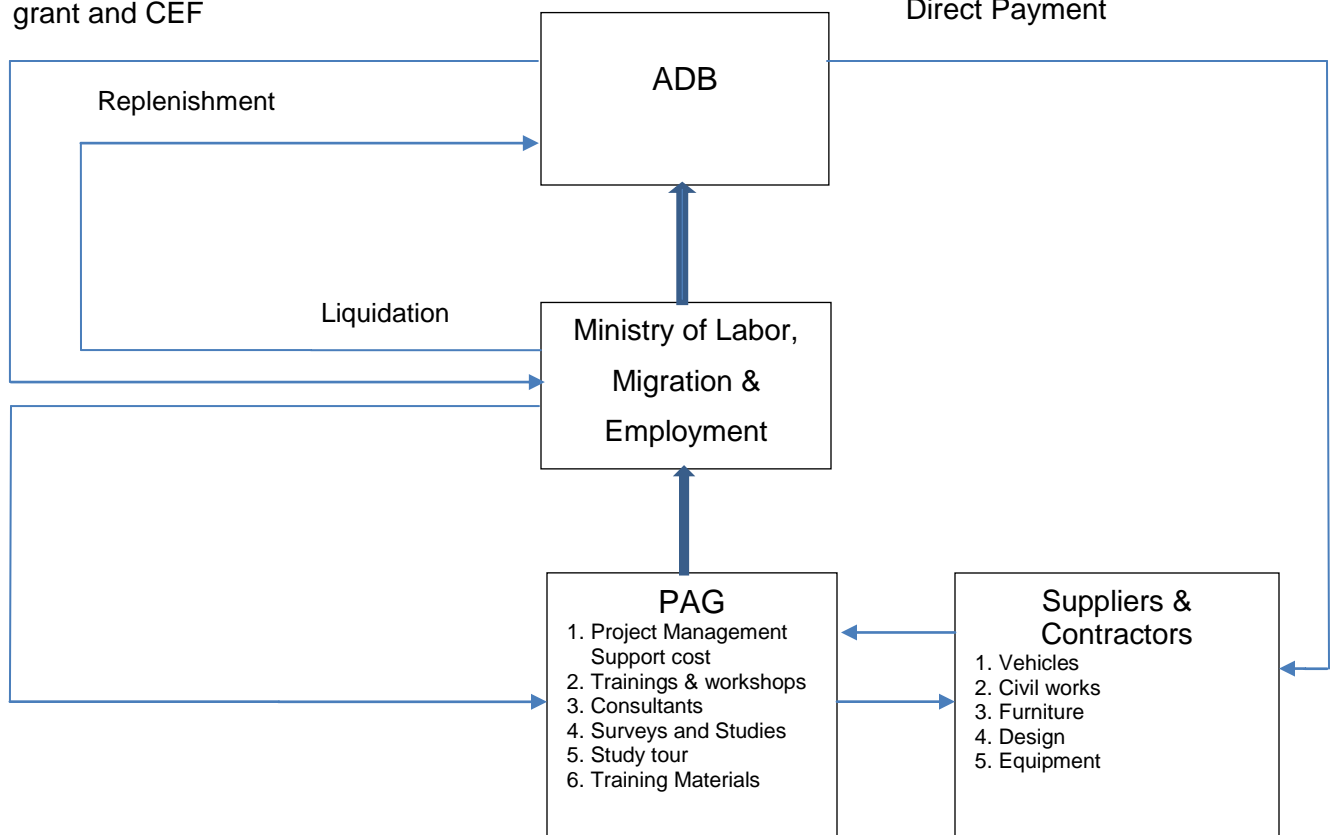


(CEF)



G. Fund Flow Diagram

Imprest Accounts for ADF loan and grant and CEF



→ Funds Flow

→ Documents Flow

V. Financial Management

A. Financial Management Assessment

20. A financial management assessment has been completed in January 2015 for the project in accordance with the Asian Development Bank's (ADB) Guidelines for the Financial Management and Analysis of Projects. The purpose of the Financial Management Assessment (FMA) was to review and assess the EA's financial management including financial reporting, accounting, auditing, internal control, disbursement and cash flow management. The FMA considered the MOLME in its role as an executing agency of the proposed project.

21. The assessment identified the main financial management risk as (i) low financial management capacity, (ii) a manual payment system, (iii) weak internal audit which is more focus on corruption rather than procedural framework, (iv) lack of an integrated financial management information system; (v) no external audit, and (vi) lack of experience on ADB's financial management requirements and disbursement procedures. It is concluded that the overall pre-mitigation financial management risk of MOLME is high. MOLME agreed to implement the action plan as key measures to address deficiencies.

| Action | Responsibility | Resource | Timing |
|---|-----------------------|-----------------|---|
| Designate PAG finance staff and develop job descriptions for PAG staff | MOLME | MOLME | Before project implementation |
| Provide training on ADB's financial management requirements and disbursement procedures | MOLME | PAG | Within 1 year after grant effectiveness |
| Implement 1C accounting software to automate accounting and report process | MOLME | PAG | Within 1 year after grant effectiveness |
| Develop financial management or accounting manual | MOLME | PAG | Within 6 months after grant effectiveness |
| Prepare 5 year project budget and update on annual basis | MOLME | PAG | Within 3 months after grant effectiveness |
| Develop annual training plan for finance staff | MOLME | PAG | Within 1 year after grant effectiveness |
| Engage financial management consultant to train finance staff familiar with international | MOLME | PAG | Within 6 months after grant effectiveness |

| | | | |
|---|-------|-----|---|
| accounting practice | | | |
| Develop audit TOR for external audit of the project financial statement | MOLME | PAG | Within 1 year after grant effectiveness |
| Conduct financial management assessment | ADB | ADB | 2 years after grant effectiveness |

B. Disbursement

22. The grant proceeds will be disbursed in accordance with ADB's Loan Disbursement Handbook (2015, as amended from time to time) and detailed arrangements agreed upon between the government and ADB.

23. The EA will open separate imprest accounts for ADF loan and grant and CEF for the exclusive use of each fund share of eligible expenditure at a financial institution designated by the government acceptable to ADB provided it is capable of (i) executing foreign exchange and local currency transactions; (ii) opening letters of credit (LCs) and handling a large volume of transactions; and (iii) issuing detailed monthly bank statements promptly.

24. A combination of direct payment by ADB, reimbursement, and imprest fund procedures will be used for disbursement of the grant. Responsibilities for different disbursement activities can be summarized as follows: (i) PAG will prepare project level disbursement projections for review and approval by the Project Management Working Group (PMWG); (ii) PAG will prepare withdrawal applications and collect supporting documents, which will then be passed to the PMWG for review and endorsement before onward transmission to MOF and ADB, (iii) PAG is responsible for making payments from the imprest accounts; and (iv) PAG is responsible for sending withdrawal applications to ADB via MOF.

25. The PAG will administer the imprest accounts. The currency of the imprest accounts will be USD. The imprest account is to be used exclusively for each fund share of eligible expenditures. The amount of imprest accounts will depend on the 6 months projection of expenditures as submitted by the EA/PAG. The government may request for initial and additional advances to the imprest accounts based on 6 months of estimated expenditures to be financed through the imprest accounts. The imprest accounts will be established, managed, and liquidated in accordance with ADB's Loan Disbursement Handbook and detailed arrangements agreed by the government and ADB. ADB's Loan Disbursement Handbook describes which supporting documents should be submitted to ADB and which should be retained by the government for liquidation and replenishment of an imprest account.²⁰

26. To expedite flow of funds and simplify the documentation process, the ADB Statement of Expenditure (SOE) procedure will be used for liquidation and replenishment of the imprest account, and for reimbursement of eligible expenditures not exceeding \$100,000 equivalent per individual payment. The payments in excess of the SOE ceiling will be reimbursed, liquidated, or replenished based on full supporting documentation. SOE records should be maintained and made readily available for review by ADB's disbursement and review mission or upon ADB's request for submission of supporting documents on a sampling basis and for independent audit.

²⁰ <http://www.adb.org/sites/default/files/institutional-document/33606/files/loan-disbursement-handbook.pdf>

27. Before the submission of the first withdrawal application, the recipient should submit to ADB sufficient evidence of the authority of the person(s) who will sign the withdrawal applications on behalf of the borrower, together with the authenticated specimen signatures of each authorized person. The minimum value per withdrawal application is \$100,000 equivalent. Individual payments below this amount should be paid (i) by the government of Tajikistan and subsequently claimed to ADB through reimbursement, or (ii) from the imprest fund, unless otherwise accepted by ADB.

28. Disbursement will be made through the imprest fund and SOE procedures if at least the following mitigation measures are implemented: (i) designate **qualified** PAG finance staff and develop job descriptions for PAG staff before project implementation; (ii) implement 1C **sound accounting system** to automate accounting and report process; and (iii) develop financial management accounting manual. The compliance with these conditions will be verified by ADB.

C. Accounting

29. The MOLME will maintain, or cause to be maintained, separate books and records by funding source for all expenditures incurred on the project. MOLME will prepare consolidated project financial statements in accordance with the government's accounting laws and regulations which are consistent with stated Tajikistan accounting standards.

D. Auditing and Public Disclosure

30. The PAG will cause the detailed consolidated project financial statements to be audited in accordance with International Standards on Auditing and with the Government's audit regulations, by an independent auditor acceptable to ADB. The audited project financial statements will be submitted in the English language to ADB within six months of the end of the fiscal year by the MOLME.

31. The annual audit report for the project accounts will include an audit management letter and audit opinions which cover (i) whether the project financial statements present a true and fair view or are presented fairly, in all material respects, in accordance with the applicable financial reporting framework; (ii) whether grant proceeds were used only for the purposes of the project or not; (iii) the level of compliance for each financial covenant contained in the legal agreements for the project; (iv) use of the imprest fund procedure; and (v) the use of the statement of expenditure procedure certifying to the eligibility of those expenditures claimed under SOE procedures, and proper use of the SOE and imprest procedures in accordance with ADB's Loan Disbursement Handbook and the project documents.

32. Compliance with financial reporting and auditing requirements will be monitored by review missions and during normal program supervision, and followed up regularly with all concerned, including the external auditor.

33. The Government, MOLME and the PAG have been made aware of ADB's policy on delayed submission, and the requirements for satisfactory and acceptable quality of the audited project financial statements.²¹ ADB reserves the right to require a change in the auditor (in a

²¹ ADB Policy on delayed submission of audited project financial statements:

manner consistent with the constitution of the borrower), or for additional support to be provided to the auditor, if the audits required are not conducted in a manner satisfactory to ADB, or if the audits are substantially delayed. ADB reserves the right to verify the project's financial accounts to confirm that the share of ADB's financing is used in accordance with ADB's policies and procedures.

34. Public disclosure of the project financial statements, including the audit report on the project financial statements, will be guided by ADB's Public Communications Policy (2011)²². After review, ADB will disclose the project financial statements for the project and the opinion of the auditors on the financial statements within 30 days of the date of their receipt by posting them on ADB's website. The Audit Management Letter will not be disclosed

VI. PROCUREMENT AND CONSULTING SERVICES

A. Advance Contracting and Retroactive Financing

35. All advance contracting will be undertaken in conformity with ADB's *Procurement Guidelines* (2015, as amended from time to time) (ADB's *Procurement Guidelines*)²³ and ADB's *Guidelines on the Use of Consultants* (2013, as amended from time to time) (ADB's *Guidelines on the Use of Consultants*).²⁴ The issuance of invitations to bid under advance contracting and retroactive financing will be subject to ADB approval. The MOF and MOLME have been advised that approval of advance contracting does not commit ADB to finance the Project.

36. **Advance contracting.** Advance contracting will be undertaken for the recruitment of 5 PAG staff (project manager; finance officer; administrative officer; CBT development coordinator; and procurement officer), international industry partnership specialist, and international competency standards and assessment tools development to be recruited on an individual basis, the project implementation firm, and a national research firm to conduct a survey for the Market-Responsive and Inclusive Training Program. The following steps will be concluded in advance: (i) preparation of documents comprising the Request for Proposal (RFP); (ii) issuance of the advertisement to submit Expression of Interest; (iii) shortlisting; (iv) technical proposal evaluation; and (v) financial proposal evaluation. The 5 PAG staff and some individual consultants shall be recruited under advance action up to the final evaluation of candidates and recommendations. The MOLME has requested ADB to assist in selecting the consultants to timely implement the project activities and avoid delays in consultant recruitment. MOLME retains the responsibility for negotiating and signing the contract, issuing the notice to proceed and supervising and managing the consultants' contract.

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- When audited project financial statements are not received by the due date, ADB will write to the executing agency advising that (i) the audit documents are overdue; and (ii) if they are not received within the next six months, requests for new contract awards and disbursement such as new replenishment of imprest accounts, processing of new reimbursement, and issuance of new commitment letters will not be processed.
 - When audited project financial statements have not been received within 6 months after the due date, ADB will withhold processing of requests for new contract awards and disbursement such as new replenishment of imprest accounts, processing of new reimbursement, and issuance of new commitment letters. ADB will (i) inform the executing agency of ADB's actions; and (ii) advise that the loan may be suspended if the audit documents are not received within the next six months.
 - When audited project financial statements have not been received within 12 months after the due date, ADB may suspend the loan.

²² Available from <http://www.adb.org/documents/pcp-2011?ref=site/disclosure/publications>

²³ Available at: <http://www.adb.org/Documents/Guidelines/Procurement/Guidelines-Procurement.pdf>

²⁴ Available at: <http://www.adb.org/Documents/Guidelines/Consulting/Guidelines-Consultants.pdf>

37. **Retroactive Financing.** To ensure effective implementation of the project, the government requested ADB to finance project expenditures incurred on the recruitment of 5 PAG staff, three months prior to the effective date of the financing agreement. Hiring is expected from November 2015. Retroactive financing will finance up to 20% of the loan and grant amounts of eligible expenditure under ADB's Special Fund resources incurred prior to loan effectiveness but not earlier than 12 months before the grant agreement is signed. This will cover 3 months remuneration for the 5 PAG staff and will include office expenses such as office supplies, communications, and other expenses related to operations.

B. Procurement of Goods, Works and Consulting Services

38. All procurement of goods and works and recruitment of consultants will be undertaken in accordance with ADB's *Procurement Guidelines* (2015, as amended from time to time) and ADB's *Guidelines on the Use of Consultants* (2013, as amended from time to time). ADB is administering cofinancing resources in the form of a grant from the Clean Energy Fund under the Clean Energy Financing Partnership Facility on a parallel financing basis. Accordingly, universal procurement will apply to all procurement and consulting services packages to be financed under the project.²⁵

39. MOLME is the EA for the project implementation. MOLME's capacity to procure is in-line with the country assessment. MOLME has a certified procurement unit staffed by two certified procurement officers. However, their experience relates exclusively to local procurement. No international procurement has been undertaken in the past, this is also true regarding procurement in accordance with international development agencies guidelines including ADB. At project preparation stage master bidding documents (MBDs), invitations for bids (IFB), request for proposals (RFP) and comprehensive technical requirements and specifications have been prepared as part of the 10 point procurement reform action plan. An international procurement consultant will be hired to help PAG procurement staff and the EA with advertisement of invitations for bids, issuance of bid documents, bid evaluation and contract awards. The PAG and MOLME procurement staff will be trained in procurement and disbursement procedures (Appendix 18). With the readiness of procurement documents, planned capacity building and other mitigation measures in place, this will ensure compliance with ADB procurement procedures and the risk of mis-procurement or serious delay is medium.

40. The project will provide workshop equipment, tools and instruments for conducting training programs in 17 selected occupations, teaching equipment using computers, printing and reproduction equipment for teaching materials, workshop and dormitory furniture, along with civil works for the rehabilitation of workshops, classrooms and dormitories, including heating and sanitary facilities.

- (i) International competitive bidding (ICB) procedures will be used for the procurement of specialized workshop equipment, tools and instruments for 17 priority occupations and other related goods with each contract estimated to cost \$2,000,000 and above.
- (ii) National competitive bidding (NCB) will be undertaken for civil works below

²⁵ ADB. 2013. *Blanket Waiver of Member Country Procurement Eligibility Restrictions in Cases of Cofinancing for Operations Financed from Asian Development Fund Resources*. Manila.

\$3 million and supply and goods contracts estimated to cost less than ICB threshold values, but more than \$100,000 for goods and works. The NCB contracts will involve rehabilitation of existing workshops, classrooms, dormitories and sanitary facilities and procurement of workshop, kitchen and dormitory, kitchen and laundry equipment for lyceums and ALCs, teaching equipment for 17 occupations and equipment and furniture for CTTMEQ, EPCD and Research Institute. This also includes rehabilitation of three selected sites incorporating clean energy technologies into the civil works.

- (iii) Before the start of any procurement, ADB and the Government will review the public procurement laws of government to ensure consistency with ADB's *Procurement Guidelines*, particularly in the conduct of NCB. The review will focus on the items of concern for ADB as reflected in Part C of the Procurement Plan; and
- (iv) Shopping will be used for procurement of off-the-shelf tools, equipment and minor civil works of small value worth \$100,000 and less. Shopping is a procurement method based on comparing price quotations from several suppliers with a minimum of three to assure competitive prices. Requests for quotations shall indicate the description and quantity of the goods or specifications of works, as well as desired delivery (or completion) time and place. The evaluation of quotations shall follow the same principles as of open bidding. The terms of the accepted offer shall be incorporated in a purchase order or brief contract.
- (v) To promote wider participation of bidders particularly during procurement of goods and works through NCB or Shopping, bid documents or requests for quotations will be translated to Tajik or Russian language for proper understanding and interpretation of the bid and contract requirements.

41. An 18-month procurement plan indicating threshold and review procedures, goods, works, and consulting service contract packages and national competitive bidding guidelines are in Section C.

42. All consultants and firms be recruited according to ADB's *Guidelines on the Use of Consultants*.²⁶ The terms of reference for all consulting services are detailed in full in Section D.

43. An estimated 321 person-months (8 international and 24 national) of consulting services will be required to: (i) engage experts from industry and TVET institutions for the development and implementation of CBT system components; (ii) supervise the upgrading of facilities of selected TVET institutions; (iii) implement the staff development program for management and teaching staff of selected TVET institutions; and (iv) facilitate the implementation of the project's special programs including the MRITP, GEMP, and demonstration of clean energy/energy efficiency technology.

44. Under Quality- and Cost-Based Selection (QCBS), a bio-data technical proposal will be required for assignment with an estimated cost of up to \$600,000. A full technical proposal will be required for assignments over \$1 million.

²⁶ Checklists for actions required to contract consultants by method available in e-Handbook on Project Implementation at: <http://www.adb.org/documents/handbooks/project-implementation/>

C. Procurement Plan

Basic Data

| | |
|---|--|
| Project Name: Strengthening Technical and Vocational Education and Training (TVET) | |
| Project Number: 46535-001 | Approval Number: |
| Country: Tajikistan | Executing Agency: Ministry of Labour, Migration and Employment of Population (formerly Ministry of Labor and Social Protection) |
| Project Procurement Classification: Category B | Implementing Agency: N/A |
| Project Procurement Risk: Moderate | |
| Project Financing Amount: US\$ 34,000,000 ADB Financing: US\$ 30,000,000 Cofinancing (Clean Energy Fund): US\$ 2,000,000 Government Contribution: US\$ 2,000,000 | Project Closing Date: 31 August 2021 |
| Date of First Procurement Plan: 9 September 2015 | Date of this Procurement Plan: 7 October 2015 |

A. Methods, Thresholds, Review and 18-Month Procurement Plan

1. Procurement and Consulting Methods and Thresholds

45. Except as ADB may otherwise agree, the following process thresholds shall apply to procurement of goods and works.

| Procurement of Goods and Works | | |
|---|---|---------------------------------------|
| Method | Threshold | Comments |
| International Competitive Bidding for Goods | US\$ 2,000,000 and Above | Prior review of documents is required |
| National Competitive Bidding for Goods | Between US\$ 100,001 and US\$ 1,999,999 | Prior review of documents is required |
| Shopping for Goods | Up to US\$ 100,000 | Prior review of documents is required |
| International Competitive Bidding for Works | US\$ 3,000,000 and Above | Prior review of documents is required |
| National Competitive Bidding for Works | Between US\$ 100,001 and US\$ 2,999,999 | Prior review of documents is required |
| Shopping for Works | Up to US\$ 100,000 | Prior review of documents is required |

| Consulting Services | |
|--|----------|
| Method | Comments |
| Consultant's Qualification Selection for Consulting Firm | |
| Least-Cost Selection for Consulting Firm | |
| Quality- and Cost-Based Selection for Consulting Firm | |
| Individual Consultants Selection for Individual Consultant | |

2. Goods and Works Contracts Estimated to Cost \$1 Million or More

46. The following table lists goods and works contracts for which the procurement activity is either ongoing or expected to commence within the next 18 months.

| Package Number | General Description | Estimated Value | Procurement Method | Review (Prior/ Post) | Bidding Procedure | Advertisement Date (quarter/year) | Comments |
|----------------|--|-----------------|--------------------|----------------------|-------------------|-----------------------------------|--|
| CW01 | Civil works for rehabilitation of lyceums in Dushanbe and Sharinav (DRS) | 1,470,000 | NCB | Prior | 1S1E | Q4 / 2015 | Prequalification of Bidders: N Domestic Preference Applicable: N Bidding Document: Small Works Comments: Financed by ADF loan |
| CW02 | Civil works for rehabilitation of lyceums and adult learning centers in Sughd region (Khujand, Isfara, Mastchoch, Kanibadam, and Ghafurov) | 1,130,000 | NCB | Prior | 1S1E | Q4 / 2015 | Prequalification of Bidders: N Domestic Preference Applicable: N Bidding Document: Small Works Comments: Financed by ADF loan |
| CW10 | Civil works for the rehabilitation of Bokhtar Agricultural College, Polytechnic Lyceum in Khujand and Construction Lyceum in Dushanbe | 1,550,000 | NCB | Prior | 1S1E | Q4 / 2015 | Prequalification of Bidders: N Domestic Preference Applicable: N Bidding Document: Small Works Comments: Fund Source: CEFPF |

| | | | | | | | |
|------|---|--------------|-----|-------|------|-----------|--|
| GS04 | transport and communications occupation | | | | | | |
| | Lot 3: workshop equipment for construction occupation | 2,280,000.00 | | | | | |
| | Lot 4: workshop equipment for tourism and services occupation | 1,150,000.00 | | | | | |
| | Furniture for classrooms, workshops, kitchen and dormitories of lyceums and dormitories | 1,700,000.00 | NCB | Prior | 1S1E | Q2 / 2016 | <p>Prequalification of Bidders: N</p> <p>Domestic Preference Applicable: N</p> <p>Bidding Document: Goods</p> <p>Comments: Financed by ADF grant</p> |

3. Consulting Services Contracts Estimated to Cost \$100,000 or More

47. The following table lists consulting services contracts for which the recruitment activity is either ongoing or expected to commence within the next 18 months.

| Package Number | General Description | Estimated Value | Recruitment Method | Review (Prior/Post) | Advertisement Date (quarter/year) | Type of Proposal | Comments |
|----------------|--|-----------------|--------------------|---------------------|-----------------------------------|------------------|---|
| CS01 | Competency standards and assessment tools devt | 301,100.00 | ICS | Prior | Q4 / 2015 | | <p>Assignment: International</p> <p>Expertise: standards and assessment</p> <p>Comments: Advance action (1 contract for 10pm)</p> |
| CS02 | TVET System Reform Specialists | 1,450,000.00 | QCBS | Prior | Q4 / 2015 | FTP | Assignment: International |

| | | | | | | | |
|------|------------------------------------|------------|-----|-------|-----------|--|--|
| | firm (project implementation firm) | | | | | | Quality-Cost Ratio: 90:10 Comments: Advance action (1 contract; 577 pm - 5 international and 12 national) |
| PAG1 | PAG staff | 570,000.00 | ICS | Prior | Q4 / 2015 | | Assignment: National Expertise: multiple Comments: 9 individual staff |

4. Goods and Works Contracts Estimated to Cost Less than \$1 Million and Consulting Services Contracts Less than \$100,000 (Smaller Value Contracts)

48. The following table lists smaller-value goods, works and consulting services contracts for which the activity is either ongoing or expected to commence within the next 18 months.

| Goods and Works | | | | | | | | |
|------------------------|---|------------------------|----------------------------|---------------------------|----------------------------|--------------------------|--|---|
| Package Number | General Description | Estimated Value | Number of Contracts | Procurement Method | Review (Prior/Post) | Bidding Procedure | Advertisement Date (quarter/year) | Comments |
| CW03 | Civil works for rehabilitation of facilities for Engineering Pedagogical College of Dushanbe (EPCD), rehabilitation of PAG office and CTMMEQ office | 176,000.00 | 1 | NCB | Prior | 1S1E | Q4 / 2015 | Prequalification of Bidders: N Domestic Preference Applicable: N Bidding Document: Small Works Comments: at least 3 quotes; Financed by ADF loan |

| | | | | | | | | |
|------|---|------------|---|-----|-------|------|-----------|--|
| CW04 | Civil works for minor rehabilitation of lyceums in Sughd region (enjikent, Istaravshan, Shariston) | 728,000.00 | 1 | NCB | Prior | 1S1E | Q4 / 2015 | Prequalification of Bidders: N Domestic Preference Applicable: N Bidding Document: Small Works Comments: Financed by ADF loan |
| CW05 | Civil works for minor rehabilitation of lyceums and ALC in Khatlon region (ALC in Farhor, Vose, Kulyab) | 670,000.00 | 1 | NCB | Prior | 1S1E | Q4 / 2015 | Prequalification of Bidders: N Domestic Preference Applicable: N Bidding Document: Small Works Comments: Financed by ADF loan |
| CW06 | Civil works for minor rehabilitation of lyceums and ALC in Khatlon region (Kurgan-Tube, Vakhsh, Yavan and ALC in Nurek) | 655,000.00 | 1 | NCB | Prior | 1S1E | Q4 / 2015 | Prequalification of Bidders: N Domestic Preference Applicable: N Bidding Document: Small Works Comments: Financed by ADF loan |
| CW07 | Civil works for minor rehabilitation of 2 technical vocational lyceums in Shugnon and Tojikobod | 230,000.00 | 2 | NCB | Prior | 1S1E | Q4 / 2015 | Prequalification of Bidders: N Domestic Preference Applicable: N |

| | | | | | | | | |
|------|--|------------|---|----------|-------|------|-----------|--|
| | | | | | | | | Bidding Document: Small Works Comments: Financed by ADF loan |
| | Lot 1: Lot 1 Technical Vocational in Shugnon | 81,000.00 | | | | | | |
| | Lot 2: Lot 2 Technical Vocational in Tojikobod | 148,000.00 | | | | | | |
| CW08 | Civil works for minor rehabilitation of ALC branch in Vanj (GBAO) | 71,500.00 | 1 | SHOPPING | Prior | | Q4 / 2015 | Comments: at least 3 quotes; Financed by ADF loan |
| CW09 | Civil works for minor rehabilitation of ALC branch of vocational and entrepreneurial centre in Tavildara (DRS) | 55,000.00 | 1 | SHOPPING | Prior | | Q4 / 2015 | Comments: at least 3 quotes; Financed by ADF loan |
| GS03 | Teaching equipment for lyseum and ALCs courses | 643,000.00 | 1 | NCB | Prior | 1S1E | Q1 / 2016 | Prequalification of Bidders: N Domestic Preference Applicable: N Bidding Document: Goods Comments: Financed by ADF loan |
| GS05 | Kitchen and Laundry | 173,000.00 | 1 | NCB | Prior | 1S1E | Q1 / 2016 | Prequalification of |

| | | | | | | | | |
|------|---|------------|---|----------|-------|------|-----------|--|
| | equipment for dormitories of lyceums and ALCs | | | | | | | Bidders: N Domestic Preference Applicable: N Bidding Document: Goods Comments: Financed by ADF grant Prequalification of Bidders: N Domestic Preference Applicable: N Bidding Document: Goods Comments: Financed by ADF grant |
| GS06 | Printing and office equipment for CTMMEQ and Research Institute | 162,000.00 | 1 | NCB | Prior | 1S1E | Q1 / 2016 | |
| GS07 | Teaching and workshop equipment for EPCD | 360,000.00 | 1 | NCB | Prior | 1S1E | Q1 / 2016 | Prequalification of Bidders: N Domestic Preference Applicable: N Bidding Document: Goods Comments: Financed by ADF loan |
| GS08 | Furniture for CTMMEQ, | 31,000.00 | 1 | SHOPPING | Prior | | Q2 / 2016 | Comments: at least 3 |

| | | | | | | | | |
|------|-----------------------------|------------|---|----------|-------|--|-----------|--|
| | EPCD and Research Institute | | | | | | | quotes; Financed by ADF grant |
| GS09 | PAG Equipment | 22,000.00 | 1 | SHOPPING | Prior | | Q1 / 2016 | Comments: at least 3 quotes; Financed by ADF loan |
| GS10 | PAG office furniture | 15,000.00 | 1 | SHOPPING | Prior | | Q1 / 2016 | Comments: at least 3 quotes; Financed by ADF grant |
| GS11 | Vehicles | 100,000.00 | 1 | SHOPPING | Prior | | Q2 / 2016 | Comments: at least 3 quotes; Financed by ADF loan |

| Consulting Services | | | | | | | | |
|---------------------|---|-----------------|---------------------|--------------------|---------------------|-----------------------------------|------------------|---|
| Package Number | General Description | Estimated Value | Number of Contracts | Recruitment Method | Review (Prior/Post) | Advertisement Date (quarter/year) | Type of Proposal | Comments |
| CS06 | Industry partnership specialist | 89,000.00 | 1 | ICS | Prior | Q4 / 2015 | | Assignment: International Expertise: industry Comments: advance action (1 contract; 3 pm) |
| CS09 | Studies (Baseline and tracer) | 44,000.00 | 1 | CQS | Prior | Q3 / 2016 | BTP | Assignment: National |
| CS11 | Environmental and Social Safeguards officer | 14,000.00 | 1 | ICS | Prior | Q3 / 2016 | | Assignment: National Expertise: safeguards Comments: (1 contract; 12 pm) |
| CS15 | Clean Energy | 75,000.00 | 1 | ICS | Prior | Q3 / 2016 | | Assignment: |

| | | | | | | | | |
|------|--|-----------|---|-----|-------|-----------|--|---|
| | TVET | | | | | | | International Expertise: TVET Comments: (1 contract; 2 pm) Fund Source: CEFPF |
| CS16 | Clean Energy Procurement Expert | 6,500.00 | 1 | ICS | Prior | Q3 / 2016 | | Assignment: National Expertise: procurement Comments: (1 contract; 5pm) Fund Source: CEFPF |
| CS17 | Clean Energy Systems Engineers | 31,400.00 | 2 | ICS | Prior | Q3 / 2016 | | Assignment: National Expertise: systems engineer Comments: (2 contracts, 5 pm each , total 10 pm) Fund Source: CEFPF |
| CS18 | Clean Energy Training and Installation | 16,000.00 | 2 | ICS | Prior | Q3 / 2016 | | Assignment: National Expertise: engineer/des ign Comments: (2 contracts, 3 pm each, total 6pm) Fund Source: CEFPF |

B. Indicative List of Packages Required Under the Project

49. The following table provides an indicative list of goods, works and consulting services contracts over the life of the project, other than those mentioned in previous sections (i.e., those expected beyond the current period).

| Goods and Works | | | | | | | |
|------------------------|----------------------------|-------------------------------------|--------------------------------------|---------------------------|----------------------------|--------------------------|-----------------|
| Package Number | General Description | Estimated Value (cumulative) | Estimated Number of Contracts | Procurement Method | Review (Prior/Post) | Bidding Procedure | Comments |
| None | | | | | | | |

| Consulting Services | | | | | | | |
|----------------------------|--|-------------------------------------|--------------------------------------|---------------------------|----------------------------|-------------------------|---|
| Package Number | General Description | Estimated Value (cumulative) | Estimated Number of Contracts | Recruitment Method | Review (Prior/Post) | Type of Proposal | Comments |
| CS03 | Social Marketing program | 110,000.00 | 1 | CQS | Prior | BTP | Assignment: National Comments: lump-sum |
| CS04 | Audit firm | 124,000.00 | 1 | CQS | Prior | BTP | Assignment: National Comments: lump-sum |
| CS05 | Civil works quality assurance consultants | 348,000.00 | 1 | CQS | Prior | BTP | Assignment: National firm Comments: lump-sum |
| CS08 | MRITP survey | 66,000.00 | 1 | CQS | Prior | BTP | Assignment: National Comments: time-based |
| CS10 | Regional Resource Center (RRC) Coordinator | 292,000.00 | 4 | ICS | Prior | | Assignment: National Expertise: Coordinator Comments: 4 contracts; 60pm each, total 240 pm) |
| CS14 | TVET training organization | 160,000.00 | 1 | CQS | Prior | BTP | Assignment: National |
| TP01 | MRITP training programs | 3,000,000.00 | 1 | CQS | Prior | BTP | Assignment: National |

| | | | | | | | |
|--|--|--|--|--|--|--|---|
| | | | | | | | Comments: Multiple contracts for the five year implementation period. Average of 6 contracts per year. |
|--|--|--|--|--|--|--|---|

C. National Competitive Bidding

1. General

50. The procedures to be followed for national competitive bidding shall be those set forth in Law of the Republic of Tajikistan on Public Procurement of Goods, Works and Services effective on 3 March 2006 with the clarifications and modifications described in the following paragraphs required for compliance with the provisions of ADB's Procurement Guidelines.

2. Eligibility

51. The eligibility of bidders shall be as defined under section I of ADB's Procurement Guidelines published by ADB in, as amended from time to time; accordingly, no bidder or potential bidder should be declared ineligible to ADB-financed contracts for other reasons than the ones provided by section I of ADB's Guidelines. ADB will administer the CEF grant on a parallel cofinancing basis. Accordingly, universal procurement will apply to all procurement and consulting services packages to be financed under the project.²⁷

3. Prequalification

52. Normally, post-qualification shall be used unless explicitly provided for in the grant agreement/procurement plan. Irrespective of whether post qualification or prequalification is used, eligible bidders (both national and foreign) shall be allowed to participate.

4. Bidding Period

53. The minimum bidding period is twenty-eight (28) days prior to the deadline for the submission of bids.

5. Bidding Documents

54. Procuring entities should use standard bidding documents for the procurement of goods, works and services acceptable to ADB.

6. Preferences

²⁷ ADB. 2013. *Blanket Waiver of Member Country Procurement Eligibility Restrictions in Cases of Cofinancing for Operations Financed from Asian Development Fund Resources*. Manila.

55. No domestic preference shall be given for domestic bidders and for domestically manufactured goods.

7. Advertising

56. Invitations to bid shall be advertised in at least one widely circulated national daily newspaper or freely accessible, nationally-known website allowing a minimum of twenty-eight (28) days for the preparation and submission of bids. Bidding of NCB contracts estimated at US\$500,000 equivalent or more for goods and related services or US\$1,000,000 equivalent or more for civil works shall be advertised on ADB's website via the posting of the Procurement Plan.

8. Bid Security

57. Where required, bid security shall be in the form of a bank guarantee from a reputable bank.

9. Bid Opening and Bid Evaluation

- (i) Bids shall be opened in public.
- (ii) Evaluation of bids shall be made in strict adherence to the criteria declared in the bidding documents and contracts shall be awarded to the lowest evaluated bidder.
- (iii) Bidders shall not be eliminated from detailed evaluation on the basis of minor, non-substantial deviations.
- (iv) No bidder shall be rejected on the basis of a comparison with the employer's estimate and budget ceiling without ADB's prior concurrence.
- (v) A contract shall be awarded to the technically responsive bidder that offers the lowest evaluated price and who meets the qualifying requirements set out in the bidding documents.
- (vi) No negotiations shall be permitted.

10. Rejection of All Bids and Rebidding

58. Bids shall not be rejected and new bids solicited without ADB's prior concurrence

11. Participation by Government-owned enterprises

59. Government-owned enterprises in the Republic of Tajikistan shall be eligible to participate as bidders only if they can establish that they are legally and financially autonomous, operate under commercial law and are not a dependent agency of the contracting authority. Furthermore, they will be subject to the same bid and performance security requirements as other bidders.

12. Right to Inspect/Audit

60. A provision shall be included in all NCB works and goods contracts financed by ADB requiring suppliers and contractors to permit ADB to inspect their accounts and records and other documents relating to the bid submission and the performance of the contract, and to have them audited by auditors appointed by ADB.

13. Fraud and corruption

- (i) The Borrower shall reject a proposal for award if it determines that the bidder recommended for award has, directly or through an agent, engaged in corrupt, fraudulent, collusive, or coercive practices in competing for the contract in question.
- (ii) ADB will declare a firm or individual ineligible, either indefinitely or for a stated period, to be awarded a contract financed by ADB, if it at any time determines that the firm or individual has, directly or through an agent, engaged in corrupt, fraudulent, collusive, coercive or obstructive practices in competing for, or in executing, an ADB-financed contract.

61. **Review of Contract Modifications.** ADB will review contract modifications in accordance with the procedures set forth in the financing agreement between the Borrower and ADB.

D. Consultant's Terms of Reference

Individual Consultants

62. **Industry Partnership Specialist (International: 3 person-months).** Industry Working Groups (IWGs) will be established by the Project in five priority sectors. The international specialist must be highly experienced with at least 5 years as a senior CBT practitioner. The international specialist will be based at the CTMMEQ and work with the following industries (i) agriculture and agri-food processing; (ii) construction; (iii) energy; (iv) transport and communication; and (v) tourism and services. These sectors have been identified as the lead priority sectors for the establishment of Industry Sector Working Groups. The specialists will ensure close collaboration with the TVET Department of the MOLME and the Agency of Labor and Employment. The International Industry Partnership Specialist will:

- (i) work with the five identified industry sectors to establish IWGs which will be supported by the TVET department of the MOLME and the Agency of Labor and Employment, through the CTMMEQ, for all identified occupational areas;
- (ii) provide to the IWGs and the staff of the CTMMEQ an induction program on modern international TVET generally, Sector Councils internationally, and facilitate an understanding of opportunities for the progressive development of a future comprehensive industry-led TVET system in Tajikistan;
- (iii) mentor the national consultant so that over time sector leaders are supported to establish national associations in all 5 sectors to initiate workforce strategic planning linked to skills development for their sectors;
- (iv) mentor the national consultant in establishing local industry advisory committees in all project lyceums and ALCs;
- (v) develop introductory manuals and guidelines (for translation into Tajik/Russian) on the process of developing a sectoral occupational map of career pathways to identify technical and vocational qualifications; and on mobilizing industry to support the development of CBT;
- (vi) mentor national counterparts on the staff of the CTMMEQ in the process leading to the establishment of Industry Working Groups, so as to promote sustainability;
- (vii) transfer the ISWGs to the international and national competency standards facilitators who will work with these groups for the development of competency

standards and the new technical and vocational qualifications; and provide initial support and mentoring to the facilitators as they begin their work with the ISWGs.

63. Competency Standards and Assessment Tools Development Specialist (International: 10 person-months, intermittent). The Competency Standards and Assessment Tools Development Specialist will work in close collaboration with the TVET Department of MOLME. The international expert will prepare a facilitator's training manual for competency standards development (for translation into Tajik/ Russian) and will mentor the national facilitators selected from the staff of the CTMMEQ and the EPCD. The international specialist must be highly experienced in the development of competency standards using Functional Analysis; their packaging into national qualifications; and in the development of assessment tools. The MOLME through the CTMMEQ will select from their current staff and from the staff of the EPCD 10-15 staff to be candidate facilitators for competency standards and assessment tools development. The international expert on competency standards development will use the demonstration, coaching and mentoring approach to train the 10-15 candidate facilitators. In the first deployment, the international Specialist will train the selected staff of the CTMMEQ and the EPCD to be facilitators of the development of competency standards and assessment tools, and oversee the initial launch of the national facilitators' training programs with the lyceums and ALCs. The international specialist will return for a second deployment to monitor overall project progress and to support the development of assessment resources and the training of assessors. The international competency standards development and assessment specialist will:

- (i) develop training manuals for the preparation of competency standards, new TVET qualifications, and assessment tools, including conducting the initial workshop, based on guidelines prepared during the PPTA;
- (ii) mentor the selected national facilitators in all aspects of competency standards development and validation through industry experts; and in the packaging of new TVET qualifications;
- (iii) with the international CBT Systems and Quality Assurance Specialist and the CBT Development Coordinator in the PAG, facilitate a workshop with the national facilitators for the development of competency standards, representatives of the Ministry of Labor and the Industry Working Groups to review the descriptors of the 4 levels of the European Qualifications Framework to be used to classify the new qualifications; review the descriptors with the national facilitators and adapt as necessary;
- (iv) in consultation with the IWGs identify relevant existing national or international competency standards which may be adapted to the local Tajikistan context;
- (v) train the facilitators in the development of assessment packages;
- (vi) support the facilitators as they pilot the draft assessment tools;
- (vii) Develop a formal training program and national accreditation system for industry assessors;
- (viii) conduct introductory training of an initial cadre of assessors on all 5 priority sectors;
- (ix) train sufficient industry assessors for all 5 priority sectors who will be able to conduct assessment for students in project institutions and for "walk-in" workers seeking assessment from the regional ALCs;
- (x) work with the staff of the 4 regional ALCs so they set up the systems and procedures for on-demand assessment in their regions; and
- (xi) work with the CBT Systems and Quality Assurance Specialist to ensure that the national assessment system being developed through the MOLME links closely

with the systems and procedures being developed for the regional assessment centers.

64. Clean Energy Technical and Vocational Education Expert (1 International Consultant, 2 person months). The expert will work with the Energy Industry Sector Working Group (EISWG) to be established by the TVET Project. The expert must be highly experienced with at least 5 years as a senior competency-based training (CBT) practitioner and will ensure close collaboration with the Ministry of Labor, Migration and Employment, an executing agency of the Project. The expert should have a graduate qualification in education and experience in technical areas such as clean energy or other relevant discipline for the assignment. The expert will:

- (i) provide the EISWG with inputs on modern international TVET practice for clean energy education, and facilitate an understanding of opportunities for the progressive development of clean energy competencies for a future comprehensive industry-led TVET system in Tajikistan;
- (ii) mentor energy sector leaders and assist with workforce strategic planning linked to skills development for the clean energy sector;
- (iii) develop introductory manuals and guidelines on the process of developing a clean energy sectoral occupational map of career pathways to identify technical and vocational qualifications; and on mobilizing industry to support the development of CBT;
- (iv) work with the international and national competency standards facilitators who will work towards the development of competency standards and the new technical and vocational qualifications; and provide initial support and mentoring to the facilitators as they begin their work with the EISWG on the inclusion of clean energy components of the TVET program; and
- (v) prepare a summary report of 10-15 pages outlining proposed clean energy inputs to the CBT curriculum and learning materials as well as training materials on skills development for the clean energy sector.

65. Clean Energy Procurement Expert (1 National Consultant, 5 person months). The Procurement Expert will work at the direction of the TVET Project Procurement Specialist and carry out assigned duties related to the following functions of the Procurement Specialist, in relation to the clean energy component of equipment procurement and proposed works. The expert will:

- (i) implement all requirements of Government and the ADB as specified in ADB documentation;
- (ii) prepare papers and recommendations for the Procurement Working Group as required;
- (iii) conduct research to ascertain the best products and suppliers in terms of best value, delivery schedules and quality;
- (iv) liaise between suppliers, manufacturers, relevant areas of the project;
- (v) identify potential suppliers, visiting existing suppliers, and building and maintaining good relationships with them;
- (vi) negotiate and agree contracts, and monitor their progress, checking the quality of service provided;
- (vii) keep contract files and using them as reference for the future;
- (viii) forecast price trends and their impact on future activities;
- (ix) produce reports and statistics using computer software;
- (x) evaluate bids and making recommendations based on commercial and technical factors;

- (xi) ensure suppliers are aware of project objectives;
- (xii) attend meetings and reporting as required; and
- (xiii) report to the manager of the project support group.

66. Clean Energy Systems Engineers (2 national consultants, up to 10 person-months). The Clean Energy Systems Engineers will complete technical drawings, specifications and engineering works related to the refurbishment and re-equipping of the three lyceum and college sites being supported under the clean energy component of the project: Bokhtar Agrarian College, Dushanbe Construction Lyceum and Khujand Polytechnic Lyceum. The engineer(s) will have qualifications as a civil or electrical engineer, and/or as a licensed Architect with at least ten (10) years practical experience in building construction projects and electrical installations, preferably with clean energy technologies. They will perform the following tasks in relation to the clean energy component:

- (i) Prior to the bidding process, review bidding documents to ensure Bill of Quantities (BOQ) cover all required clean energy works for the rehabilitation of selected sites;
- (ii) Assist in the preparation and review of architectural plans/drawing and specifications for the rehabilitation of buildings and installation of clean energy systems at the three selected sites, preparing working drawings, work plans and detailed designs for construction work as required;
- (iii) Finalize costs and prepare detailed specifications for all materials and clean energy equipment to be funded under this component;
- (iv) Maintain close contact with construction workers and project managers;
- (v) Help with programming work and checking materials and ensuring that building architectural plans are properly followed during implementation of civil works and clean energy installations;
- (vi) Check that finished works are within specifications, regulations and contract provisions;
- (vii) Report to the PAG Project Manager any deviations or required amendments in architectural works contracts and recommend appropriate solutions or actions.
- (viii) Perform other tasks the PAG may assign during implementation of project civil works.

67. Clean Energy Training and Installation Supervisors (2 national consultants, up to 6 person-months). The Clean Energy Training and Installation Supervisor(s) will provide oversight of installation of clean energy systems at the three lyceum and college sites being supported under the clean energy component of the project: Bokhtar Agrarian College, Dushanbe Construction Lyceum and Khujand Polytechnic Lyceum. The Supervisor(s) will have qualifications in engineering and at least five years of experience in building construction projects as a civil works supervisor or foreman, preferably with experience in energy installations and electrical works.

- (i) Visit sites to monitor day-to-day implementation of clean energy installations at selected sites.
- (ii) Check clean energy equipment, supplies and materials supplied by contractors to ensure they meet standards and specifications stipulated in the bill of materials for the clean energy works.
- (iii) Check that clean energy installations are carried out in accordance with the standards and specifications and ensure works are of high quality.

- (iv) Familiarize with the contract provisions to ensure they are being followed and implemented by the contractors.
- (v) Report to the Clean Energy Systems Engineer any delays including causes of delays in the implementation of clean energy installations, and recommend appropriate action/s including any deviations in construction works plans and designs.
- (vi) Implement instructions of the Clean Energy Systems Engineer on actions to be taken at construction sites for smooth implementation of installation works.
- (vii) ensure all ADB environmental and safeguard requirements are met;
- (viii) Inspect, monitor and sign off the installing and commissioning of new clean energy equipment;
- (ix) Coordinate with suppliers for the conduct of training for teachers and masters on the safety and actual operation of clean energy equipment, including availability of requirements for system maintenance and good performance.
- (x) Perform other tasks the PAG may assign during implementation of project civil works.

Consulting Firm (Project Implementation Firm)

68. Competency-based Curriculum and Learning Materials Development Specialist (International: 12 person-months/ Team Leader). The team leader (and deputy team leader) will coordinate all project activities to promote coherence. The role requires that the specialists have had significant systems experience of TVET, preferably in a senior management role at a national level and experience in promoting TVET system governance and responsiveness to national economic and social objectives. In addition, the international specialist will have had substantial (at least 5 years) experience in enhancing the performance of a range of TVET systems including the implementation of national competency-based qualifications frameworks. The competency based curriculum and learning materials development specialist will have strong experience working with contemporary competency based teaching learning and assessment resources. The MOLME, through the CTMMEQ, shall select from the CTMMEQ and the EPCD, 10 staff to be trained as facilitators for teaching and learning materials development. Experienced staff from the lyceums may be included if appropriate. The international specialist will develop an internationally-referenced structured training program for the selected facilitators for the development of CBT curriculum and learning materials. The CBT Curriculum and Learning Materials Development Specialist and Team Leader will:

- (i) have overall responsibility for the development and implementation of project capacity-building activities and the achievement of the project outcome and outputs;
- (ii) support the PAG Manager with the overall management of the project;
- (iii) use the guidelines for the development of competency based curriculum materials during the PPTA;
- (iv) train the selected staff of the CTMMEQ, the EPCD and lyceums in the development of curriculum and learning materials;
- (v) work with the national facilitators to develop teaching and learning materials to include course outlines, teachers guide and any other useful learning materials in all of the five priority industries;
- (vi) develop a standardized approach to, and format for, the preparation and/or adaptation of teaching and learning materials based on the new competency standards and qualifications;
- (vii) reflect that standardized approach in manuals and guidelines to be developed so as to promote sustainability;

- (viii) mentor the national facilitators in all aspects of the development and validation of the CBT teaching and learning materials;
- (ix) work with the national facilitators to trial the draft learning materials in a structured lyceum or ALC setting and adapt according to feedback to make the resources more easy to use;
- (x) work with the national facilitators to develop supporting information on how the materials are to be used with information for students, teachers and administrators.

69. Teacher Training Specialist (International: 5 person-months, intermittent). The international teacher training specialist will be based at the EPCD to promote a solid understanding of CBT principles and its implementation. The specialist will develop a structured staff development program using CBT principles so that staff assessed as competent will be available to undertake training for staff in the selected lyceums and ALCs. The international specialist must be a highly experienced with at least 5 years in a senior CBT practitioner role. The international Teacher Training Specialist will:

- (i) In coordination with EPCD management, develop a comprehensive teacher training plan following a cascade approach comprising: (a) training of the teaching staff of the EPCD to become core trainers; and (b) training of teachers and masters of lyceums and ALCs by EPCD core trainers;
- (ii) develop and deliver to EPCD staff a comprehensive introductory training program in the principles and the implementation of CBT;
- (iii) prepare assessment instruments for the EPCD staff who will undergo the CBT training program and conduct competency assessment of the participants and award an official certificate to those who achieve the required standard;
- (iv) with the EPCD staff, develop tailored programs to be conducted with teachers, masters and administrators of the lyceums and ALCs involved in the Project and assessment instruments;
- (v) mentor the EPCD core trainers as they begin their training programs with the lyceum and ALC teachers and masters;
- (vi) with the EPCD core trainers, develop competency assessment instrument, conduct competency assessment of the lyceum and ALC participants and award an official certificate to those who achieve the required standard;
- (vii) develop introductory guidelines and manuals on CBT and its implementation (for translation into Tajik/Russian) to support sustainability of the new approach to TVET in Tajikistan;
- (viii) ensure that links are made with the competency standards, assessment resources and teaching and learning resources development activities being undertaken through the CTMMEQ so that the EPCD staff fully comprehend the implementation requirements of CBT and use them in their training of lyceum and ALC staff;
- (ix) coordinate with the Industry Partnership Specialist on the scope and content of the technical skills upgrading component of the training plan;
- (x) provide advice to PAG on the selection of teachers/masters for overseas training and where the training will be conducted.

70. Skills Training and Contracting Specialist (International: 5 person-months, intermittent). The international skills training and contracting specialist will be responsible for the initial establishment of the MRITP and will work in collaboration with the TVET Department of MOLME. The specialist must have at least 10 years of experience in developing and managing the implementation of skills training program in both formal and informal sectors

including the outsourcing or contracting of training delivery to different training providers. Working closely with the MRITP Coordinator of the PAG, the specialist will:

- (i) review project documents, reports and publications particularly those related to results-based payment system applied to skills training;
- (ii) prepare MRITP operations manual providing guidelines and procedures covering all aspects of operation of the program including, among others, the program rationale; definition of eligible trainees, training providers, training programs, and training expenses; guidelines and procedures for selection of trainees and training providers; criteria and procedures for evaluation of training proposals; template for training contract and contracting procedures; results-based payment system; procedures for monitoring of training delivery and training outcomes; and implementation arrangements;
- (iii) review and give suggestions to the proposed research design of the research firm selected to conduct the survey on (a) economic opportunities and skills needs; (b) profile and expectations of potential beneficiaries; and (c) profile and training programs and pricing of potential training providers;
- (iv) prepare the overall MRITP training plan detailing the target training outputs and outcomes set for each year by region and type of location (urban or rural), type of trainees (e.g., gender, ethnicity, etc.); employment status (self-employed or wage-employed); type of training programs and training providers; and the corresponding training and administrative costs;
- (v) coordinate with the MRITP Coordinator and the Communications Officer and give suggestions in the preparation of the MRITP information campaign materials;
- (v) provide technical advice and training to the Procurement Working Group (PWG) of the PAG in the short listing of training providers and evaluation of their training proposals;
- (vi) review performance of MRITP after first year of implementation and prepare recommendations for further improvements.

71. Procurement Technical Advisor (International: 7 person-months, intermittent). The Advisor shall assist and work closely with the Procurement Specialist of the PAG and the MOLME Procurement Unit, to build capacity to manage and to carry-out the procurement functions in accordance with procurement procedures and policies of ADB and the Government of Tajikistan. The advisor should, at the minimum, have: (i) post graduate level graduate in Economics, Engineering, Business, or Management; (ii) public procurement related working experience of at least 5 years; (iii) extensive knowledge on both ADB and Government procurement policies and procedures; (iv) experience on Development Fund based project proposal on procurement work implemented by the Donors and Government of at least 2 years; and (v) must be fluent in both speaking, reading and writing in English and Russian. The procurement technical advisor is required to learn ADB's Procurement Accreditation Skills Scheme (PASS) e-learning materials and modules to provide him/her with skills and knowledge to undertake consultant procurement, review the project's procurement transactions and oversee the EA and PAG's activities. The Advisor shall be responsible for:

- (i) Facilitating and guiding project procurement and ensuring that the procurement functions are in accordance with the ADB guidelines and the procedures;
- (ii) Assisting and guiding in the preparation of standard bid documents to be used for the procurement of goods, works and services as foreseen under the procurement plan;
- (iii) Reviewing and making recommendations on bid documents, bid evaluations, contract agreements, and other procurement related tasks undertaken by the PAG;

- (iv) Assisting the Procurement Working Group on procurement matters;
- (v) Assisting and guiding proposal and facility managers and helping to develop indicative proposals based on procurement needs and helping with implementation;
- (vi) Helping beneficiary institutions to develop indicative proposals based on procurement needs; and assisting the Procurement Working Group in their work;
- (vii) Conducting training and skill development sessions and knowledge sharing on procurement for staff of the PAG and MOLME;
- (viii) Preparing training modules for bidders pre-bid meetings on NCB contracts for both Works and Goods on preparation of substantially responsive bids; and
- (ix) Carrying out any other procurement related work assigned by the PAG.

72. CBT Systems and Quality Assurance Specialist (International: 6 person-months, intermittent). The international specialist will develop policies and systems so as to implement the new CBT qualifications within the existing legal framework of the MOLME and develop clear principles for monitoring and quality assurance which can be applied at the future regulator level and at the provider level. The Specialist will cooperate with the TVET Department of MOLME and the CBT Development Coordinator in the PAG. The role of the Specialist will include the following key areas: (a) implementation of CBT within existing lyceum and ALC programs; (b) evaluation, assessment and review of the CBT programs; (c) monitoring processes, including a combination of internal and external evaluation mechanisms to identify the strength of systems, processes and procedures as well as areas for improvement; and (d) developing measuring tools to provide evidence of lyceum and ALC effectiveness and industry satisfaction.

73. The international specialist must be a highly experienced CBT practitioner with at least 5 years of experience in a senior CBT role. The specialist will mentor staff within the Monitoring team of the CTMMEQ and develop introductory manuals and guidelines for the progressive introduction of regulatory and institutional quality assurance as agreed with MOLME during the PPTA. The specialist will:

- (i) Develop operational policies and procedures to ensure that the CBT programs being implemented through the Project are able to be developed by industry experts, offered by the selected lyceums and ALCs within existing training programs; assessed to the required industry standard, and certificated within current laws and regulations;
- (ii) With the competency standards international specialist, introduce project participants to the descriptors of the first 4 levels of the European Qualifications Framework to be used to classify competency units and the new qualifications;
- (iii) Work to achieve support for the use of the EQF initial levels adapted to the Tajikistan context, and recommend their formal adoption by the MOLME as the classification framework for its new TVET programs;
- (iv) Work with the staff of the CTMMEQ to develop policies and operational procedures for the installation in all lyceums and ALCs of a quality management system (which may in the future progressively be extended to formal regulatory program accreditation); including the establishment of feed-back mechanisms to regularly verify the quality of training delivery and satisfaction of employers;
- (v) Ensure that policies and operations support the involvement of industry in CBT programs and that industry consultation and industry relevance are included in multiple quality indicators;
- (vi) Plan for an overarching TVET quality framework to be progressively established within the lyceums and ALCs within the MOLME;

- (vii) Work with the staff of the TVET Division of the MOLME to establish a national quality assurance system for CBT assessment through which industry assessors are officially accredited and supported;
- (viii) Ensure compatibility between the CBT developments at the CTMMEQ and the new assessment regulatory functions at the MOLME;
- (ix) Establish a credible and robust national certification system at the MOLME.

74. Industry Partnership Specialist / Deputy Team leader (National: 36 person-months). Industry Sector Working Groups will be established by the Project in five priority sectors, namely: (i) agriculture and agri-food processing; (ii) construction; (iii) energy; (iv) transport and communication; and (v) tourism and services. The national Industry Partnership Specialist / Deputy Team Leader (DTL) must be highly experienced with at least 5 years as a senior CBT practitioner. Reporting to the Competency-based Curriculum and Learning Materials Development Specialist / Team Leader (TL), the DTL will:

- (i) with the international Industry Partnership Specialist and the TL, have overall responsibility for the development and implementation of project capacity-building activities and the achievement of the project outcome and outputs;
- (ii) support the TL and the PAG Manager with the overall management of the project;
- (iii) ensure close collaboration with the Labor and Employment Agency under the guidance of the Project Manager and the First Deputy Minister of MOLME;
- (iv) support the international Industry Partnership Specialist as meetings are held with leaders of the 5 sectors to plan for competency standards and TVET qualifications development;
- (v) guided by the international Industry Partnership Specialist and the TL, draft a plan for working progressively with all 5 sectors so they develop the capacity to undertake strategic workforce planning for their sectors;
- (vi) in years three and four, work with all 5 sectors with the aim that they establish national industry associations with a dedicated focus on workforce skills development in the context of national strategic planning;
- (vii) work with all 29 project lyceums and ALCs to promote the establishment of local industry advisory committees;
- (viii) make arrangements for teachers and masters of the supported lyceums and ALCs to undergo an industry-based internship training program, noting that the lyceums and ALCs will be expected to partner with industrial establishments within the area for a one-month internship program for the teachers and masters;
- (ix) directly coordinate and supervise the work of the team members during the absence of the TL in the field; and
- (x) regularly report to the TL (through electronic communication when not in the field) and the PAG
- (xi) Manager on the progress as well as problems and issues encountered in the course of project implementation.

75. CBT Workshop Coordinator (National: 24 person-months). The workshop coordinator will work with the staff of CTMMEQ and the TVET Department of MOLME, to promote an efficient organization and conduct of the series of workshops from competency standards development to curricula and learning materials development. In general, the workshop coordinator will be in charge of budget and logistics, proper documentation, packaging and storage of all outputs of the workshops, and management of the CBT pilot programs in year 4 of the project. The workshop coordinator will be supported by two encoders,

two graphic artists and two language editors. The specific tasks of the coordinator are as follows:

- (i) together with the director of CTMMEQ and the respective international consultants and national facilitators develop final workshop schedules;
- (ii) ensure that all logistics for workshops are properly organized;
- (iii) prepare and monitor budget to ensure that workshop costs do not exceed allocated funds;
- (iv) with the Director of CTMMEQ, ensure that the number and quality of participants/experts in all workshops are within targets;
- (v) ensure that all materials needed for the workshop are prepared on time;
- (vi) ensure that all facilities required for the workshop are in working condition;
- (vii) prepare contract agreement with service suppliers like catering services for the supply of meals for workshop participants;
- (viii) coordinate accommodation of participants coming from the regions;
- (ix) ensure that all workshop outputs are properly collected, organized and compiled;
- (x) organize work assignments of the encoders, graphic artists and language editors;
- (xi) prepare reports as needed;
- (xii) set up and manage the CBT pilot programs in years 3- 4 of the project;
- (xiii) with the national facilitators for competency standards development and for curriculum development, evaluate the pilots and oversee revisions;
- (xiv) perform other related activities as assigned.

76. Language Editors (2 national: 12 person-months each). The Language Editors will work with the workshop coordinator and the standards developers, curriculum and learning material writers to ensure that all output of workshops meet the MOLME form, style and standards of print materials. The language editors will:

- (i) Edit writers' outputs to correct any spelling and grammatical mistakes and enable a free flow of information;
- (ii) Improve the style and provide language consistency;
- (iii) Clarify and improve parts of text where there is room for mis-interpretation;
- (iv) Allocate print space for photos illustrations according to space parameters using lay-out principles;
- (v) Ensure that all documents follow the form, style and standard of MOLME documents;
- (vi) Review and approve proofs prior to final printing of documents;
- (vii) Perform other related activities as assigned.

77. Graphic Artists (2 national: 12 person-months total). The two graphic artists will work with the workshop coordinator and the curriculum and learning material writers. The graphic artists will assist the writers to prepare illustrations, photos and other necessary diagrams and figures. The graphic artists will:

- (i) Create images and design based on the writers requirements either using hand skills of drawing or using computer aided design packages;
- (ii) Provide advice to writers as to size and arrangement of illustrative materials;
- (iii) Conduct research on existing images illustrations which can be adopted for the writers requirement;
- (iv) Ensure that illustrations and images provide necessary details for better understanding of learners;
- (v) Perform other related activities as assigned.

78. **Encoders (2 national: 12 person-months total).** The Encoders will work with the workshop coordinator and the standards developers, curriculum and learning material writers. The encoders will assist the experts and writers to accurately encode written materials. The encoders will:

- (i) Encode information accurately and efficiently in the user application based on received documents;
- (ii) Provide other clerical assistance to experts/writers;
- (iii) Ensure that the data entered matches the original source, identifying any errors in both;
- (iv) Perform other related activities as assigned.

79. **Labor Market Advisor (National: 6 person-months, intermittent).** The Labor Market Advisor will conduct training and capacity building activities for the Scientific Research Institute on Labor, Migration and Employment (the Institute) of MOLME, particularly to support the production of annual labor market surveys. The Labor Market Advisor will have significant expertise in establishing and operating effective national LMIS systems. The Labor Market Advisor will:

- (i) Assess the training requirements of the Institute and implement the necessary systems to collect and process all LMI;
- (ii) Strengthen the LMIS at the Institute and establish a functioning LMIS;
- (iii) Establish linkages between the LMIS and any existing databases at the MOLME to ensure integration of information systems;
- (iv) Ensure that links are made with other Ministries delivering TVET programs; with agencies involved in national economic development and national planning, and with university researchers;
- (v) So as to promote TVET system responsiveness, establish a formal link to share data with the national Industry Associations as they are established by the project. That formal link will establish the mechanism to ensure that the LMIS results in changes to training programs and LMIS becomes indispensable for TVET training;
- (vi) Work with the Institute in the preparation of an annual labor market action plan to address the country's labor market needs;
- (vii) Work with the Institute staff to build capacity in the analysis of LMI and the production and dissemination of reports;
- (viii) Assess training requirements of the Institute staff and explore the possibility of additional external training assistance such as through the ILO;
- (ix) Provide training and guidance to staff in survey design methodology, the conducting of surveys, data analysis and the development and dissemination of high quality labor market reports;
- (x) Assist the staff of the Institute to update the occupational classification system currently in use and link it to the requirements of industry;
- (xi) Provide guidance for, and ensure the participation of Institute staff in, the employer satisfaction survey and tracer studies planned by the ADB project.

80. **Communications Officer (national: 12 person-months).** The Communications Officer will be responsible for ensuring that key stakeholders are provided accurate and timely information on the objectives and activities of the project and other related developments using various communications media. The Officer must have at least 10 years of practical experience in public relations and social media communications. The Officer will:

- (i) Coordinate closely with the social marketing firm that will be engaged by the project to ensure a unified and coherent messages delivered to the different stakeholders using appropriate media;
- (ii) Assist the project to determine the purpose, functions, requirements and long-term strategy for the web portal and the social media accounts to ensure an effective user experience;
- (iii) Define web portal uptime and, in association with the project, establish agreements and processes for integration with the web sites and business processes of other agencies as appropriate;
- (iv) Together with the ICT Officer, design and implement the web portal and social media communications including policies and procedures around content management;
- (v) Research emerging technologies and services that may enhance the Web experience and make recommendations to management;
- (vi) Negotiate the use of no-cost to caller cell phone apps for messaging by TVET teachers and assessors to the project office;
- (vii) Actively monitor and engage with all forms of social media (e.g. Facebook, Twitter, cell phone messages, etc.) to support the project and to ensure that TVET institutions, teachers and assessors are supported with up to date information and guidance;
- (viii) Act as one of the key points of contact for social media queries, developing a response process, to service the MOLME, agencies, institutions, teachers and assessors and assist resolving any arising issues;
- (ix) Collate/source information from TVET sources in order to generate news-worthy stories and then draft/write online copy for articles, blogs and social media;
- (x) Assume responsibility for all official communications from the project to media outlets in Tajikistan;
- (xi) Arrange and manage significant public events during the project such as the Skills Conference and the launching of the Market Responsive and Inclusive Training Program.

81. Market Responsive and Inclusive Training Program Coordinator (national: 24 person-months). The MRITP Coordinator is responsible for the overall management and implementation of the MRITP. The Coordinator must have at least 10 years of experience in developing and/or managing social development training programs including outsourcing of services to public and private training providers such as training centers, industry associations, and NGOs. The Coordinator have the following tasks:

- (i) Assist the international Skills Training and Contracting Specialist in: (a) the preparation of the MRITP operations manual and information campaign materials; (b) coordinating the survey on economic opportunities and profile of potential beneficiaries and eligible training providers; and (c) the preparation of the overall training plan;
- (ii) Together with the Communications Officer, conduct public information campaign on the MRITP directed to key stakeholders;
- (iii) In coordination with the Procurement Specialist, assist in the preparation of training packages for tender based on the training plan and in the preparation of tender documents;
- (iv) Assist the Procurement Specialist in the tendering process including request for expression of interest (EOI) and short listing, request for and evaluation of proposals by the Procurement Working Group, and awarding of training contracts;

- (v) In coordination with the M & E Specialist, closely monitor implementation of training by the selected training providers to ensure compliance with provisions in the contract;
- (vi) Verify training outcomes in terms of wage-employment and/or self-employment as reported by training providers following verification procedures defined in the operations manual;
- (vii) Coordinate with the Finance Specialist to facilitate payments to training providers in accordance with schedule under results-based payment system defined in the operations manual;
- (viii) Prepare and maintain a file of each training provider keeping track of their contract details, training outputs and outcomes, payments made, and overall assessment of training performance;
- (ix) Prepare monthly progress report summarizing status of on-going training programs, training programs completed and training outcomes, and issues and problems encountered requiring attention of the Team Leader/Deputy Team Leader with proposed actions to be taken;
- (x) Provide inputs to M & E Specialist in the preparation of quarterly progress report for submission to ADB and the government.

82. **MRITP Liaison Officer (national: 18 person-months).** The Liaison Officer will support and work at the direction of the MRITP Coordinator in carrying out the latter's tasks.

83. **Civil Engineer (national: 24 person-months).** The civil engineer will guide and oversee the contracts to refurbish and re-equip the lyceums and ALCs being supported by the project; and well as renovation and re-equipment for the CTMMEQ, the Engineering Pedagogical College of Dushanbe and the Scientific Research Institute. The holder of this position must be a Licensed Civil Engineer with at least ten (10) years practical experience in building construction projects as a construction supervisor or as a building construction contractor. The specific duties and responsibilities are as follows:

- (i) Assist in the preparation and review of civil works plans/drawing and specifications for the rehabilitation of classrooms, workshops, dormitories, electrical wirings, plumbing and sanitary facilities in lyceums and Adult Learning Centers (ALCs) to be rehabilitated;
- (ii) Prior to the bidding process, review bidding documents to ensure Bill of Quantities (BOQ) cover all required works for the rehabilitation of lyceums/ALCs;
- (iii) Work closely with the project Architect to ensure building architectural plans are complete and properly followed during implementation of civil works;
- (iv) Visit sites and monitor progress of all civil works under the project and coordinate with contractors to ensure plans are properly followed, works are done with high quality and contracts are completed within stipulated completion date;
- (v) Report to the Team Leader/Deputy Team Leader any deviations or required amendments in works contracts particularly on admeasurements of works and recommend appropriate solutions or actions;
- (vi) Familiarize with the requirements of the contract as stipulated in the bidding documents;
- (vii) Certify on the quality and accuracy of completed works and recommend to the Project Manager claims for payment of completed works;

- (viii) Report to the Team Leader/Deputy Team Leader any liquidated damages to be claimed from the contractor as stipulated in the bidding documents and provide the estimated amount;
- (ix) Perform other tasks the Team Leader/Deputy Team Leader may assign during implementation of project civil works.

84. **Equipment supervisor (national: 12 person-months).** The Equipment Supervisor must be a Licensed Mechanical Engineer or an Equipment Specialist in Technical/Vocational Education with at least five (5) years practical experience in operating and/or installing workshop or training equipment. The specific duties and responsibilities are as follows:

- (i) Assist in the preparation and review of the lists and technical specifications of equipment, tools and instruments to be procured under the project, including various types of furniture to be supplied to the lyceums and ALCs;
- (ii) Assist in finalizing equipment and furniture packages to be procured under the project and familiarize with the requirements of the contract as stipulated in the bid documents;
- (iii) Monitor procurement of equipment and furniture to ensure timely delivery and installation at lyceums and ALCs;
- (iv) In coordination with the Civil Engineer and the Civil Works Supervisor, ensure that workshops at lyceums and ALCs are ready for the arrival and installation of equipment;
- (v) Provide assistance to the suppliers during clearing of equipment shipments at customs;
- (vi) Conduct an inventory of delivered equipment, tools, instruments and furniture and ensure they comply with the quantity and specifications as defined in the Schedule of Supply and check for any damage during shipment or delivery and report to the PAG;
- (vii) Check and ensure that equipment and instruments supplied are provided with operation and maintenance manual;
- (viii) Coordinate with the suppliers and lyceum and ALC Directors for the safety and protection of delivered equipment and furniture to the schools;
- (ix) Supervise suppliers for proper installation and commissioning of workshop equipment;
- (x) Coordinate with suppliers for the conduct of training for instructors on the safety and actual operation of equipment;
- (xi) Perform other tasks the Team Leader/Deputy Team Leader may assign during procurement of equipment and furniture for the project.

85. **Legal Advisor (national: 6 person-months, intermittent).** The Legal Advisor will provide advice to support the full implementation of CBT within the Ministry of Labor. There will be many legal issues to resolve now that the lyceums have been transferred to the MOLME. The Legal Advisor must have at least 10 years of experience as practicing lawyer in public and/or private sector, in policy and legislation reviews, and must be thoroughly familiar with the processes involved in passing new laws and/or amending existing ones. Fluency in written and spoken English is a requirement. The Legal Advisor will:

- (i) Review existing laws and regulations on education in general and on TVET in particular;
- (ii) Review project documents and familiarize and acquire good understanding of the reforms in the TVET system being initiated under the project specifically the introduction of the CBT methodology;

- (iii) In consultation with MOLME management and the project consultants, identify key areas which may require amendments to existing laws and regulations including, but not limited, to the following:
 - Approving authority for TVET Qualifications Framework and guidelines and procedures for: the development of competency standards and assessment tools, CBT curriculum and learning materials, and competency assessment and certification;
 - Approving authority for the developed competency standard and assessment tool and CBT curriculum for each occupation and qualification;
 - The authority to issue national skills certificate against approved competency standard of each occupation and qualification;
 - Approving authority for TVET Teachers Qualification Framework and Occupational Standards and issuance of certificate of competence against standards;
- (iv) Provide recommendations and prepare proposed draft amendments to existing laws and regulations to address the above issues;
- (v) Study other related legal issues and propose corresponding course of action to MOLME management.

86. **Environmental and Social Officer (ESO) (national: 4 person-months).** The ESO will be hired to provide technical and management support to the implementing agency including IEE and EMPs implementation, monitoring, and supervision coordination, and other environmental protection related tasks. The ESO will monitor the implementation of the EMP by the contractors, including:

Environmental safeguards:

- (i) Review and approve the site-specific EMPs prepared by the contractors for reconstruction of individual lyceums and Adult Learning Centers;
- (ii) In case of replacement of some lyceums and in a period between project approval and implementation update the IEE;
- (iii) Establish a Grievance Redress Mechanism (GRM), and organize training for the PAG, contractor's and GRM focal persons.
- (iv) Monitor the implementation of the EMPs, undertake site visits as required, identify environment-related implementation issues, and propose necessary corrective actions.
- (v) Prepare annual Environmental Monitoring Reports and environmental and social inputs into project progress reports to ADB.
- (vi) Organize training to PAG and contractors on environmental management of the project national and ADB's environmental requirements

Social safeguards:

- (vii) Develop specific monitoring indicators and assist the EA in monitoring and reporting. Prepare semiannual monitoring reports;
- (viii) Participate in periodical review meetings held by PAG/EA;
- (ix) Undertake reviews on behalf of PAG of all documents and reports related to resettlement (if any) and advise the PAG for taking appropriate decisions;
- (x) Prepare and finalize resettlement plans if required;
- (xi) Monitor grievances (if any) and assist the EA in redress;

- (xii) Assist the PAG to respond to the ADB on any matters related to the resettlement (if any);
- (xiii) Organize periodical training and capacity building workshops/ sessions for PAG and EA.

87. Financial Management Specialist (national: 6 person-months). The consultant will have internationally benchmarked certifications and degrees in audit and accounting fields and must have at least 10 years general experience of work in financial management field and 7 years of specific experience of working for an audit and accounting firm in Tajikistan. The consultant will be hired to work on an intermittent basis with the PAG of the Tajikistan – Strengthening TVET project (the project). The consultant will support the financial management aspects of the PAG's work. The consultant will report the Project Manager of PAG and will work for 6 month over 24 months intermittently. The consultant's deliverables will include a monthly report during the duration of each deployment, including all outputs produced and training conducted during each deployment. The specific tasks for the assignment will include:

- (i) Understanding the financial management requirements of the PAG and the implementing agency (IA)/executing agency (EA) and design capacity building programs to train the accountants and financial officers of the respective agency;
- (ii) Help PAG set up and accounting system that assists in maintaining all the relevant documents and information. The system will ensure that all the various components of the project are in compliance with the accounting requirements and the IA/EA staff involved is knowledgeable about the same;
- (iii) Understand the mechanism to complete withdrawal applications and ensure that PAG and IA/EA have a system to complete and submit withdrawal applications to ADB promptly, and knowledgeable on the use of imprest account, liquidation and replenishment procedures;
- (iv) Update the financial management assessment carried out under the project preparatory technical assistance and ensure that it is regularly updated.
- (v) Train the PAG on finalizing the PAG audit TORs and work with the PAG and IA/EA to hire audit firm for the assignment.
- (vi) Any other relevant task relating to financial management and audit and accounting under the project.
- (vi) Undertake online training (available at ADB website) on disbursement procedures.

88. Gender Component Administrative Assistant (national: 18 person-months). The Gender Component Administrative Assistant (Gender Assistant) is responsible for providing administrative and logistical support in the implementation of the Gender Action Plan (GAP) and the Gender Equity Model Program (GEMP). She/he should have some experience in providing administrative and logistical support to any government, private, academic, and/or non-government organization. The Gender Assistant will be employed for 6 months in Year 1 and 12 months per year, thereafter, for the whole duration of the project. S/he will perform the following tasks:

- (i) Provide administrative support in the management of the GEMP scholars' stipends;
- (ii) Arrange meetings, and prepare minutes of meetings, for all GAP- and GEMP-related meetings;

- (iii) Provide logistical support in gender trainings and orientations;
- (iv) Support the Gender and Education Specialist and the GEMP Coordinator in their day-to-day tasks;
- (v) Keep the files of the Gender component in order and accessible;
- (vi) Provide administrative and logistical support in monitoring the progress of implementing the GAP and the GEMP, specifically by ensuring that updated gender data are recorded in the project's MIS; and
- (vii) Perform other such gender-relevant tasks requested by the Gender and Education Specialist and the GEMP Coordinator.

89. **GEMP Coordinator (national: 24 person-months).** The GEMP Coordinator is responsible for the quality implementation of the *Gender Equity Model Program* (GEMP). She/he must have a degree in Gender and Development, Sociology, Anthropology, Development Studies, Education Management or other related disciplines, with extensive experience, of not less than 5 years, in mainstreaming gender in policies, programs, and projects of organizations. S/he should also have some experience in working for government/NGO/private sector or as an independent consultant on education-related issues such as curriculum development, learning materials development, or training. S/he must be able to demonstrate ability to do gender analysis, specifically in the context of education and/or TVET, and must have a clear understanding of the general education/TVET system in Tajikistan. The GEMP Coordinator will be employed for 6 months in Year 1 and 12 months per year, thereafter, for the whole duration of the project. The GEMP Coordinator will specifically perform the following tasks:

- (i) Prepare a more detailed implementation plan of the GEMP with feasible timeframes;
- (ii) Oversee the quality and timely implementation of the GEMP, monitor the achievements of gender targets, and regularly report on the progress of its implementation;
- (iii) Work closely with the PAG, specifically the Gender and Education Specialist, and the Financial Management Specialist, in the implementation of the GEMP, especially in the appropriate and timely disbursement of scholars' stipends;
- (iv) Provide technical support to the Gender and Education Specialist in mainstreaming gender in the development of the CBT curriculum and learning materials, gender training modules, and the conduct of gender orientations/trainings to all service providers, Industry groups, and communities;
- (v) Ensure that the project's marketing and social marketing campaign incorporates correct gender equity messages and clearly targets the increase of female enrolment in non-traditional occupations, by providing direct technical gender guidance to the developers of communications materials, such as public service advertisements, posters, and brochures;
- (vi) Closely engage with the management, administration, faculty, and beneficiary students of the five GEMP pilot lyceums, and provide technical guidance to ensure the quality implementation of the GEMP by these pilot lyceums;
- (vii) Together with the Gender and Education Specialist, liaise with potential employers, to ensure their support and openness to recruit female graduates in non-traditional occupations; and
- (viii) Participate in the monitoring of project activities to ensure that progress towards achieving gender equality results, specifically for GEMP, are reported in each monitoring and review activity, including providing gender inputs to the project's progress report.

Project Implementation Unit

90. **Project Manager (national: 69 person-months).** The Project Manager will oversee the planning, implementation, and tracking of the ADB Project. The Project Manager performs a wide range of duties including the following:

Planning:

- (i) Develop a detailed work plan for the full project so as to successfully complete the project as outlined in the PAM;
- (ii) Allocate the resources (time, money, equipment, etc.) required to complete the project;
- (iii) Develop a schedule for project completion that effectively allocates the resources to the activities;
- (iv) Review the project schedule with senior management and all other PAG staff who will be affected by the project activities; revise the schedule as required.

Staffing:

- (i) In consultation with the Minister and the appropriate manager, recruit, interview and select staff with appropriate skills for the project activities;
- (ii) Manage project staff according to the established policies and practices of the organisation;
- (iii) Ensure that personnel files are properly maintained and kept confidential;
- (iv) Ensure that all project personnel receive an appropriate orientation to the project;
- (v) Contract and supervise qualified consultants and external contractors to work on the project as required.

Implementation:

- (i) Execute the project according to the project plan;
- (ii) Develop forms and records to document project activities;
- (iii) Set up files to ensure that all project information is appropriately documented and secured;
- (iv) Monitor the progress of the project and make adjustments as necessary to ensure the successful completion of the project;
- (v) Establish a communication schedule to update stakeholders including appropriate staff in the organisation on the progress of the project;
- (vi) Review the quality of the work completed with the project team on a regular basis to ensure that it meets the project standards.

Controlling:

- (i) Write reports on the project for the Minister, the Steering Committee, and the ADB;
- (ii) Communicate with the ADB as outlined in funding agreements;
- (iii) Monitor and approve all budgeted project expenditures;
- (iv) Monitor cash flow projections and report actual cash flow and variance to the Minister and the ADB on a regular basis as required;
- (v) Manage all project funds according to established accounting policies and procedures;
- (vi) Ensure that all financial records for the project are up to date;
- (vii) Prepare financial reports and supporting documentation for the MOLME and the ADB as required.

Evaluation:

- (i) Ensure that the project deliverables are on time, within budget and at the required level of quality;
- (ii) Evaluate the outputs and overall outcomes of the project as outlined in the PAM.

Training:

Training programs on project financial management will be delivered for the relevant staff of the Ministry of Labor and will specifically draw on ADB's disbursement procedure as outlined in the *ADB Loan Disbursement Handbook 2012* including the requirements for Statements of Expenditure.

91. **Administrative Officer (national: 69 person-months).** The Project Administrative Officer should have more than 5 years of work experience in administration, working in different projects and with strong computer skills (MS Word, Excel, Windows etc.). The Officer will possess good communication and team working skills and be ready to render assistance as required. The Officer will:

- (i) Provide direct support to the Project Manager;
- (ii) Provide appropriate conditions to support project office activity and PAG office workers with office equipment and supplies;
- (iii) Prepare all materials on time, such as printing and the preparation of all required documentation;
- (iv) Provide project office workers with all necessary administrative and logistics support, such as purchasing air tickets, land transportation, arrangements for meetings, etc.;
- (v) Ensure the project office is always clean, furniture properly arranged, and files kept in orderly and systematic manner;
- (vi) Perform other duties that the Project Manager may reasonably require of him/her.

92. **Interpreter/ Translator (national: 57 person-months).** The Interpreter/ translator will be responsible for listening to, understanding, and translating spoken or written statements to and from English/ Russian/ Tajik. He/she must have at least 5 years of experience in doing interpretation/translation preferably in the field of education and related fields. The interpreter/translator will:

- (i) Facilitate effective communication between two parties that do not speak a similar language by converting one spoken or written language to another;
- (ii) Attend conferences and meetings and act as official translator;
- (iii) Relay concepts and ideas between languages;
- (iv) Convert written materials from one language into another, such as books, publications, or web pages;
- (v) Create a new text in the target language that reproduces the content and style of the original;
- (vi) Edit and proofread text to accurately reflect language;
- (vii) Use dictionaries and glossaries for reference;
- (viii) Employ computer-assisted translation, as appropriate;
- (ix) Interpret both formal terminology and colloquial language;
- (x) Read aloud documents in a language other than that in which they were written;
- (xi) Accompany consultants that do not speak the local language as well as foreign visitors and facilitate communications between the parties.

93. **Finance Officer (national: 69 person-months).** The Finance Specialist will contribute to the overall success of the project by effectively managing all financial tasks. The Specialist must have not less than 5 years of experience in different projects, know managing, methodical and regulatory documents, and cash operations and be able to prepare accounting reports in accordance with the Government of Tajikistan and ADB regulations and standards. The Specialist will work in close cooperation with the accounting unit of MOLME. The Specialist must have good knowledge of Microsoft programs: Word, Excel, Power Point and the accounting program – C-1. The Specialist will perform a wide range of duties including:

Financial accounting and reporting:

- (i) Develop and maintain timely and accurate financial statements and reports that are appropriate for the users and in accordance with generally accepted accounting principles (GAAP);
- (ii) Develop, implement, and ensure compliance with internal financial and accounting policies and procedures;
- (iii) Ensure that all statutory requirements of the project are met;
- (iv) Prepare all supporting information for the annual audit and liaise with the external auditors as necessary;
- (v) Document and maintain complete and accurate supporting information for all financial transactions;
- (vi) Develop and maintain financial accounting systems for cash management, accounts payable, accounts receivable, credit control, and petty cash;
- (vii) Reconcile bank and any investment accounts;
- (viii) Review monthly results and implement monthly variance reporting;
- (ix) Manage the cash flow and prepare cash flow forecasts;
- (x) Oversee the bookkeeping function including maintenance of the general ledger, accounts payable, accounts receivable and payroll;
- (xi) Develop and implement policies and procedures to ensure that personnel and financial information is secure and stored in compliance with current legislation and ADB requirements;
- (xii) Manage the acquisition of capital assets and ensure that assets are properly recorded, amortised, and disposed of as appropriate;
- (xiii) Prepare annual reports in a timely manner as appropriate;
- (xiv) Assist the Project Manager with financial reporting as required at Government and ADB meetings.
- (xv) Undertake online training (available at ADB website) on disbursement procedures.
- (xvi) Understand the mechanism to complete withdrawal applications and ensure that PAG and IA/EA have a system to complete and submit withdrawal applications to ADB promptly, and knowledgeable on the use of imprest account, liquidation and replenishment procedures.

Payroll preparation and administration:

- (i) Oversee all payroll functions to ensure that staff are paid in a timely and accurate manner;
- (ii) Process and submit statutory and benefits remittances on time.

Budget preparation:

- (i) Establish guidelines for budget and forecast preparation, and prepare the annual budget in consultation with the Project Manager;
- (ii) Assist other Managers with the preparation of budgets.

Project management accounting:

- (i) Maintain financial records for each project area in a manner that facilitates management reports;
- (ii) Ensure that accurate and timely financial statements are prepared in accordance with contract agreements with the ADB;
- (iii) Provide accurate and timely reporting on the financial activity of individual project components as required.

94. **Procurement Officer (national: 28 person-months).** Working closely with the international Procurement Technical Advisor. The procurement officer is required to learn ADB's Procurement Accreditation Skills Scheme (PASS) e-learning materials and modules to provide him/her with skills and knowledge to undertake consultant procurement, review the project's procurement transactions and oversee the EA's activities. The procurement specialist will be responsible for:

- (i) Coordinating with and assisting the international Procurement Technical Advisor in carrying out the latter's duties and responsibilities;
- (ii) Implementing all requirements of Government and the ADB as specified in ADB documentation;
- (iii) Establishing the Procurement Working Group and other committees as required by Government and the ADB;
- (iv) Preparing papers and recommendations for the Procurement Working Group as required;
- (v) Conducting research to ascertain the best products and suppliers in terms of best value, delivery schedules and quality;
- (vi) Liaising between suppliers, manufacturers, relevant areas of the project;
- (vii) Identifying potential suppliers, visiting existing suppliers, and building and maintaining good relationships with them;
- (viii) Facilitating negotiations and agreeing contracts and monitoring their progress, checking the quality of service provided;
- (ix) Facilitating processing of payments and invoices;
- (x) Keeping contract files and using them as reference for the future;
- (xi) Forecasting price trends and their impact on future activities;
- (xii) Producing reports and statistics using computer software;
- (xiii) Assisting in evaluating bids and making recommendations based on commercial and technical factors;
- (xiv) Ensuring suppliers are aware of project objectives; and
- (xv) Attending meetings and reporting as required.

95. **CBT Development Coordinator (national: 36 person-months).** The CBT Development Coordinator will be responsible for the overall coordination of all activities supporting the introduction of CBT within the MOLME. The role will include promoting strong coordination among the PAG, the CTMMEQ and the Engineering Pedagogical College of Dushanbe. The coordinator will:

- (i) Assume responsibility for the coordination of all activities leading to the implementation of CBT within the MOLME;
- (ii) Promote coordination among the PAG, the CTMMEQ and the Engineering Pedagogical College; in particular ensuring that the PAG is fully briefed on all CBT development activities at the CTMMEQ and the Pedagogical College;

- (iii) Keep all MOLME divisions fully briefed on the progressive development of CBT;
- (iv) Ensure that legal issues regarding the introduction of CBT are resolved as they arise;
- (v) Ensure full and timely reporting to the PAG of all activities at the CTMMEQ and the Pedagogical College so that project achievements are accurately documented and reported to Government and the ADB;
- (vi) Work with the Competency Standards and Assessment Tools Development Specialist to facilitate a workshop for the national facilitators, representatives of the Ministry of Labor and the Industry Sector Working Groups to review the 4 levels of the European Qualifications Framework to be used to classify the new qualifications; to review the descriptors and adapt as necessary for adoption by the MOLME;
- (vii) Ensure all curriculum and certification issues for lyceum students are addressed with the Ministry of Education;
- (viii) Support the CBT Systems and Quality Assurance Specialist to promote the inclusion in lyceum curricula of the new CBT curriculum;
- (ix) Encourage lyceums and ALCs to develop short training programs based on the new CBT standards and curricula;
- (x) Arrange user training for teachers and masters to be conducted by the suppliers of the new equipment;
- (xi) Set up initial discussions with the Singapore Workforce Development Agency (WDA) to discuss the possibility of a twinning contract with the CTMMEQ.

96. **Gender and Education Specialist (national: 54 person-months).** The Gender and Education Specialist is responsible for addressing gender issues in the TVET system in Tajikistan. She/he must have a degree in Gender and Development, Sociology, Anthropology, Development Studies, Education Management or other related disciplines, with extensive experience, of not less than 5 years, in mainstreaming gender in policies, programs, and projects of organizations. S/he should also have some experience in working for government/NGO/private sector or as an independent consultant on education-related issues such as curriculum development, learning materials development, or training. S/he must be able to demonstrate ability to do gender analysis, specifically in the context of education and/or TVET, and must have a clear understanding of the general education/TVET system in Tajikistan. The Gender and Education Specialist will be employed for 6 months in Year 1 and 12 months per year, thereafter, for the whole duration of the project. The Gender and Education Specialist will be mainly responsible for the implementation of the Gender Action Plan (GAP) and provide technical guidance and support to the GEMP Coordinator in the implementation of the Gender Equity Model Program (GEMP). S/he will specifically perform the following tasks:

- (ix) Prepare a more detailed implementation plan of the GAP with updated timeframes, as necessary;
- (x) Ensure the timely implementation of the GAP, monitor the achievements of gender targets, and regularly report on its implementation;
- (xi) Through the conduct of gender orientations/trainings, ensure that all project implementers, partners and stakeholders are aware of the project's gender targets and know how to incorporate gender in their specific job descriptions;
- (xii) Provide guidance on mainstreaming gender in the development of the CBT curriculum and learning materials;
- (xiii) Engage with all other project implementers, such as, but not limited to, EPC, CTMMEQ, Industry Sector Working Groups, Industry Associations and industry experts to ensure that gender is mainstreamed in their respective outputs;

- (xiv) Provide technical guidance and support to the GEMP Coordinator in her/his engagement with the management, administration, faculty, and beneficiary students of the five GEMP pilot lyceums, and ensure the overall quality implementation of the GEMP;
- (xv) Participate in the monitoring of project activities to ensure that progress towards achieving gender equality results are reported in each monitoring and review activity, including providing gender inputs to the project's progress report;
- (xvi) Review and refine GAP indicators in consultation with the PAG project manager and the ADB TJRM gender specialist, as necessary, to ensure that the project realistically addresses challenges in a timely manner;
- (xvii) Ensure that the project's marketing and social marketing campaign incorporates correct gender equity messages and clearly targets the increase of female enrolment in non-traditional occupations;
- (xviii) Together with the GEMP coordinator, liaise with potential employers, to ensure their support and openness to recruit female graduates in non-traditional occupations;
- (xix) Apprise the ADB TJRM gender specialist on the progress towards meeting gender targets, specifically by submitting a filled-in GAP implementation and monitoring form on a quarterly basis; and
- (xx) Draft the gender section of the Project Completion Report.

97. **Monitoring and Evaluation Specialist (national: 54 person-months).** The PAG will establish a comprehensive Project Performance Monitoring System (PPMS). The Monitoring and Evaluation Specialist will have overall responsibility for data collection and reporting related to the required project outputs. The Specialist will also guide and receive reports from the External Contractors (Appendix 18) for the baseline, tracer and other research studies to be conducted under the project. The Specialist must have at least 10 years of experience in designing and implementing M & E activities in social development projects. The Specialist will have the following duties and responsibilities:

- (i) Prepare a monitoring and evaluation (M & E) operations manual containing, among others, an overall M& E framework defining the areas to be monitored, structure of the flow of information, guidelines and procedures on field visits and data collection, data collection forms, data storage, type of reports reporting system, etc., and other guidelines and procedures for approval by the PAG management;
- (ii) In coordination with the other consultants, prepare a detailed annual work plan specifying the monitoring activities on a monthly basis covering the different project activities with corresponding administrative and financial support required subject to approval by the PAG management;
- (iii) Coordinate with the ICT Officer of the PAG on the design of the data base required to support the storage, retrieval and processing of the data collected from monitoring and evaluation activities;
- (iv) Conduct the monitoring activities indicated in the work plan following guidelines and procedures in the M & E operations manual;
- (v) Prepare the different types of reports according to specified frequency (i.e., monthly, quarterly, annual, etc.) indicating progress as well as problems and issues that need to be acted upon by PAG management;
- (vi) Coordinate and/or facilitate the work of external research organizations contracted to undertake surveys and studies under the project;

- (vii) Assist the project lyceums and ALCs in setting up M & E unit in their respective organizations and on how to conduct M & E activities;
- (viii) Perform other duties as may reasonably be required by PAG management.

98. **ICT officer (national: 24 person-months).** The ICT officer will provide technical support to the staff of the PAG and, as appropriate, advise and support national and international project consultants. Working closely with the M & E Specialist, the ICT Officer will:

- (i) Determine users' technical needs and provide them with appropriate solutions including data base for M & E requirements;
- (ii) Install hardware, software and device drivers on standalone computers including monitors, keyboards and printers;
- (iii) Install and configure computer networks and test computer peripherals, hardware and software to ensure that they are working appropriately;
- (iv) Manage network configurations to ensure that all computers on a network can communicate effectively;
- (v) Upgrade software, patches and operating systems on a regular basis;
- (vi) Assist users with resolving computer issues including troubleshooting of hardware and software problems;
- (vii) Answer requests and emails pertaining to users' computer problems;
- (viii) Ensure that all computers are secured effectively by installing and updating antivirus software;
- (ix) Set up and organize IPs appropriately;
- (x) Train users on new software including those in project lyceums and ALCs;
- (xi) Analyze network problems and manage preventative maintenance procedures;
- (xii) Explain the role of network applications and equipment to users;
- (xiii) Maintain documentation of technical maintenance procedures.

99. **NCCVET Coordinator (national: 30 person-months).** The National TVET Coordinator will provide assistance to the Secretariat of the National Coordination Council for TVET and Higher Education (the Council) headed by the Deputy Prime Minister and based at the Office of the President. The Coordinator must have at least 10 years of experience working in government and must be familiar with the structure and workings of government bureaucracy in terms of protocols, format of official documents and communications, approval processes and procedures, among others. The Coordinator will report administratively to the Project Manager of the PAG and functionally to the Chairperson of the Council. The main tasks of the Coordinator are as follows:

- (i) Review and carefully familiarize with the provisions of the decree creating the Council particularly its main functions, structure and membership, and authorities and responsibilities;
- (ii) Under the guidance of the Chairperson, prepare guidelines and procedures in organizing meetings including protocols for invitation of members, preparation of meeting agenda, taking notes or recording of proceedings of discussions, preparation of minutes of the meeting and approval process, distribution of the minutes of meeting, follow-up action, if any, and filing of records;
- (iii) Prepare annual schedule of activities of the Council as a whole and of its different committees subject to approval of the Council members;
- (iv) In preparing agenda for each meeting, consult each member of the Council as to the matters they want to be taken up, collect the discussion materials in advance, print and distribute to members prior to the meeting in accordance with the established operating guidelines and procedures;

- (v) Research relevant materials from various sources in the form of laws and regulations, articles, research publications, books, etc., related to TVET and higher education to serve as ready references for members and other interested parties;
- (vi) Follow up matters that require follow up actions agreed upon during the meeting and prepare status report for submission to the Chairperson;
- (vii) Propose activities such as policy dialogues or roundtable discussions between the Council and certain sectors to address sector-specific issues or hold national conferences on issues of national significance under the auspices of the Council;
- (viii) Perform other tasks that the Council may assign to the Coordinator.

Consulting Firm (Civil Works Quality Assurance)

100. **Civil Works Quality Assurance Consultant (national: 10 person-months).** Civil engineering contracting firm with at least ten (10) years practical experience in building construction projects. The firm will work under the supervision of the Project Administration Group (PAG). The main tasks are as follows:

- (i) Visit sites to ensure all civil works are completed in accordance with the plans/drawing and specifications for the rehabilitation of classrooms, workshops, dormitories, electrical wirings, plumbing and sanitary facilities in lyceums/Adult Learning Centers (ALCs);
- (ii) Inspect/check to ensure all civil works are done with high quality workmanship and report to the Project Manager any completed works that require modifications or improvements;
- (iii) Familiarize with the civil works contract warranty provisions and train school principals/managers on the procedures for reporting works defects that require repairs or rectifications;
- (iv) Prepare a manual and a program for school facilities maintenance and train school principals/managers on how these facilities maintenance programs should be implemented; and
- (v) Perform other tasks PAG may assign related to project civil works.

VII. SAFEGUARDS

101. Pursuant to ADB's Safeguard Policy Statement (SPS) 2009, ADB funds may not be applied to the activities described on the ADB Prohibited Investment Activities List set forth at Appendix 5 of the SPS.

102. **Environmental Category and Environmental Assessment.** The project is classified B for environment. Potential negative environmental impacts are largely related to construction activities under Output 2. Environmental aspects of the project include dust, solid waste, and occupational and community health risks for reconstruction activities, in particular removal, handling and disposal of old asbestos sheeting, dust and solid waste for small-scale construction activities outside buildings (for example building septic tanks, and repairing water supply and canalization systems), solid waste for replacement of old equipment. An Initial Environmental Examination (IEE) and Environmental Management Plan (EMP, Appendix 17) were prepared in accordance with the Safeguard Policy Statement 2009. The EMP will be included as an appendix in all bidding and contract documents. A site-specific EMP will be prepared by the contractor at pre-construction phase, and approved by the project management unit.

103. **Responsibilities for the EMP implementation.** The construction contractors will be responsible for implementation on the EMP. The PAG will have the overall responsibility for supervising contractors environmental performance, coordinating the public consultations and project grievance redress mechanism (GRM), and reporting to ADB through the periodic project progress reports and annual environment monitoring reports. The PAG will assign an environmental and social safeguards officer (ESO) to supervise the implementation of the EMP. Among responsibilities of the ESO are: (i) reviewing and approval site-specific EMPs, (ii) monitoring of EMPs implementation, (iii) establishing the GRM, (iv) organizing of training in environmental management, and (v) updating the IEE (if necessary).

104. **Involuntary resettlement** - The involuntary resettlement category is C. The project activities will neither require land acquisition nor resettlement. Resettlement due diligence was conducted, which confirmed no legacy issues from the campuses. Rehabilitation of dormitories and classrooms will take place within the existing campuses. Only dormitories that are currently empty or have students residing in them have been considered for rehabilitation. The rehabilitation works for dormitories will be carried out during holidays. If any changes or additional land requirements or involuntary resettlement impacts are identified, a resettlement plan will be prepared in accordance with the Safeguard Policy Statement and the same is further approved by ADB before award of related civil works contract and implemented in such a way that compensation will be paid prior to displacement and/or the start of civil works. The EA will submit semiannual monitoring reports to ADB for review and disclosure. The indigenous people's category is C. No impact on indigenous peoples is envisaged as no physical or economic displacement will be required. Therefore none of the project activities will adversely affect indigenous people. The poverty and social assessment determined that ethnic minority students are well integrated into all TVET schools under the project. Increased quality of TVET will benefit all students including ethnic minorities.

VIII. GENDER AND SOCIAL DIMENSIONS

105. The project is classified as Gender Equity (GEN), as it directly addresses the problem of women's limited engagement in non-traditional, but higher paying occupations. Specifically the project targets significant increases in female enrolment in non-traditional courses through

intensive and extensive social marketing activities to encourage parents and the communities to send their girls for training in non-traditional occupations, provision of stipends to girls enrolled in and training for non-traditional occupations, creating female sections in dormitories that will be rehabilitated, installing female-friendly facilities in school buildings such as sex-segregated toilets, increasing the number of female teachers and masters in non-traditional courses, and increasing the number of women in the management staff of TVET institutions. The project has a Gender Action Plan (GAP) that outlines the gender equality interventions that will improve women's participation in TVET. The *Gender Equity Model Program* (GEMP) will further address low female participation in TVET through this modeling program that will demonstrate the effectiveness of temporary special measures in encouraging women and girls to get into non-traditional occupations.

106. In construction work, local workers will be engaged as feasible, and all workers will be trained on the (i) prevention and control of transmissible diseases and HIV/AIDS, (ii) minimizing community disturbance, and (iii) the risks of illegal drugs and human trafficking. Core labor standards will be observed and implemented as expressed in grant assurances such as ensuring equal employment opportunities for women and men, paying equal wages for work of equal value, and prohibiting forced labor and the employment of children. Implementation of these actions will be monitored and reported in progress reports.

107. A Gender and Education Specialist will be engaged as part of the PAG staff, and will be mainly responsible for ensuring GAP implementation, monitoring and reporting, while a GEMP Coordinator will oversee implementation of the *Gender Equity Model Program* (GEMP) that is built into the GAP. Administrative and logistical support will be provided by a Gender Component Administrative Assistant. Technical support may be provided by gender specialists from the ADB Resident Mission in Tajikistan, as well as from ADB Headquarters, as needed. Progress towards the achievement of gender targets in the DMF as well as those reflected in the GAP will be monitored and reported regularly quarterly by the Gender and Education Specialist and included in the PAG's regular monitoring reports, with a distinct section that provides concrete sex-disaggregated data demonstrating the reach of the gender activities implemented as well as describing challenges met and actions taken to overcome the challenges. The cost of implementing the GAP and GEMP is detailed in the project's Cost and Financing section.

GENDER ACTION PLAN

| Activities | Performance Targets/Indicators | Responsibility | Time Frame |
|---|--|-------------------------------------|-------------|
| Output 1: TVET System Methodology Modernized | | | |
| 1.1 Develop a gender orientation module/training guide relevant to TVET, for developers of curriculum and learning materials for the 17 occupations, the EPC, CTMMEQ, Industry Sector Working Groups, Industry Associations, and Industry Advisory Committees in all project-supported lyceums. | One gender orientation module/training guide (of about 5 pages, identifying basic core messages on gender equality relevant to TVET and adapted to each of the 17 occupations) developed | PAG Gender and Education Specialist | By Q4, 2017 |
| 1.2 Conduct gender sensitivity orientations/trainings for developers of the curriculum and learning materials of each of the 17 occupations, the EPC, | At least 50% of members of each of the 17 groups of curriculum and learning materials developers (composed of industry experts and TVET curriculum experts) have | PAG Gender and Education Specialist | Q1-Q3 2017 |

| Activities | Performance Targets/Indicators | Responsibility | Time Frame |
|---|--|---|---|
| CTMMEQ, Industry Working Groups, Industry Associations, and Industry Advisory Committees in all project-supported lyceums. | undergone the gender orientation/training All EPCD staff (49), all CTMMEQ trainers, all members of each of the five Industry Working Groups, all nominated expert panels, all members of each Industry Association, and all members of Industry Advisory Committees of each lyceum, have undergone gender orientation and understand gender issues relevant to their TVET areas | | |
| 1.3 Ensure the participation of women experts in the industry expert panels, and curriculum expert panels | At least 20% women membership in curriculum expert panels At least 15% women membership in industry expert panels for non-traditional occupations (Baseline: 0 women in non-traditional occupations) | PAG Gender and Education Specialist with the PAG CBT Coordinator, and Industry Partnership Specialist | Q2 2016 (industry panel) and Q1 2017 (curriculum panel) |
| 1.4 Engage with the developers of curriculum and learning materials to incorporate gender concerns in the CBT curriculum and learning materials developed, piloted, and approved for each of the 17 occupations | Curriculum and learning materials developed for each of the 17 occupations are gender-inclusive ^a At least 65% of male and female graduates of long and short courses under the project certified as competent by independent competency assessors | PAG Gender and Education Specialist with the PAG CBT Coordinator and the CBT Curriculum and Learning Materials Development Specialist | Q4 2017 to Q3 2019 |
| 1.5 Bring in women technical experts as competency assessors | At least 25% of technical experts trained and accredited as competency assessors are women (Baseline: 0 female competency assessors) | PAG Gender and Education Specialist with the Competency Standards Development and Assessment Specialist | Q1 2017 – Q2 2019 |
| 1.6 Disaggregate student assessments by sex, and do a gender analysis of assessment results, especially of female students enrolled in non-traditional courses | Assessment results disaggregated by sex and by occupation groups Gender analysis of assessment results, that identify factors that explain differences in assessment results, as well as recommendations to address gender issues that have emerged | PAG Gender and Education Specialist with inputs from competency assessors | Q3 2019 onwards |
| Output 2: Physical learning facilities in selected TVET institutions upgraded | | | |
| 2.1 Ensure that each dormitory | Each of the 7 dormitories | PAG Gender | Q4 2016 – |

| Activities | Performance Targets/Indicators | Responsibility | Time Frame |
|---|---|--|-------------------|
| rehabilitated has a separate and secure section for females with appropriate equipment and facilities | rehabilitated has a separate and secure section for females with exclusive toilets and bathing facilities with hot and cold running water, and appropriate lighting and heating facilities | and Education Specialist with the PAG Civil Engineer/ Architect | Q1 2018 |
| 2.2 Ensure that workshops and classrooms rehabilitated include women-friendly facilities and equipment | All workshops and classrooms rehabilitated, including those workshops for non-traditional occupations, have women-friendly, secure facilities and equipment All rehabilitated classroom and workshop buildings have separate toilet facilities for females with doors that ensure privacy and security | PAG Gender and Education Specialist with the PAG Civil Engineer/ Architect, and PAG Procurement Specialist | Q4 2016 – Q1 2018 |
| Output 3: Access to quality TVET programs improved | | | |
| 3.1 Ensure participation of women TVET teachers and masters in competency-based trainings | At least 35% of all TVET teachers and 25% of masters in project lyceums and ALCs trained on competency-based teaching methodology are women (Baseline to be gathered at start of project implementation) | PAG Gender and Education Specialist with the PAG CBT Coordinator | Q2 2017 – Q1 2019 |
| 3.2 Increase female enrolment in non-traditional occupations through the project's intensive community awareness raising activities | 29 districts reached by social marketing communications strategies such as (i) community meetings (at least 1 per district), (ii) distribution of brochures and leaflets (at least 3 kinds of brochures/leaflets in Tajik developed and printed), (iii) development and airing of at least 3 kinds of radio/TV public service advertisements, as well as their publication in newspapers and other print media, (iv) workshops on specific relevant topics, and (v) uploading relevant information in MOLME website. At least 30% of students enrolled in diploma and certificate courses in project lyceums are females At least 25% of students enrolled in 12 non-traditional occupations, are females (Baseline: 0 females enrolled in non-traditional courses) | PAG Gender and Education Specialist and GEMP Coordinator, with the PAG Communications Officer | Q2 2017 – Q1 2021 |
| 3.3 Provide technical advice and support, as necessary, in the implementation of the Gender Equity Model Program (GEMP) | 2,230 women and girls, including those who are poor and vulnerable, in selected lyceums are fully supported in the GEMP | GEMP Coordinator with technical advice from the | Q2 2017 – Q1 2021 |

| Activities | Performance Targets/Indicators | Responsibility | Time Frame |
|---|---|--|--------------------|
| | <p>through stipends and priority placements in rehabilitated dormitories</p> <p>Average enrolment of females in twelve CBT non-traditional courses in the five pilot TVET institutions under the GEMP increased to 25% of total enrolment by Q3 2020</p> <p>At least 50% of GEMP graduates are certified in non-traditional occupations</p> | PAG Gender and Education Specialist | |
| 3.4 Work with the Industry Partnership Specialists (international and national) in forging partnerships with industries and ensuring the employment of female graduates of non-traditional courses | At least 50% of all project partner enterprises employ female graduates in non-traditional occupations | PAG Gender and Education Specialist, and GEMP Coordinator working with the Industry Partnership Specialists | Q3 2017 -- Q1 2020 |
| 3.5 Ensure the significant participation of women in the project's Market-Responsive and Inclusive Training Program (MRITP) that provides skills training beyond the 17 priority occupation skills, targeting youth in 29 districts | <p>At least 40% of the targeted 15,000 beneficiaries of the MRITP are women</p> <p>At least 40% of women who underwent skills training under the MRITP are employed and/or engaged in income generating activities, within 6 months of completing training.</p> | PAG Gender and Education Specialist with the PAG MRITP Coordinator and the consultancy firm engaged to implement the MRITP | Q2 2016 – Q1 2021 |
| Output 4: Governance and management of TVET system strengthened | | | |
| 4.1 Engage women in PAG technical positions | At least 30% of PAG staff are women | MOLME Minister, Project Director, Deputy Project Director, Project Management Working Group, and Project Manager | Q2 2016 |
| 4.2 Orient the PAG on gender equality concerns relevant to TVET, as well as on the specific gender targets of the project, based on the GAP | All PAG officials, staff, and consultants are familiar with the project GAP and are aware of their specific roles relevant to the achievement of these targets | PAG Gender and Education Specialist with the cooperation of all PAG officials, staff, and consultants | Q3 2016 |
| 4.3 Ensure the participation of women teachers and masters in | At least 20% female membership in each Industry Advisory | PAG Gender and Education | Q2 2016 – Q1 2018 |

| Activities | Performance Targets/Indicators | Responsibility | Time Frame |
|--|---|---|-------------------|
| the Industry Advisory Committees | Committee established in each lyceum receiving additional support from GEMP (Baseline: 0) | Specialist with the Industry Partnership Specialist | |
| 4.4 Ensure that women in the management staff of each project lyceum participate in trainings on modern educational management approaches | All women management staff in each project lyceum participated in trainings on modern educational management approaches | PAG Gender and Education Specialist in cooperation with the CTMMEQ | Q1 2018 |
| 4.5 Identify and incorporate relevant gender indicators in the project monitoring and information system | The project's monitoring and information system include gender indicators that are populated with sex-disaggregated data updated on regular intervals | PAG Gender and Education Specialist with the PAG Monitoring Specialist and IT Officer | Q3-Q4 2016 |
| 4.6 Ensure that the Baseline and Tracer Studies collect and analyze sex-disaggregated data, and report on progress towards achieving gender equality targets | The report of the Baseline and Tracer Studies include sex-disaggregated data on enrolment of students and employment of graduates, as well a gender analysis of trends in employability of PVET graduates | PAG Gender and Education Specialist with the Monitoring Specialist, IT Officer, and the consulting firm tasked to implement the Baseline and Tracer Studies | Q3 2016 – Q1 2021 |

ADB = Asian Development Bank, ALC = adult learning center, CBT = competency-based training, CTMMEQ = Center for Training Methodology and Monitoring of Education Quality, EPCD = Engineering Pedagogical College of Dushanbe, GAP = Gender Action Plan, GEMP = Gender Equity Model Program, IT = information technology, M&E = monitoring and evaluation, MIS = management information system, MOLME = Ministry of Labor, Migration and Employment, MRITP = Market-Responsive and Inclusive Training Program, PAG = project implementation unit, TVET = technical and vocational education and training.

^a Curriculum and learning materials are considered "gender-inclusive" if their design consider the different ways that boys and girls learn. For example, many studies show that girls who perform well in math, engineering, and other technical courses do so if the lessons are presented in relation to the social and environmental context, rather than taught in the abstract and in isolation from the real world. Studies also show that boys outperform girls in formal, rigid assessments. However when assessments are designed in such a way that they take into account the real life context of a task or a problem, girls tend to outperform boys. These are the same skills, e.g., problem-solving, working collaboratively, and employing effective communication even in technical occupations, that employers are also looking for and which those graduates taught in the traditional formal and technically abstract way, tend to lack. Thus, for curriculum and learning materials to be deemed "gender-inclusive", they should incorporate into their methodologies these differing ways by which boys and girls learn, such as using methodologies that are both technically abstract and at the same time contextualized in the real world, or methodologies that require working by themselves or collaboratively, or assessments that are both abstract and problem-solving types.

Source: Asian Development Bank

IX. PERFORMANCE MONITORING, EVALUATION, REPORTING AND COMMUNICATION

A. Project Design and Monitoring Framework

| Impact the Project is Aligned with: A national workforce with an increased proportion of skilled workers employed in Tajikistan (State Program for TVET Development to 2020). ^a | | | |
|--|---|---|---|
| Results Chain | Performance Indicators with Targets and Baselines | Data Sources and Reporting Mechanisms | Risks |
| Outcome A demand-driven, quality-assured, and flexible TVET system responsive to labor market needs | By 2021 a. Employer satisfaction rate with quality of graduates in selected TVET institutions increased by 10% (sex-disaggregated baselines will be determined at the start of the tracer study) b. CBT assessment and certification system operational (2015 baseline: no system) c. At least 50% (1,115) of the GEMP Program's beneficiaries received TVET certifications in nontraditional occupations (2015 baseline: 0) | a. Employer satisfaction surveys b. Project progress reports c. MOLME tracer studies and annual reports | Low social image of TVET limits interest of potential trainees |
| Outputs 1. TVET system methodology modernized | 1.a Occupational standards and assessment tools for 17 selected occupations endorsed by industry working groups and approved by MOLME by 2018 (2015 baseline: no standards) 1.b CBT curriculum and gender-sensitive learning materials for 17 occupations endorsed by industry expert panels and approved by MOLME by 2019 (2015 baseline: no curriculum) 1.c Competency assessment and certification system applied on a pilot basis to graduates in selected occupations by 2019 (2015 baseline: no system) | 4a-c. MOLME approvals, project progress reports | Lack of project coordination and engagement of key government agencies Industries (employers) are reluctant to participate in project activities |
| 2. Physical learning facilities upgraded | 2a. 96 workshops, 96 classrooms, and 7 dormitories rehabilitated with female-friendly facilities by 2018 (baseline: 0 in targeted sites) 2b. Equipment packages for 17 occupations provided in five skill areas by 2018 (2015 baseline: 0) 2c. Technologies and measures to improve energy efficiency installed in 15 workshops and 15 classrooms in selected TVET institutions by 2018 (2015 baseline: 0) | 3a-c. MOLME annual reports, project progress reports | Limited capacity of MOLME to manage procurement and contract administration Prices escalate more than budgeted |

| Results Chain | Performance Indicators with Targets and Baselines | Data Sources and Reporting Mechanisms | Risks |
|---|---|---|--|
| 3. Access to quality programs improved | <p>3a. At least 90% of EPCD staff trained in CBT methodology by 2017 (2015 baseline: 0)</p> <p>3b. At least 90% of TVET teachers and masters in selected occupations in selected TVET institutions (females account for a minimum of 35% of teachers and 25% of masters) trained in CBT methodology by 2019 (2015 baseline: 0)</p> <p>3c. Enrolment of females in 12 CBT nontraditional courses in the five GEMP TVET institutions increased to 15% of total enrolment by 2020 (2015 baseline: 0)</p> <p>3d. Social marketing program's activities conducted in 29 districts by 2020 (2015 baseline: 0).</p> <p>3e. A total of 15,000 beneficiaries (at least 40% females) complete training under the MRITP by 2020 (2015 baseline: 0)</p> <p>3f. A total of 25,000 workers, most of whom are returning migrants, are technically assessed, with qualified migrants receiving skills certification, by 2020 (2015 baseline: 0)</p> | <p>3a. MOLME teacher training reports</p> <p>3b. Project progress reports</p> <p>3c-f. MOLME tracer studies</p> | Technical capacity is insufficient to implement CBT |
| 4. Governance and management strengthened | <p>4.a Industry advisory committees, with at least 20% female members, operational in selected TVET institutions by 2018</p> <p>4.b All directors and at least one senior staff member (includes all female senior management staff) of selected TVET institutions trained in modern educational management approaches by 2018</p> <p>4.c Annual labor market study by the Scientific Research Institute on Labor, Migration and Employment started by 2017</p> <p>4.d Project M&E system with gender indicators established by 2016</p> | 4a-d. MOLME reports | Inadequate staffing to manage and operate the selected TVET institutions |

Key Activities with Milestones

1. Technical and vocational education and training system methodology modernized

- 1.1 Establish five industry working groups to develop CBT standards by Q3 2016.
- 1.2 Review and adapt TVET qualification framework by Q4 2016.
- 1.3 Form industry expert panels recommended by the industry working group by Q3 2016.
- 1.4 Renovate facilities and install new equipment at CTMMEQ by Q4 2016.
- 1.5 Develop occupational standards for 17 occupations by Q1 2018.
- 1.6 Industry validates the developed occupational standards by Q1 2018.
- 1.7 Industry expert panels develop CBT curriculum and learning materials for 17 occupations by Q2 2017.
- 1.8 Train EPCD staff in implementation of CBT curriculum and learning materials by Q1 2018.

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|---|
| <p>Key Activities with Milestones</p> <p>1.9 EPCD staff train teachers and masters to use CBT curriculum and learning materials by Q2 2018.</p> <p>1.10 Train competency standards development and assessment facilitators by Q2 2018.</p> <p>1.11 Start facilitator training of independent competency assessors from industries to conduct competency assessment by Q3 2018.</p> <p>1.12 Establish a twinning partnership with a reputable foreign workforce development agency by Q3 2017.</p> <p>2. Physical learning facilities upgraded</p> <p>2.1 Recruit international and national procurement consultants by Q1 2016.</p> <p>2.2 Prepare, finalize and issue bidding documents for works and invite proposals by Q2 2016.</p> <p>2.3 Evaluate proposals and award contracts by Q3 2016.</p> <p>2.4 Start rehabilitation of selected TVET institutions by Q4 2016.</p> <p>2.5 Prepare and issue bidding documents for furniture and equipment, and invite proposals by Q3 2016.</p> <p>2.6 Evaluate and award contracts for furniture and equipment by Q1 2017.</p> <p>2.7 Delivery and install furniture and equipment by Q1 2018.</p> <p>2.8 Complete rehabilitation and construction by Q1 2018.</p> <p>3. Access to quality programs improved</p> <p>3.1 Conduct baseline surveys for MRITP and GEMP by Q2 2016.</p> <p>3.2 Prepare MRITP operations manual (policies, guidelines, and procedures) by Q3 2016.</p> <p>3.3 Prepare training plan for MRITP and training packages for tender by Q4 2016.</p> <p>3.4 Deliver training and monitor implementation progress starting Q1 2017.</p> <p>3.5 Deliver capacity-building activities for EPCD by Q4 2017.</p> <p>3.6 Prequalify training providers, request proposals, evaluate and award training contracts by Q3 2017.</p> <p>3.7 Develop the EMP implementation plan and guidelines for the selection of beneficiaries by Q2 2017.</p> <p>3.8 Train teachers and masters on CBT curriculum and learning materials by Q1 2019.</p> <p>3.9 Conduct gender training and orientation sessions for curriculum developers, EPCD, industry working groups, industry associations, industry advisory committees, industry expert panels, teachers, masters, and school directors by Q1 2019.</p> <p>4. Governance and management strengthened</p> <p>4.1 Conduct sex-disaggregated baseline study by Q4 2016.</p> <p>4.2 Develop guidelines and procedures for establishment of IACs by Q3 2017.</p> <p>4.3 Upgrade MOLME's internal M&E system by Q4 2017.</p> <p>4.4 Provide research equipment and conduct training for the SRILME by Q4 2017.</p> <p>4.5 Train management and technical staff of 29 TVET institutions on modern management by Q1 2018.</p> <p>4.6 Establish IACs and provide training to IACs on their roles and responsibilities by Q4 2018.</p> <p>4.7 Run midterm evaluation study by Q4 2018.</p> <p>4.8 Conduct sex-disaggregated tracer study by Q4 2020.</p> <p>Inputs</p> <p>Asian Development Bank (Asian Development Fund): \$30 million comprising \$15 million (grant) and \$15 million (loan)</p> <p>Cofinancier: Clean Energy Fund under the Clean Energy Financing Partnership Facility: \$2 million (grant)</p> <p>Government of Tajikistan: \$2 million</p> <p>Assumptions for Partner Financing: Not applicable</p> <p>CBT = competency-based training, CTMMEQ = Center for Training Methodology and Monitoring of Education Quality, EPCD = Engineering Pedagogical College in Dushanbe, GEMP = Gender Equity Model Program, IAC = industry advisory committee, M&E = monitoring and evaluation, MOLME = Ministry of Labor, Migration and Employment, MRITP = Market-Responsive and Inclusive Training Program, Q = quarter, SRILME = Scientific Research Institute on Labor, Migration and Employment, TVET = technical and vocational education and training.</p> <p>^a Government of Tajikistan. 2014. <i>State Program for TVET Development to 2020</i>. Dushanbe. Dushanbe.</p> <p>^b Financing partners: the governments of Australia, Norway, Spain, and Sweden.</p> <p>Source: Asian Development Bank.</p> |
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B. Monitoring

108. **Performance Monitoring.** The project will use a Project Performance Monitoring Plan and the Project Implementation Plan to track the implementation of activities and their outputs as well as changes in the operating environment, risks and assumptions. The project will establish and complete within the first year of project commencement a comprehensive project performance monitoring system (PPMS) acceptable to ADB. The PPMS will include all levels of activity. It will specifically measure the specified impact, outcome and outputs, evaluating the specific contributions of the Project, including the delivery of quality and relevant industry-based programs in the priority sectors that are responsive to the labor market needs. The comprehensive set of targets and indicators in the design and monitoring framework (DMF) are at the core of project performance monitoring and evaluation.

109. A baseline study will be undertaken during the first year of the project to establish baseline data for the targets and indicators. This will update the baseline data in the PAM. All data will be disaggregated by gender and social background where relevant. Included in the baseline will be an external survey of employers and graduates in the priority sectors to obtain data on the relevance and adequacy of the training in meeting industry needs. The survey will look at the employment rate of graduates (wage- or self-employment) within six months after graduation, whether these graduates are using the skills acquired on the job, and on monthly salary or income. It will also collect data on employer satisfaction with graduate's skills, knowledge and attitudes and, where relevant, the effectiveness of the work placements and other partnership initiatives. Data will also be collected from all training providers contracted under the Market Responsive and Inclusive Training Program (MRITP) particularly the number of trainees, training completion rates, employment rates by status of employment, as well as average monthly salary or income.

110. The Project will ensure that all required data submitted from the institutions to the PAG is using standardised formats, procedures, and data collection instruments to enable easy integration of data into the project progress reports. A user manual for data collection and procedures will be developed to support the process. In addition, training workshops and on-the-job training support will be conducted to build the capacity of those persons responsible for project monitoring.

111. The M&E Specialist within the PAG will take the lead in designing the PPMS, developing the manual and appropriate instruments and reporting structures as well as conducting staff training at all levels. This will be done in close collaboration with the project consultants, and participating institutions in order to ensure that existing structures and systems are utilised as much as possible.

112. As a result of project monitoring activity, disaggregated baseline data for output and outcome indicators gathered during project processing will be updated and reported quarterly through the PAG quarterly progress reports and after each ADB review mission. These quarterly reports will provide information necessary to update ADB's project performance reporting system.²⁸

²⁸ ADB's project performance reporting system is available at:
<http://www.adb.org/Documents/Slideshows/PPMS/default.asp?p=evaltool>

113. Compliance Monitoring. Implementation compliance monitoring will focus on monitoring compliance by implementers and service providers with respect to implementation guidelines, TVET course specifications, quantity and quality of goods and services delivered, work plans and budgets, and financial/accounting policies and procedures. This is the responsibility mainly of the PAG. Due to the importance and specific nature of environmental impact information, collection of this data is the responsibility of the Environment and Safeguards Officer of the PAG and will be done in compliance with ADB regulations. All project grant covenants will be monitored regularly by the PAG and annually during ADB loan review missions.

114. Safeguards monitoring: Annual environmental monitoring reports (EMR template attached as Supplementary Appendix 17) will be prepared and submitted to ADB by the PAG within one month of the end of each period covered. The EMR will include a review of progress made on the implementation of the EMP, problems encountered and remedial measures taken. Periodic project progress reports will include a section on environmental and social aspects of the project.

115. Gender and social dimensions monitoring: The Project MIS/M&E system will include social and gender indicators that will be regularly updated with sex-disaggregated data. The PAG, specifically the Gender and Education Specialist will monitor and report quarterly on the progress of GAP and GEMP implementation. S/he will report on the progress towards achievement of both quantitative and qualitative targets in the DMF and GAP during each review mission. Each PAG's progress report as well as its project completion report will include a section that details these achievements, challenges encountered, actions taken to address these challenges, and recommended further actions. The progress and completion reports will be shared with the gender specialist in the ADB Resident Mission in Tajikistan, as well as with the concerned gender specialist in ADB Headquarters.

C. Evaluation

116. The project will carry out periodic review and evaluation focusing on project achievements against targets, the soundness of strategies being pursued, and the need for reallocation of resources, if necessary. This will be done jointly by the Government of Tajikistan (GOT) and ADB through supervision missions, mid-term review, annual review, and the project completion report.

117. Supervision Missions. This activity is scheduled throughout the project implementation period ordinarily 2-3 times a year or depending on the need of the project. The task is to monitor and evaluate implementation progress, identify and address implementation issues and problems, and agree on actions that need to be taken by both the ADB and the GOT through MOLME with specific targets and milestones. The mission also follows up on the status and/or results of the actions taken which were agreed upon during the preceding mission. The agreements are contained in a Memorandum of Understanding signed by both parties.

118. Annual Performance Review. The GOT and ADB, will review the Project at the end of each year. The review will concentrate on compliance with specific grant covenants and whether all required inputs and support functions on the Government side are in place. The review will also evaluate the effectiveness of implementation mechanisms and the efficiency of the training approach, and may result in a decision to continue them or to change them.

119. Midterm Review. The GOT and ADB will undertake a midterm review (MTR) of the project at the end of year 3 of project implementation. The review will assess the summary

report and recommendations regarding the progress and achievements of the project against its objectives after due consideration of the results of the previous reviews. The MTR will include an assessment of the long-term vision for TVET in Tajikistan, as presented in the Government's action plan. In coordination with the Tajikistan Resident Mission, the Government will prepare a MTR report including a midterm monitoring report for submission to ADB at least 15 days before the fielding of the MTR mission.

120. **Project Completion Report.** Within 6 months of physical completion of the project, the MOLME will submit a Government's project completion report to ADB. The PCR will assess the relevance of project formulation and design, the effectiveness and efficiency in achieving output, outcome, and impact indicators relative to targets, and the overall project performance based on evaluation criteria including relevance, effectiveness, efficiency, sustainability and impact. The PCR will also identify lessons learned and provide recommendations for future projects.

121. *Evaluation Studies.* Certain evaluation studies to be outsourced to external research organization will be conducted at different stages of project implementation including the baseline study at project commencement and end-of-project evaluation study. Also to be outsourced are the survey on profile of target beneficiaries and potential training providers among the preparatory activities for the MRITP and the evaluation study on its performance at the end of implementation. Other studies may also be conducted in the course of project implementation if deemed necessary.

D. Reporting

122. The PAG will provide ADB with (i) quarterly progress reports in a format consistent with ADB's project performance reporting system; (ii) consolidated annual reports; and (iii) a project completion report within 6 months of physical completion of the Project. An annual financial audit will also be undertaken by an auditing firm mutually acceptable to GOT and ADB.

123. **Quarterly Progress Report.** The PAG will prepare a quarterly progress report for submission to GOT and ADB to provide an update on the status project achievements, the issues and problems encountered in the course of implementation and actions taken, and the plan for the next quarter.

124. **Consolidated Annual Report.** Based on the executing agency's progress reports and the results of project review missions, the annual report will provide a basis for assigning project ratings, identifying any problems in implementation, and, if needed, proposing modifications in the project design or other remedial action. Key elements of the report include: (i) a rating for progress in project implementation; (ii) intermediate development results based on targets and indicators in the DMF; (iii) progress in using project inputs and achieving project outputs based on targets and indicators in the DMF; (iv) recent developments related to assumptions, risks, implementation arrangements, or other factors affecting project success; (v) any problems in implementing the project; (vi) proposed design changes or other action to address these problems; and (vii) compliance with major covenants.²⁹ The report will also include an updated procurement plan and implementation plan for the next 12 months.

125. **Project Completion Report.** A PCR will be prepared by the MOLME and ADB provide to provide an assessment of the project's performance in terms of using inputs and producing

²⁹ ADB Project Administration instruction No. 6.05 (Project Performance Report).

outputs consistent with the DMF. It will also provide a preliminary assessment of the project's success in achieving the development outcomes and impacts identified in the DMF. Based on these assessments, the PCR will suggest follow-up actions to improve the sustainability of project benefits and will make recommendations for future projects. The instructions for preparing a PCR indicate that it should include a general assessment of significant poverty, social, and other impacts, both positive and negative, and whether intended or not. The implementation and effectiveness of social safeguard measures should be specifically documented.³⁰

E. Stakeholder Communication Strategy

126. The project's running message in its public communication will highlight the benefits of TVET in addressing the lack of market-relevant skills in the country, which in turn will address the high rate of unemployment, especially of the poor, women, youth, and those in remote and rural communities. Special messages will demonstrate the advantages for women and girls who train in non-traditional occupations as more and higher paying employment opportunities open up to them. Various modes of mass media communication will be used, such as print (newspapers, tabloids, and magazines), radio, television, and social networking sites. Posters and billboards will be set up in strategic places to inform the public of the project. To reach the rural and remote population, community meetings and orientations will be conducted in selected areas. Information needs of specific stakeholders, such as the government, academe, civil society groups, and industry groups will be served through the conduct of target-specific seminars, orientations, and trainings, as well as regular updating meetings with partners and grievance meetings with concerned groups as necessary. All these will be organized and laid out in the social marketing plan that will be developed at the start of project implementation. The costs of implementing the stakeholders' communication strategy are built into the specific components of the project. The PAG's communication officer will ensure implementation of this communication strategy.

127. The project M&E findings will be used on an ongoing basis and disseminated through regular progress performance reports, press releases and press conferences, statistical data publication and website/internet as well as on CD-ROM and other interactive IT mediums. The regular monitoring and process evaluation reports will be summarised and presented to donors and other stakeholders. Outcome and impact evaluation results will also be used in a timely manner to improve and strengthen the programs which may lead to decisions about changes in program implementation.

128. In addition, regular meetings will be held for key stakeholders to inform them about the project and its achievements, opportunities and other issues. Activities will include: (i) opening ceremonies to launch the initiative at each of the participating institutions receiving MRITP funding; (ii) inauguration ceremonies for new partnerships in collaboration with industry; (iii) discussion sessions or seminars with local government and other private sector providers to promote project initiatives; and (iv) leaflets or news bulletins outlining the project purpose, achievements to date and proposed activities for the next period which will be distributed to key stakeholders at the national and local levels, prospective students, local employers, etc. Consideration will be given to including testimonies of students enrolled in training programs in the flyers and project website. This can be extended to Twitter and Facebook to increase coverage and raise awareness about TVET. All these activities and more will be integrated and

³⁰ ADB Project Administration instruction No. 6.07 (Project Completion Report).

implemented in a coherent and coordinated manner through the social marketing plan which will be developed and implemented under the project. A summary of the stakeholders communications strategy is given in the matrix below.

Communications Strategy Matrix

Communications Context: Tajikistan is facing the prospect of a serious unemployment problem as large numbers of migrant workers return to the country due to the slowdown of Russian economy. In 2014, Russia, which host about 90% of Tajik migrant workers, deported some 210,000 of them and another 200,000 are in danger of being deported. Compounding the problem is the estimated 150,000 youths entering the labor force every year. The major challenge then for the country is how to create adequate number of jobs for all these people. This requires a comprehensive package of programs in the immediate and near term future. The TVET system is expected to contribute to this immense task but its capacity to respond is severely constrained due to under-investment in physical and human resources since independence. The Strengthening Technical and Vocational Education and Training Project is designed to address the major constraints of the TVET system. The project involves the modernization of training methodology, upgrading of facilities, enhancing access to quality training, and strengthening the management of the system at sectoral and institutional levels. All these tasks requires the engagement of key stakeholders including government policy makers, employers, training providers, NGOs, families, and the public at large. A comprehensive communications strategy, among others, is needed to ensure their cooperation and support.

Project Objectives: To facilitate the development of a demand-driven, quality-assured and flexible technical and vocational education and training (TVET) system in Tajikistan.

| Strategic Elements | | | | | | | Work Plan Elements | | Evaluation |
|---|---|--|--|---|--|---|--|---|---|
| Objectives | Risks | Audiences/ Stakeholders | Current and Desired Attitudes/ Behaviors | Messages/ Information | Activity/ Channels | Timing | Responsibility | Resources Needed | Expected Outcomes |
| To ensure that key stakeholders support the introduction of competency-based training (CBT) model as the main platform for reforming the TVET system to promote workforce development in Tajikistan | Tajik society in general and families in particular continue to regard TVET as least preferred option for education and training for their children, particularly for girls, thus, severely limiting their employment | Government officials; Parents and post-secondary school age children; Employers and civil society; Local and migrant workers Media personnel | Government policy makers to provide more budgetary support to TVET particularly the lyceums and ALCs; Parents to encourage their children to take TVET courses; Girls of post-secondary school age to consider enrolling in TVET | Basic project information; Importance of TVET in economic development; Provide a second chance to early school leavers; When provided with appropriate support, girls can also succeed in TVET-trained | MOLME/PAG website; Radio/TV public service announcements; Press releases in print media; Conferences /workshops; Brochures/ flyers; Streamers | Continuing throughout the implementation period | Social marketing firm engaged by the project; Communications Officer under the consulting firm; PAG Project Manager; MRITP Coordinator; Gender Education Specialist; GEMP Coordinator; Directors of | \$100,000 budget for social marketing; Budget provided for specific workshops and conferences Budget for assessment and certification | Increased budget for TVET; Increasing trend in enrollment in lyceums and ALCs Increasing trend in share of girls in total enrollment No. of workers who applied for assessment |

| | | | | | | | | | |
|--|--|---|--|--|--|---|--|--|--|
| | options. | | institutions including non-traditional courses Editors, columnists, radio and TV broadcasters, etc., to feature success stories of TVET graduates, including successful women in non-traditional occupations who manage to care for her family while working outside the home | occupations, including non-traditional occupations. Skills certificate a "passport to jobs" | outside of selected lyceums and ALCs; Open house to see renovated facilities of lyceums and ALCs | | lyceums and ALCs Regional Resource Center coordinators | | and certification Positive feedback on the project from media |
| | Private sector reluctant to actively participate in project activities making it difficult to develop a strong TVET system | Employers in priority industry sectors Industry associations Private training institutions Donor organizations NGOs | Employers, training institutions, NGOs, donor organizations willing to be active members in: <ul style="list-style-type: none"> national coordinating body for TVET working groups for the development of CBT | Detailed project information Mutual benefits in public-private partnerships in TVET Corporate social responsibility is a good business policy Maximum impact of technical | MOLME/PAG website Brochures/flyers Workshops on specific topics Updates on project implementation progress from M & E reports | Continuing throughout the implementation period | PAG Project Manager; Social marketing firm Consultants for: <ul style="list-style-type: none"> Industry partnership Competency standards development CBT curriculum development | Social marketing budget Budget for specific activities and respective consultants | No. of employers actively involved in coordinating body No. of experts involved in development of CBT components No. of partnerships between |

| | | | | | | | | | |
|--|--|---|--|---|--|---|---|--|---|
| | | | <p>system components</p> <ul style="list-style-type: none"> industry advisory committees of lyceums and ALCs <p>Private training providers actively participate in MRITP</p> <p>Employers entering into partnerships with lyceums and ALCs</p> <p>Employers supporting GEMP scholars and graduates in internships and employment;</p> <p>Donors coordinating and complementing support to TVET sector</p> | assistance is achieved through close cooperation and coordination. | One-on-one meetings with heads of private sector organization | | <ul style="list-style-type: none"> Teacher training MRITP GEMP Regional Resource Centers <p>Directors of lyceums and ALCs</p> | | <p>employers and lyceums/ ALCs</p> <p>No. of private training providers participating in MRITP;</p> <p>No. of employers supporting GEMP scholars;</p> <p>Unified stand among donors on national issues and programs on TVET</p> |
| | Management, teachers and masters of TVET institutions resist change specifically | Management staff of lyceums and ALCs; Teachers and masters of TVET subjects in lyceums and | Management staff willingly participate in TVET Leadership and Management Training Program and | Literature on CBT; Importance of continuing professional development for | MOLME/PAG website; Workshops/seminars on specific topics; | First and second year of project implementation | Training firm engaged by the project for management training; Teacher Training Specialist; | Budget for management training and for teachers training and consultants | No. of lyceums and ALCs where new management systems are applied by manage- |

| | | | | | | | | | |
|--|--|--|---|--|--|--------------------------------|---|--|---|
| | on the implementation of the CBT making it difficult to modernize the teaching methodology to improve quality | ALCs | <p>apply new management skills learned in their respective lyceums and ALCs;</p> <p>Teachers and masters willingly participate in TVET Teachers Training Program methodology in delivering new curriculum</p> | <p>management and teachers and masters;</p> <p>Advantages of CBT methodology compared to traditional teaching methodology; Importance of entrepreneurial management in a CBT environment</p> | <p>Internships in industries for practical training;</p> <p>One-on-one coaching or mentoring</p> | | <p>Industry Partnership Specialist;</p> <p>Gender and Education Specialist with support from the GEMP Coordinator</p> | | <p>ment</p> <p>No. of lyceums and ALCs where developed CBT curriculum are properly implemented</p> <p>Improvement in learning achievement of students</p> |
| | Lack of transparency in bidding of rehabilitation works and supply of equipment and furniture may raise issue of corruption and delay project implementation | <p>Concerned government agencies</p> <p>Business and NGO community</p> <p>Donor community</p> <p>Media personnel</p> <p>General public</p> | <p>Government and ADB bidding guidelines and procedures should be followed</p> <p>Evaluation of bids fair and transparent</p> | <p>Government and ADB guidelines and procedures</p> <p>All bidding documents accessible</p> <p>Commitment to transparency in all bidding processes</p> | <p>Announcement in MOLME/PAG website</p> <p>Advertisement in print media with national circulation</p> <p>Publication of bid results</p> | Coincide with bidding schedule | <p>MOLME Management Working Group</p> <p>PAG Manager</p> <p>Procurement Specialist</p> <p>ADB Project Officers</p> | Budget for procurement of goods and services | <p>Bidding process made transparent</p> <p>No issues on corruption raised either privately or publicly</p> |

X. ANTICORRUPTION POLICY

129. ADB reserves the right to investigate, directly or through its agents, any violations of the Anticorruption Policy relating to the Project.³¹ All contracts financed by ADB shall include provisions specifying the right of ADB to audit and examine the records and accounts of the executing agency and all Project contractors, suppliers, consultants and other service providers. Individuals/entities on ADB's anticorruption debarment list are ineligible to participate in ADB-financed activity and may not be awarded any contracts under the Project.³²

130. To support these efforts, relevant provisions are included in the grant agreement/ and the bidding documents for the Project.

XI. ACCOUNTABILITY MECHANISM

131. People who are, or may in the future be, adversely affected by the project may submit complaints to ADB's Accountability Mechanism. The Accountability Mechanism provides an independent forum and process whereby people adversely affected by ADB-assisted projects can voice, and seek a resolution of their problems, as well as report alleged violations of ADB's operational policies and procedures. Before submitting a complaint to the Accountability Mechanism, affected people should make a good faith effort to solve their problems by working with the concerned ADB operations department. Only after doing that, and if they are still dissatisfied, should they approach the Accountability Mechanism.³³

XII. RECORD OF PAM CHANGES

132. All revisions/updates during course of implementation should retained in this Section to provide a chronological history of changes to implemented arrangements recorded in the PAM.

³¹ Available at: <http://www.adb.org/Documents/Policies/Anticorruption-Integrity/Policies-Strategies.pdf>

³² ADB's Integrity Office web site is available at: <http://www.adb.org/integrity/unit.asp>

³³ For further information see: <http://www.adb.org/Accountability-Mechanism/default.asp>.

Establishment of Industry Working Groups and National Industry Associations for the 5 Priority Sectors

1. The Project proposes to work with leaders in the 5 priority sectors to establish Industry Working Groups (IWG). There will be an Industry Expert Panel (IEP) for every occupational area chosen from the 5 priority sectors. These groups will initially establish a sector occupational map; and then identify the competencies required for a single defined occupational area. Once the competencies have been defined, and packaged into TVET certificates, the Project will support the development of teaching, learning and assessment resources.
2. In years 3 and 4 of the Project it is proposed that the national Industry Partnership Specialist work with sector leaders to establish national Industry Associations which will have a special focus on human resources development. It is planned that, over time, the national Associations may undertake strategic workforce planning linked to future skills development in Tajikistan.
3. The national Specialist will also work with all 29 Project institutions to encourage and support them to establish local industry advisory groups. These will be tasked to promote partnership with local industry, arrange student internships, offer workplace training, advise on future training needs and support graduate job placement.
4. There are good international models from which to learn. In Singapore, an Industry Skills and Training Council has been established by the Workforce Development Agency for every skills area to help drive the development and validation of competency standards, assessment strategies and training curriculum for the industry. There are now 33 Industry Skills and Training Councils for the 33 skill areas so far identified. Each council, represented by key industry partners that include employers, industry associations, training organizations and unions, draws up:
 - ✓ An industry competency map, which captures the type of skills needed in the industry. These are classified as:
 - Employability skills
 - Occupational skills and knowledge
 - Industry skills and knowledge
 - ✓ Competency standards and curriculum: The competency standards list the skills, knowledge and attitudes needed to perform a job role and describe the acceptable levels of performance. The resulting curriculum guides the design of the training programs and final assessment plans;
 - ✓ Qualifications to reflect the acquired skills and lay the foundation for career-focused training, upgrading pathways and skills recognition.
5. The competency standards and training modules are organized into seven levels of nationally-recognized qualifications, ranging from Certificate to Graduate Diploma.
6. In Malaysia, The Department of Skills Development, Ministry of Human Resources, is responsible for the quality of qualifications in the Skills Sector. The Department manages, coordinates and promotes skills training programs and career development based on the

Malaysian Qualifications Framework competencies as identified through National Occupational Skills Standards (NOSS).

7. The NOSS specify the competencies expected of a skilled worker at an occupational level. They provide a pathway directly related to an occupational career structure. NOSS are developed by industry practitioners and skilled workers directly involved in an occupation. 16 Industry Lead Bodies have been established.

8. For other skill areas, the Ministry convenes industry representatives to carry out the development of the NOSS, or contracts this work out to private sector specialists. There are currently 20 formal Skills Development Advisory Committees. The NOSS competency units can be packaged according to specific needs with core and elective competency units allowing for multi-skilling and customized programs for specific industry needs.

Industry Lead Bodies: Malaysia

| | Sector | Industry Lead Body |
|----|---|--|
| 1 | Agriculture | National Agriculture Training Council (NATC) |
| 2 | Communication, Content & Infrastructure (CCI) | Multimedia Development Corporation (MDeC) |
| 3 | Building & Construction | Construction Industry Development Board (CIDB) |
| 4 | Biotechnology | Malaysian Biotechnology Corporation (BiotechCorp) |
| 5 | Tourism and Hospitality | Malaysian Association of Hotel (MAH) |
| 6 | Financial Services | Asian Institute of Finance |
| 7 | Electric & Electronic | The Electrical and Electronics Association of Malaysia (TEEAM) |
| 8 | Resources Based (Wood) | Malaysian Timber Industry Board (MTIB) |
| 9 | Palm Oil | Malaysian Palm Oil Board (MPOB) |
| 10 | Oil & Gas | Malaysian Oil & Gas Services Council (MOGSC) |
| 11 | Energy | Tenaga Nasional Berhad (TNB) / ILSAS |
| 12 | NDT | Malaysian Society for Non-Destructive Testing (MSNT) |
| 13 | Engineering & Machinery | Malaysian Iron and Steel Industry Federation (MISIF) |
| 14 | Textile & Apparel | Malaysian Textile & Manufacturer Association (MTMA) |
| 15 | Care & Community | Jabatan Kebajikan Masyarakat |
| 16 | Business Services | Malaysian Institute of Human Resources & Management (MIH) |

9. In some economies, these industry lead bodies also have the role of national strategic workforce planning for their sector of responsibility, providing research and leadership to their sector in:

- identifying current and future skill needs;
- developing strategic plans for industry to meet its skill needs;
- benchmarking against international standards and productivity levels;
- promoting training to meet the needs of employers and employee

10. The current NOSS cover the following 29 sectors:

- 1) Electrical and Electronics, Telecommunications and Broadcasting
- 2) Information and Communications Technology
- 3) Machinery and Equipment
- 4) Mechanical and Electrical Service Maintenance
- 5) Transportation
- 6) Materials – Metal and Non-Metal
- 7) Packaging
- 8) Printing
- 9) Chemical
- 10) Medical and Pharmaceuticals
- 11) Hospitality and Tourism
- 12) Souvenir and Small Enterprise
- 13) Building and Construction
- 14) Landscaping and Environmental
- 15) Interior Decor
- 16) Business Management
- 17) Textiles and Apparel
- 18) Agriculture and Agro-based
- 19) Resource-based
- 20) Biotechnology
- 21) Education and Training Services
- 22) Oil and Gas
- 23) *Halal* Industry
- 24) Integrated Logistics Services
- 25) Distributive Trades
- 26) Defense and Security Services
- 27) Care and Community Services
- 28) Arts and Culture
- 29) Mining

11. The proposed future establishment of a TVET Qualifications Framework for Tajikistan, with the strong involvement of industry, professional bodies, and community stakeholders, will provide Government with a strategic platform that it has not had previously for ensuring that all of the strategies for technical and vocational education and training are linked to one another and support national development objectives. Export earnings and rewarding employment opportunities, domestically and internationally, can be increased through proactive sector-wide industry planning and development strategies stimulated by a future vocational qualifications framework through which stakeholders identify required workforce and professional standards at all levels.

12. Having qualifications linked together across the levels can create value chains of skills development and industry investment. For example, in the forestry sector, the value chain

could promote increasing returns, beginning with initial harvesting and extending to transportation, milling, the development of specialty products such as composites, and furniture manufacturing; and then including business management and marketing. Increasingly high level skills are needed, and value is added to the harvested timber at each point along the value chain. A qualifications framework has the potential to provide the planning 'connectivity' for a forestry sector-wide skills and capability needs analysis that can be linked directly to market opportunities and ultimately to applied research; that establishes the potential to minimize transfer costs between each step; and promotes education and training at all levels. A similar approach can be applied to traditional areas such as agriculture, as well as to tourism, to the development of new technology-based industries, or perhaps to national initiatives aimed at meeting international labor market opportunities in targeted areas (such as in information technology) thereby creating employment and remittance potential for individuals and families in Tajikistan.

13. ISCED is suggested for consideration for the classification of competency standards and the new national technical and vocational qualifications. The new technical and vocational qualifications (and their competency standards) identified by industry offer a ready-made tool for acquiring and recognizing competence in the workplace. The standards can be used for a range of human resource applications:

- staff recruitment, selection and succession planning;
- training needs analysis and the design of training programs;
- promotion of a learning environment to support business growth;
- staff motivation;
- staff performance measurement and development.

14. The competency standards will describe nationally agreed competencies within an industry. Workers and students are able to be assessed in the workplace, or in simulated settings in training institutions, against the performance requirements specified for the competency standards. Companies can select appropriate standards and make them available to workers to suit training needs. Alternatively, enterprises may find that the pre-packaged formal industry qualifications contain the set of skills required by their workers.

15. Internationally, competency standards are no longer³⁴ linked solely to the International Standard Classification of Occupations (ISCO). While those ILO-developed occupational definitions have been very useful in the past as a guide to common approaches to occupational trade skills, they may not in every circumstance describe emerging patterns of work. As an example, a number of industries such as automotive manufacturing use trade occupations such as those in mechanical and electrical engineering. However, they now tend to want more multi-skilled workforces and require combinations not usually covered in a narrow trade definition. Thus a traditionally qualified electrical fitter would perhaps also be expected to utilize some mechanical skills and combine these with work on production line robotics and mechatronics. A conventionally qualified electrical fitter would therefore need to have some, but maybe not all of the skills required to fulfil the demands of some more advanced automotive enterprises. As a result, nations with competency-based systems generally now prefer their standards to reflect broad sectors such as engineering, agriculture, food processing or tourism, and qualifications packages have a broader industry, industry sub-sector, or occupational cluster coverage rather

³⁴ Edited from information supplied by Andre Lewis, Australian National Training Authority, 1997.

than the traditional narrower single occupational focus. In addition to the industry skills, employability competency standards (including skills in small business management and entrepreneurship) will need to be developed at worker and supervisor level for inclusion in training programs. The Workforce Development Agency in Singapore has developed an excellent set of employability standards to which access for use in Tajikistan is worth exploring.

Establishment of Quality Assurance in the Lyceums and ALCs

A. Rationale

1. The Project will focus on establishing quality assurance in the lyceums and ALCs through the installation of a Quality Management System (QMS) in all project institutions. This will be promoted and monitored by the CTMMEQ who will monitor all project institutions. Quality improvement will be tracked through 2 site visits annually for the 5 years of the project. That will provide a sound basis for the future introduction of a complete system of regulatory quality assurance involving institutional registration, course accreditation, and institutional monitoring and audit.

2. Quality assurance of

- the delivery of education and training
- the assessment of students and
- the certification of students

give confidence to parents, students, employers and to other national and international stakeholders. It may also assist Government to be certain that funding is being used for high quality outcomes and that education and training courses are of an appropriate standard.

3. International good practice in quality assurance is mostly based on a definition of quality as “fitness for purpose”—the course has delivered the intended outcomes; the graduate does indeed have the competencies listed on the back of the certificate.

4. National quality assurance compliance agencies also commonly have “continuous improvement” as a key principle. This should be a planned, systematic and regular activity within the institution and be a developmental tool rather than just promoting compliance.



5. All providers of post-school education and training services should meet some minimum standard to achieve institutional **registration** to enter the post-school education and training market. They need to be properly established and organized with the explicit intention of offering education and training services.

6. It also needs to be obvious, for course **accreditation**, that the organization can deliver a satisfactory level of quality in its education and training programs. The course title should be

appropriate. The outcomes should be clear and meet the requirements of industry, the professional body, the community or other stakeholders. The qualification and its competencies will have been developed in consultation with the appropriate industry stakeholders. Assessment will be fair, valid, consistent and to the required industry standard. Student assessment will be conducted centrally for the new competency-based qualifications.

7. There should be, at the time of registration or soon after, a coherent **quality management system (QMS)** within the organization, of policies and procedures, with mechanisms for evaluation that ensure the continued relevance, appropriateness and effectiveness of the education and training services offered.

8. Once registered, with a robust quality management system installed, and with at least one course accredited, education institutions will undergo regular **monitoring** by the central agency and **quality audit** at least every two years to ensure that they are maintaining and enhancing standards through continuous improvement.

Features of an Institutional Quality Management System

9. The following is a quality management system standard for education and training institutions. It has been compiled from international good practice. The education and training institution puts into practice a quality management system to achieve its goals and objectives:

- **Governance and management.** The institution has adequate and appropriate governance and management to achieve its goals and objectives.
- **Personnel.** The institution recruits, manages and develops its people to achieve its goals and objectives.
- **Physical and learning resources.** The institution has adequate and appropriate physical and learning resources to achieve its goals and objectives.
- **Learner information, entry and support.** The institution supplies adequate and appropriate information, entry and support services to learners.
- **Development, delivery and review of programs.** The institution adequately and appropriately designs, develops, delivers and reviews its education and training programs consistent with its goals and objectives.
- **Assessment and moderation.** The institution has adequate and appropriate systems of student assessment, and internal moderation systems and processes for assuring the consistency of assessment of the learners against the expected outcomes of programs.
- **Notification and reporting on learner achievement.** The institution adequately and appropriately reports to students on their achievement.

European Qualifications Framework Descriptors

Each of the 8 levels of the European Qualifications Framework is defined by a set of descriptors indicating the **learning outcomes** relevant to qualifications at that level.

The ADB Project will use the first four levels of the EQF to classify the new competency-based qualifications in Tajikistan. During the Project, the descriptors may be edited to ensure suitability for Tajikistan. Over time it is proposed that the eight level EQF be adopted as the framework for all TVET qualifications in Tajikistan to promote international benchmarking of qualifications and the international recognition of the skills of migrant workers.

| EQF Level | Knowledge | Skills | Competence |
|----------------|---|---|---|
| | In the context of EQF, knowledge is described as <i>theoretical and/or factual</i> . | In the context of EQF, skills are described as <i>cognitive</i> (involving the use of logical, intuitive and creative thinking), and <i>practical</i> (involving manual dexterity and the use of methods, materials, tools and instruments) | In the context of EQF, competence is described in terms of <i>responsibility and autonomy</i> . |
| Level 4 | Factual and theoretical knowledge in broad contexts within a field of work or study | A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study | Exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities |
| Level 3 | Knowledge of facts, principles, processes and general concepts, in a field of work or study | A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information | Take responsibility for completion of tasks in work or study; adapt own behavior to circumstances in solving problems |
| Level 2 | Basic factual knowledge of a field of work or study | Basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools | Work or study under supervision with some autonomy |
| Level 1 | Basic general knowledge | Basic skills required to carry out simple tasks | Work or study under direct supervision in a structured context |

Implementation Plan for the Development of Competency Standards and Curriculum and Learning Materials

A. Introduction

1. The CBT PPTA team visited 5 lyceums to review the past and current initiatives to introduce the competency based training methodology system. Observations in all of the five lyceums were as follows:

- The curriculum followed by the lyceum is centrally prepared by the Ministry of Labor, Migration and Employment. The curriculum is time- and subject- based;
- The equipment are all outdated and/or not in working condition;
- The teachings of the technology subjects are shared between two staff: teachers for the theory part and master for the practical part;
- All graduating students take a state examination but the test questions are not centrally prepared but are prepared by the lyceum teachers themselves.

2. In her welcome remarks during the Inception Workshop, the Minister of the Ministry of Labor, Migration and Employment pointed out that major challenges in TVET remain as more than 80% of the lyceums have very poor physical facilities, outdated curricula, and lack of in-service training of teachers and masters. What are needed are modern educational technologies and the introduction of innovative approaches to professional training focused on the development of competencies.

B. Project Intervention: Implement a Competency Based Training System

3. Guided by the country's national development strategy, the project will support 5 priority economic sectors, namely: (i) agriculture and agri- processing (ii) construction (iii) energy (iv) transport and (v) tourism and services. Within these five priority sectors, 17 occupations were identified as critically needed by industry through a labor market survey and government priority projects. The project will support the development of competency-based training (CBT) components for these selected occupations. The implementation schedule is given in Annex 1.

4. Competency-based training (CBT) is a systematic approach aimed at improving the teaching/ learning process. It refers to a system whereby competencies are identified to define the content of training. This system if implemented properly will ensure that graduates will be equipped with the skills needed by the industry.

5. A CBT system is made up of a series of linked processes including: (i) development of competency standards based on industry and enterprise standards; (ii) development of curriculum and the corresponding learning materials (iii) accreditation or registration of training provider and training delivery (iv) assessment and (v) certification. The project will pilot the development and implementation of the entire package of CBT components for the 17 occupations, which will be implemented by the selected 21 lyceums and 7 Adult Learning Centers (ALCs) in the primary vocational education system. The development and implementation of CBT components involves a series of linked processes described below.

1. Review and Adoption of the four levels of the European Qualification

Framework

6. The ADB Project will use the first four levels of the EQF³⁵ to classify the new competency-based qualifications in Tajikistan. The descriptors will be reviewed and edited to ensure suitability for Tajikistan. Over time it is proposed that the eight level EQF be adopted as the framework for all national qualifications in Tajikistan to promote international benchmarking of qualifications and the international recognition of the skills of migrant workers.

7. The CTMMEQ will organize an Industry Sector Working Group with representation from the five priority sectors. This ISWG together with the staff of CTMMEQ and representation from the Ministry of Labor will review the first four levels of the EQF through a workshop facilitated by the International expert on competency standards development. The output of this workshop will be presented to the Ministry of Labor for adoption as the MOLME TVET Qualification Framework.

2. Development of Competency Standards of Selected Occupations

8. The Center for Training Methodology and Monitoring of Education Quality (CTMMEQ) will be the focal organization for the development of competency standards as it is mandated to provide lyceums and the ALCs with modern curricula, teaching methodologies, and learning materials³⁶. The process of developing competency standards involves a number of activities described below.

9. ***Training of 15 facilitators for competency standards development.*** The international expert on competency standards development shall prepare a facilitator's training manual for competency standards development (CSD) adopting the guidelines for Developing Occupational Standards using functional analysis by Geoff Carroll and Trevor Boutal³⁷ of the United Kingdom. The CTMMEQ will select from their current staff or from the staff of the Engineering Pedagogical College in Dushanbe or from selected Lyceums and ALCs 15 experts in the priority economic sectors to be the candidate facilitators for CSD. The international expert on competency standards development (CSD) will use demonstration, coaching and mentoring approach to train the 15 candidate facilitators:

- The CTMMEQ will organize Industry Expert Panel (IEP) with 8-12 members for one occupation, e.g., Cook-Confectioner. The international expert will facilitate the development of the competency standards for this occupation to demonstrate the entire process.
- The 15 candidate facilitators will observe the process. The minimum duration required for this workshop is 8 - 10 days. It may increase depending on the complexity of the occupation. The timetable allotted is one month to allow for pre- and post-workshop activities.
- After completing the workshop, the CTMMEQ will organize IEPs with 8-12 members for other occupations in, say, agriculture, construction and tourism and services sector e.g., farmer worker, mason or and seller. The candidate facilitators will facilitate the CSD workshop with guidance and mentoring from the international expert. The other 3-6-candidate facilitators will observe the process. The international expert may call for debriefing if needed. The development of the occupational standards and its approval will follow the procedures prepared during the PPTA³⁸

³⁵ See Appendix 5 Descriptors defining levels in the European Qualifications Framework (EQF)

³⁶ Order of Ministry of Labor, Migration and Employment Number 65 "Decree of creating State institution "Centre of Teaching Methodology and Monitoring Quality Education", April 22, 2014

³⁷ www.gov.uk/government/uploads/system/uploads/attachment_data/file/304239/nos-guide-for_developers-2011.pdf

³⁸ Annex 2. Procedures for the Development of Occupational Standards

- After the workshop is completed the CTMMEQ will organize another set of IEPs for other occupations in the other priority sectors, energy and transport e.g., building electrician and truck drivers. This time the candidate facilitators in the energy, and transport sectors will facilitate the workshop. The international expert will provide guidance and mentoring.
- The candidate facilitators in the sector tourism and construction and agriculture who had completed their workshops will observe and may also provide guidance based on their experience. The international expert may call for de briefing if needed.
- After completion of the workshops the international expert and the candidate facilitators and selected members of the IEP will evaluate the development process. Any suggested improvement will be recorded and will be used to revise the facilitator's training manual and if needed to revise guidelines and procedures for competency standards development.
- After completion of training the international expert will commission the 15 facilitators to facilitate workshops to develop the occupational standards for other occupations. Five of the facilitators will be assigned to continue the development of the occupational standards of the selected occupations while the other ten facilitators will lead the development of occupational standards for the top 20% occupations of the returning migrants.

10. **Validation of the competency standards.** The training program for the candidate facilitators will produce the competency standards for the first six occupations. They are to be validated with wider industry participation through a validation workshop. The international expert will facilitate the first validation workshop. The candidate facilitators will observe. Validation workshops are usually completed in 3-5 days.

11. **Development and validation of competency standards of the remaining occupations.** The CTMMEQ will organize IEPs for five simultaneous workshops for the development of the competency standards as per attached schedule. If any of the facilitators will find difficulty in facilitating the workshops, the other facilitators can help. The quality of the competency standards should not be sacrificed over the time needed to complete the activity. The validation activity will continue.

12. **Finalization of competency standards.** CTMMEQ to organize, incorporate the feedback from the validation workshops, edit and print drafts of the competency standards for presentation to appropriate authority.

3. Development of Assessment Tools and Training of Assessors

13. Competency based assessment involves collecting evidence that a person can perform against the specifications in the competency standards. In traditional assessment, a person takes a single test or examination. In competency-based assessment, there is a need for a number of assessment activities to determine whether a person has demonstrated competence. Thus, it is necessary to plan the assessment process so that the assessors can rightfully confirm that an individual can perform to the standard expected in the workplace.

14. Assessment tools provide the assessors a means of collecting the evidence and use the result to make judgments about whether graduates have achieved competency. To be able to plan the conduct of assessment at the end of a training program it is necessary to prepare the assessment tools and train would be assessors. The activities involved are described below.

15. **Training of 15 facilitators for the development of assessment tools and training of independent assessors.**

The facilitators trained to facilitate the development of competency standards will also be trained to facilitate the development of assessment tools and train independent assessor. The international expert will prepare a training manual for facilitators adopting the guidelines for Designing assessment tools for quality outcomes in vocational education and training of Western Australia³⁹. The international expert for competency standards development will include in the training program for the facilitators recognition of prior learning (RPL) as a strategy for assessment of walk in candidates. The training will follow the same approach as in the development of competency standards, as follows:

- The CTMMEQ will organize IEP of 8-12 members for the occupation Cook-Confectioner. If possible the members of the IEP will be the same as in para. 9 as they are already knowledgeable of the requirements of the competency standards and therefore will be in a better position to develop the assessment tools. It is also recommended that these IEP members will be trained and accredited as the first set of independent assessors.
- The international expert for competency standards will facilitate the development of assessment tools and training of assessors for the occupation cook-confectioner. The 15 candidate facilitators will observe the conduct of the workshop. If anyone of the candidate facilitator has expertise in the occupation this facilitator can participate as an assessment tool developer and can also become one of the accredited assessors. This workshop including training of assessors takes a minimum of 5 days. It may increase depending on the number of IEPs. The timetable provided in the schedule is for one month to take care of pre- and post- workshop activities.

16. ***Development of the assessment tools for the remaining 16 occupations and other occupations held by returning migrant workers*** The CTMMEQ will organize simultaneous workshops as per attached schedule. It is recommended that the same members of the IEPs will be invited but if not possible then at least some of the members should be the same. The candidate facilitators under the guidance of the international expert will facilitate the workshops. Some of the assessment tools development workshops and training of assessors will be done at the regional level. The development and approval of assessment tools will follow the procedures developed during the PPTA⁴⁰

17. ***Finalization of assessment tools.*** CTMMEQ to organize, edit and print initial draft of the assessment tools for presentation to appropriate body.

18. ***Safekeeping of assessment tools.*** After the assessment tools are prepared and validated they are kept in a safe place and kept confidential by the CTMMEQ.

4. Development of CBT Curriculum, Learning Materials, Institutional Assessment Tools, and Teacher's Guide for Priority Occupations

19. The competency standards define the requirements for effective workplace performance in a discrete area of work, work function, activity or process. The standards specify knowledge and skill, and the application of that knowledge and skill, to the standards of performance required in the workplace. These standards have to be translated into teachable units. This is a complex and demanding activity and would need experienced, dedicated and resourceful curriculum and learning materials developer. The end product of this activity will be modular curricula with teachers guide and the corresponding learning and assessment materials. The activities involved are described below.

³⁹ vetinfonet.dtw.d.wa.gov.au/

⁴⁰ Annex 3. Procedures for Development of Competency Assessment Tools

20. ***Training of facilitators for the development of CBT curriculum, teacher's guide and learning materials.*** The international expert for curriculum and learning materials development shall prepare the facilitators training manual based on guidelines to translate competency standards into a prepared during the PPTA⁴¹. The activities involved are as follows:

- The CTMMEQ shall select from CTMMEQ, Engineering Pedagogical College (EPCD) in Dushanbe or from Lyceum and ALC 8-10 staff to be trained as facilitators for Curriculum and Learning Materials Development. The international expert on Curriculum and Learning Materials Development will use demonstration, coaching and mentoring approach to train the 8-10 candidate facilitators as follows:
- The CTMMEQ will organize Curriculum Expert Panel (CEP) with 15-20 members for the occupation Cook-Confectioner. The members of the CEP are masters from the EPCD, Lyceum or Adult Learning Center who have experience as Cook-Confectioner.
- The international expert will facilitate the development of the CBT Curriculum and learning materials for this occupation to demonstrate the entire process. The 8-10 candidate facilitators will observe the process. If any of the candidate facilitator has expertise in the occupation he/she can join the CEP.
- After completing the workshop, every member of the CEP will be given an assignment to complete the development work. The completion of these assignments will be coordinated by the CTMMEQ. The process will follow a similar approach as in Para. 5 until all of the 8-10 candidate facilitators have demonstrated their competence to facilitate the development of curriculum and learning materials.
- The international expert will provide continuing guidance and mentoring. After completion of the workshops the international expert and the candidate facilitators and selected members of the CEP will evaluate the development process. Any suggested improvement will be recorded and will be used to revise the facilitator's training manual and if needed to revise guidelines and procedures for curriculum and learning materials development.

21. ***Workshops for the development of curriculum and learning materials of the remaining occupations.*** The CTMMEQ will organize simultaneous workshops as per attached schedule. As in paragraph 20, the members of the CEP will be masters from CTMMEQ, EPCD, Lyceum or Adult Learning Center who have experience in the selected occupation. Under the guidance of the international expert, the candidate facilitators will facilitate the workshops. The development and approval of the curriculum and learning materials will follow the procedures for curriculum and learning materials development prepared during the PPTA⁴²

22. ***Finalization of curriculum and other materials.*** The CTMMEQ will collect from the curriculum developers their assignments, organize, and make initial printing of the draft curriculum and learning materials. These materials will be routed to the developers for editing and improvement if necessary. The CTMMEQ will collect the corrected materials and print enough copies for presentation to appropriate authority. The CTMMEQ will then print enough copies for the pilot delivery of the modular course.

23. ***Support for the Workshop Activities.*** To ensure that the workshops will be implemented as planned with quality outputs the project will fund the services of a workshop coordinator who will be in

⁴¹ Annex 4. Guidelines to derive curriculum from the competency standard

⁴² Annex 5. Procedure for the Development of Competency Based Curriculum and Learning Materials

charge of coordinating all workshop requirements including invitation of expert panel. The support team will also include a language editor, graphic artists and encoders.

5. Delivery of Pilot Courses

24. This activity will be done after delivery and installation of all equipment necessary to deliver the course. Being a pilot delivery, the masters teaching the course must be able to document variations from the teacher's guide. The activities involved are described below.

25. ***Training of the masters on how to use the teacher's guide and learning materials.*** The masters in the Lyceum and Adult Learning Centers who will implement the course who are not the developers of the learning materials must undergo training on the use of the learning materials and the use of the institutional assessment tools. The EPCD will organize this training program for the selected occupations. The developers of the curriculum and learning materials can co-facilitate the workshop with a master from EPCD. The user's training will include practicing the tasks as described in the learning activities. If the developers of the curriculum and learning materials will be the ones to implement the pilot course, then this activity can be done at a later period.

26. ***Monitoring of the implementation of the training program.*** The school managers or instruction supervisors of the Lyceum or ALC implementing the course must play an active role in monitoring the implementation of the course. All deviations from the training plan must be monitored and recorded. This report will be taken into consideration for the revision of the learning materials.

27. ***Maintaining close relationship with industry.*** CBT delivery includes practical training in the workplace. The Lyceum and Adult Learning Center must maintain a good relation with industry for the workplace-training component of the course through the Industry Advisory Council with the assistance of the national industry partnership specialist. As it is a pilot run, the workplace-training component must be closely monitored.

6. Conduct of Competency Assessment and Issuance of Certificate of Competence

28. This is the last process in the CBT Methodology System. Specifically the activities are described below.

29. ***Scheduling and arranging the conduct of assessment for graduates of the CBT courses.*** Lyceum or ALC will inform CTMMEQ of the date of course completion. The CTMMEQ will determine a suitable venue for assessment, invite assessors and provide a schedule for the assessment following the guidelines for selection of assessment venue. Before the assessment the CTMMEQ will prepare all the documentary requirements as well as the consumables required for the conduct of assessment based on guidelines and procedures.

30. ***Conduct of assessment for graduates of CBT courses.*** On the day of the assessment, the CTMMEQ will bring the assessment tools to the venue of the assessment and supervise the conduct of assessment. The assessors will conduct the assessment based on guidelines and procedures. Usually the assessment takes one day for 10 candidates for one assessor depending on the complexity of the task that has to be performed. The conduct of competency assessment will follow the procedure prepared during the PPTA⁴³

⁴³ Annex 6. Procedures for the conduct of competency assessment

31. ***Conduct of Assessment for Walk in Candidates.*** The CTMMEQ will accredit the Regional Resource Centers (RRC) as Competency Assessment Centers. As an accredited assessment center the RRCs can be caretaker of assessment rating sheets and can make their own schedule to conduct competency assessment. The recognition of prior learning (RPL) or recognition of current competence (RCC) will be the preferred mode for the assessment of walk in candidates. The CTMMEQ will periodically monitor the performance of the RRCs in the area of conduct of competency assessment.

32. ***Recording and issuance of certificates of competence.*** The results of the assessment shall be submitted to the Department of Primary Vocational Education of MOLME. The Department will be in charge of the preparation and issuance of the Certificates of Competence. The Department will also maintain the registry of graduates and workers assessed and certified.

7. Validation and Review of Curriculum and Learning Materials

33. The CTMMEQ will organize curriculum and learning materials review based on monitoring data and result of competency assessment. The language editor with the assistance of the graphic artist will organize the revised materials for printing and distribution to Lyceum and ALC.

8. Conduct Pilot Course at the Lyceum

34. ***Integrate the CBT curriculum into the one year or two year program of the Lyceum.*** The international expert in Competency based curriculum and learning materials development with selected members of the Curriculum Expert Panel and CTMMEQ staff conduct workshops to integrate the CBT curriculum into the one or two year course of the selected Lyceums.

35. ***Initial run of one year and two year courses in the Lyceum.*** The Lyceum will start to use the one year curriculum in SY 2019-2020 and the two year curriculum in SY 2020-2021.

| ANNEX 1. IMPLEMENTATION SCHEDULE FOR THE DEVELOPMENT OF CBT COMPONENTS | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|---|----|----|--------|---|---|---|---|---|---|----|----|----|----|----|--------|----|----|----|----|----|----|----|----|----|----|----|--------|----|----|----|----|----|----|----|----|----|----|----|--------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| | | | | | Year 2 | | | | | | | | | | | | Year 3 | | | | | | | | | | | | Year 4 | | | | | | | | | | | | Year 5 | | | | | | | | | | | | | | | | | | |
| | | 9 | 10 | 11 | 12 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | | | | | |
| Agriculture | Farmer Worker | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | | | | | | |
| | Bookkeeper in Farming | | | | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | | | |
| | Tractor Operator-Mechanic | | | | | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | | |
| | Vegetable and fruit processing worker | | | | | | | | | | | | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | | | | | | | |
| Construction | Mason | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | | | | | | |
| | Fitter-Plumber | | | | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | | | |
| | Finisher | | | | | | | | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| | Gas and Electric Welder | | | | | | | | | | | | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | | | | | | | |
| Tourism and Services | Cook-Confectioner | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | | | | | | | | |
| | Seller | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | | | | | | | |
| | Sewer | | | | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | | | |
| | Hairdresser/stylist | | | | | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | | |
| | Appliance Repair and Maintenance Technician | | | | | | | | | | | | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | | | | | | | |
| Energy | Building Electrician | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | | | | | | |
| | Industrial Electrician | | | | | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | | |

[illegible]

| Legend | | |
|--------|--|--|
| | | Development of standards |
| | | Validation of competency standards |
| | | Development of assessment tools and training of assessors |
| | | Development of curriculum and learning materials face to face |
| | | Development of curriculum and learning materials home base |
| | | editing, finalization and users training(industry experts will be invited to review the materials) |
| | | implementation of pilot short course at ALC and Lyceum |
| | | conduct of assessment of graduates from the pilot course |
| | | revision and finalization of course materials and integration of CBT into the one year and two year programs |
| | | Marketing for students |
| | | Initial Implementation of one year course |

Assumptions:

- | |
|--|
| 1. There will be one international expert for competency standards and assessment tools development and 15 qualified persons to be trained as facilitators for competency standards development. |
| 2. There will be one international expert for curriculum and learning materials development and 15 qualified persons to be trained as facilitators for curriculum and learning materials development |
| 3. There are enough masters to be trained as curriculum and instructional materials developer |
| 4. There are enough books and other reference materials to be used during the development of learning materials |
| 5. There is high speed internet connection where developers can search for relevant materials during the development of learning materials |
| 6. Operating manuals from industry can be borrowed as reference materials |
| 7. The CTMMEQ maintains an industry council that can help to invite industry to personnel as members of the IEP |
| 8. At the beginning of year 4 the modular courses can be piloted at the Lyceum for the one year course |

Annex 2. Procedures for the Development and Approval of Occupational Standards

1.0 Purpose

This procedure of Development of occupational standards provides a system provides a system of instructions to ensure all stakeholders such as industry partners; Lyceums, Adult Learning Center and other training providers have a shared understanding of the detailed activities undertaken in the development of occupational standards by MOLME and Industry Associations

2.0 Procedures

| Key Tasks | Responsible unit | Required Forms/Guidelines |
|--|--|---|
| Recommend priority sectors and occupations | Industry Association | Recommendation Letter |
| Deliberate on priority sectors and occupations | CTMMEQ, MOLME | Terms of Reference, Budget, Work Plan |
| Plan for occupational standards development | CTMMEQ In Charge of Standards Facilitator | Letter of invitation |
| Conduct Occupational Standards (OS) development | CTMMEQ In Charge of Standards Industry Expert Panel Facilitator, Language editor | TOR Experts profile form Attendance sheet Template of O OS development guide |
| Package draft occupational standards | CTMMEQ In Charge of Standards Language Editor | Template for packaging |
| Validate Draft OS | CTMMEQ In Charge of Standards Validation Respondents /Industry Experts Language Editor | OS Development Guide Invitation letter Validation Instrument Draft OS Result of OS validation |
| Approval and Dissemination of OS | CTMMEQ In Charge of Standards, MOLME, Collegium of Mir | Approval Template |

Detailed Steps

Task 1. Deliberate on priority sectors and occupations

Industry Working Group /CTMMEQ

- i. Prepares terms of reference and budget for the development work.
- ii. Send letter to MOLME for approval of priority sector and occupation

MOLME

- iii. Reviews TOR
- iv. Decide on approval of priority sector for competency standards development and give back to CTMMEQ

Task 2. **Plan for competency standards development**

CTMMEQ in charge of standards

v. Invites and convene industry endorsed practitioners/experts to be members of the industry expert panel.

vi. Attends to administrative arrangements/requirements

vii. Conducts research on available competency standards international or regional

Task 3. Conduct Competency Standards Development Workshop

CTMMEQ in charge of standards

viii. Produce copies of existing international or regional competency standards

Facilitator

ix. Orient experts on CS Development

x. Conduct Functional Analysis

xi. Facilitate CS Development Workshops. CS must conform with the parts of a unit of competency

Industry Expert Panel

xii. Shares expertise and identifies competencies and performance criteria

Task 4. Package the draft occupational standards

Language Editor

xiii. Review and edit the draft CS

xiv. Organizes the draft CS to agreed format

Task 5. Package the draft competency standards

CTMMEQ In Charge of Standards

xv. Facilitates the reproduction of draft CS

Task 6. Validate draft CS

CTMMEQ In Charge of Standards

xvi. Invites and convene around 50 industry experts for the validation workshop

xvii. Facilitate OS validation workshop

- Conducts orientation on CS validation procedure
- Facilitates validation process
- Gathers Validation results
- Prepares and facilitates signing of resolution by the respondents to the validation
- Consolidates result of validation

xviii. Convene the Industry expert panel involved in the development of OS

xix. Facilitate the discussion to incorporate/disregard the comments/proposed changes on the draft CS

xx. Prepare final variant of occupational standards.

Task 7. Approval and dissemination of Occupational Standards

CTMMEQ In Charge of Standards

xxi. Submit developed occupational standards to MOLME for review and handing it out to other Ministries for discussion

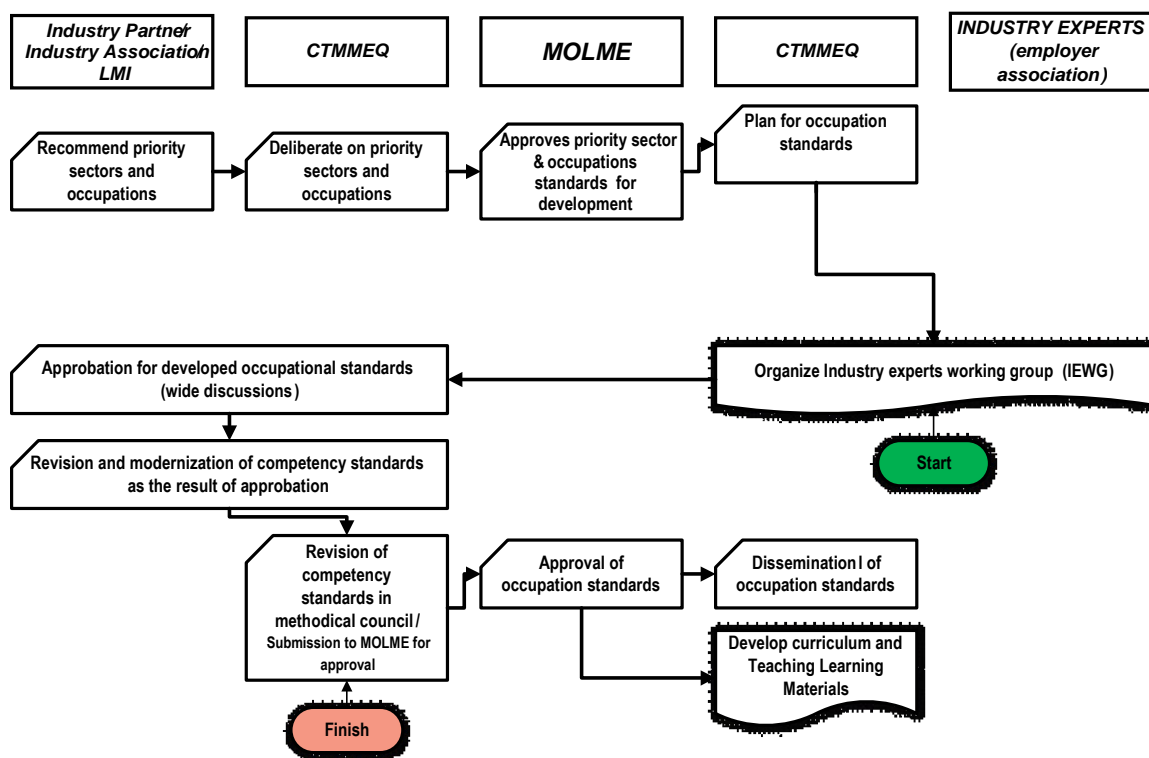
MOLME

xxii. Direct developed competency standards to other ministries for discussion

MOLME, Collegium of the Ministry

xxiii. Approve developed competency standards for dissemination to stakeholders.

3.0. Process Flow Chart: Procedure for Development and Approval of Occupational Standards



Annex 3. Procedure for Development of Competency Assessment Tools

1.0 Purpose

This Procedure for the Development of Competency Assessment Tools provides a system of instructions to ensure all relevant stakeholders involved in the assessment tool development, to have a shared understanding of the detailed activities to be undertaken.

2.0 Procedures

| Key Tasks | Responsible unit | Required Forms/Guidelines |
|--|--|---|
| Organize Industry expert working group/ | CTMMEQ in Charge of Assessment Tools Dev | Letter of invitation Notice of Meeting |
| Orient experts on assessment tools development | CTMMEQ in Charge of Assessment Tools Dev Industry Expert Panel | Experts Profile Form Orientation Materials Copy of Competency Standards |
| Experts Design assessment tools | CTMMEQ in Charge of Assessment Tools Dev Industry Expert Panel Language Editor | Templates of Assessment Tools Request for Supplies and Materials Letter of Assignment for Venue of Pilot Test |
| Validate assessment tools | CTMMEQ in Charge of Assessment Tools Dev Industry Experts | Letter of invitation Validation Checklist |
| Complete assessment Package | CTMMEQ in Charge of Assessment Tools Dev Industry Expert Panel | Guide for Assessment package |
| Approves Competency Assessment Tools for use in Certification | Director, CTMMEQ MOLME | Endorsement for approval |
| Safe keep assessment package | CTMMEQ in Charge of Assessment Tools Dev Custodian | Final copy of Competency Assessment Tools ready for deployment |
| Review update assessment tools | CTMMEQ in Charge of Assessment Tools Dev Industry Expert Panel (after 2 years of deployment) | Letter of Invitation |

Detailed Steps

Task 1: Organize Industry Expert Panel

CTMMEQ In Charge of Assessment Tools Development

- i. Invites industry experts in coordination with CTMMEQ in charge of standards
- ii. Prepares letter of appointment of industry experts

Task 2: Facilitate Development of Assessment Tools

CTMMEQ In charge of Assessment Tools Development

- iii. Prepares resource materials for workshop
- iv. Orient industry experts on competency assessment tools development
- v. Monitors the progress of the development process
- vi. Facilitate the pilot test of assessment tools
 - Industry Experts
- vii. Reviews/ Analyzes Competency Standards
- viii. Establishes evidence requirements
- ix. Establishes suitable assessment Methods
- x. Prepares assessment tools
- xi. Pilot test the prepared assessment tools among themselves
 - Language Editor
- xii. Checks appropriateness of terminologies

Task 3: Validate Assessment Tools

CTMMEQ In charge of Assessment Tools Development

- xiii. Invites prospective participants in the validation of assessment tools
- xiv. Prepares administrative requirements
- xv. Prepares workshop materials
- xvi. Conducts orientation to participants
- xvii. Consolidates results of validation
 - Industry Experts
- xviii. Evaluate draft competency assessment tools against evaluation criteria
- xix. Recommend changes to draft competency assessment tools

Task 4: Complete assessment package

CTMMEQ In charge of Assessment Tools Development

- xx. Convenes expert panel on competency assessment tool development
- xxi. Facilitates the integration of results of the validation
 - Industry Expert Panel
- xxii. Reviews and finalizes / packages competency assessment tools

Task 5: Approves Competency Assessment Tools for use in Certification

Director, CTMMEQ

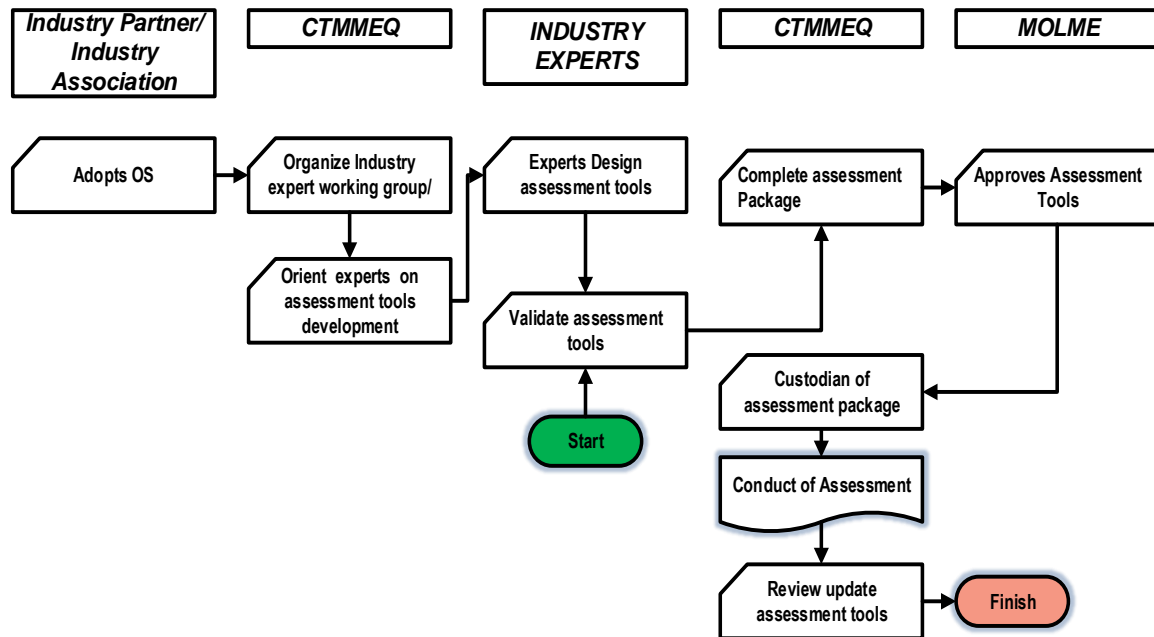
- xxiii. Endorses competency assessment tools to MOLME
 - MOLME
- xxiv. Approves/Disapproves for deployment

Task 6: Safe keep assessment package

CTMMEQ In charge of Assessment Tools Development

- xxv. Endorse soft copy of assessment package to custodian
 - Custodian of Assessment Package
- xxvi. Ensure confidentiality of assessment package

3.0 Process Flow Chart: Development of Competency Assessment Tools



Annex 6. PROCEDURE FOR THE CONDUCT OF COMPETENCY ASSESSMENT AND CERTIFICATION

1.0 Purpose

This Procedure for the Conduct of Competency Assessment and Certification provides a system of instructions to ensure all relevant stakeholders involved in the assessment process, have a shared understanding of the detailed activities to be undertaken in the conduct of competency assessment at the district and /or regional levels

2.0 Procedures

| Key Tasks | Responsible Unit/person | Required Forms/Guidelines |
|---------------------------------------|--|--|
| 1. Process application for assessment | Lyceum / ALC processing officer | Application Form Self Assessment Guide Checklist of Requirements Competency Assessment Results Summary Form |
| Organize the conduct of assessment | Lyceum / ALC processing officer Lyceum/ALC Director CTMMEQ Director CTMMEQ in charge of assessment Competency Assessor Director of Assessment Venue | List of Candidates Form Request Form for scheduled Assessment Purchase request Form Letter of Appointment of Competency Assessor Letter of assignment for CTMMEQ representative Attendance Sheet Letter of Designation of Assessment Venue Assessment Package |
| Conduct Competency Assessment | CTMMEQ Representative Competency Assessor Director of Assessment Venue | Checklist of required equipment, tools, supplies and materials Assessment package Assessors Guide for conduct of Assessment |
| Prepare Assessment Report | CTMMEQ Representative Competency Assessor | Report on assessment Proceeding Form Registry of Assessed and Certified Workers Form Competency Assessment Results Summary Form |
| Conduct Post Assessment Activities | CTMMEQ Representative | Client Feedback Form Competency Assessor 's Performance Evaluation Instrument |
| Submits report to CTMMEQ | CTMMEQ Representative CTMMEQ In Charge of Assessment | Checklist of Assessment Document and Reports SOP in document storage |

| | | |
|----------------------|--|--|
| Prepares Certificate | CTMMEQ In Charge of Assessment CTMMEQ Director | Template for Assessment Certificate Transmittal letter to MOLME |
| Publishes result | CTMMEQ In Charge of Assessment Lyceum/ALC Processing Office | Template for Roster of Successful candidates |

DETAILED STEPS OF THE KEY TASKS

Task 1. Provides information and process applications for assessment

Lyceum/ALC Processing Officer

- i. Provides students the following forms and explain how to accomplish the forms.
Explain the checklist of requirements.

1. Application form
2. Self- Assessment Guide
3. Checklist of Requirements relevant to the Qualification applied for

- ii. Provides information on assessment and certification arrangements

- iii. Checks the following:

1. Accomplished Self-Assessment Guide
2. Application form (Properly and completely filled-out)
3. Pictures; 3 pcs., colored, passport size, (3.5cm x 4.5cm with head size ranging from 27 mm to 31 mm; white background, with collar; and with name printed at the back)

Task 2. Organize the conduct of competency assessment

Lyceum/ALC Processing Officer

- iv. Prepares list of candidate-applicants
- v. Submits list to Lyceum/ALC Director

Lyceum/ALC Director

- vi. Submits request for a schedule of assessment (including the list of candidates) to CTMMEQ

Methodological Council, Director, CTMMEQ

- vii. Approves the schedule of assessment submitted by Lyceum/ALC Director
- viii. Assigns assessment venue
- ix. Assigns competency assessor
- x. Assign CTMMEQ representative

Competency Assessor

- xi. Informs CTMMEQ of acceptance or non-acceptance of assignment.

Director of Assessment Venue

- xii. Informs CTMMEQ of acceptance or non-acceptance of assignment

CTMMEQ In Charge of Assessment

- xiii. Prepares the Competency Assessors' letter of appointment;
- xiv. Prepares the CTMMEQ representative letter of assignment;
- xv. Prepares the letter of designation of assessment venue
- xvi. Reminds competency assessor and venue of assessment two working days before the actual date of assessment;
- xvii. Purchase all necessary consumables and bring it to assessment venue one day before the assessment date;
- xviii. Prepares assessment package. Attendance Sheet, Copy of assessors guide corresponding to the number of assessors. Copy of candidates guide, Rating sheets and Competency Assessment Result summary form corresponding to the number of candidates to be assessed.

Task 3. Conduct of competency assessment (on the day of assessment)**Director of Assessment Venue**

- xix. Ensure assessment venue is prepared. All necessary tools and equipment are functional

CTMMEQ representative

- xx. Bring assessment package and supplies and materials to assessment venue;
- xxi. Check attendance of candidates scheduled for assessment;
- xxii. Observes and monitors conduct of assessment. Ensures that the assessment is implemented in accordance with the requirements as identified in the assessment tools

Competency Assessor

- xxiii. Checks assessment venue and ensure that the venue is well lighted and ventilated and that risk areas are properly marked.
- xxiv. Checks completeness of assessment resources, tools, equipment, supplies , materials and personal protective equipment;
- xxv. Receives filled up application form with pictures, Admission slip, Self- assessment guide and competency assessment result summary form from the Lyceum/ALC representative
- xxvi. Receives assessment package from CTMMEQ representative;
- xxvii. Conduct competency assessment by strictly following the agreed steps :
 - Instruct candidate to sign attendance sheet
 - Conduct orientation to candidate on purpose of assessment, qualification to be assessed, tasks to be performed, time limits, and evidences to be collected, assessment procedure to be undertaken, the Dos and Don'ts in the assessment area, appeal system and re assessment.
 - Implement the assessment plan and make assessment decision.
 - Provide the candidates with all materials, tools and equipment required to complete the tasks
 - Provide each candidate a copy of the specific Instruction to the candidate

- Observe the candidate perform the task and take note of any unusual condition or situation during the entire conduct of assessment
- Record on the rating sheets details of evidence collected and judgment made on the candidate's performance.
- Provide the candidate clear and constructive feedback on the assessment decision. Provide information on ways of overcoming any identified gaps in competency revealed by the assessment. Provide information on reassessment process when required; Ask candidate to sign the rating sheets.

Task 4. Prepare Assessment Report

Competency Assessor

- xxviii. Record and evaluate assessment results
 - Record the assessment outcome using the prescribed rating sheets
 - Ensure rating sheets are properly signed by the candidates after providing feedback
 - Accomplish the competency assessment result summary indicating assessment decision. Recommend for issuance of certificate if found competent and re assessment if found not yet competent
- xxix. Submit to CTMMEQ representative all assessment reports and documents

CTMMEQ representative

- xxx. Signs attendance Sheet
- xxxi. Checks quantity and quality of returned assessment packages including attendance sheets, and application forms and inform assessor of any discrepancies
- xxxii. Prepares report on assessment proceedings using the Report on Assessment Proceedings Form
- xxxiii. Prepares the Registry of Workers Assessed and Certified. Ensure that the competency assessor signs this report.

Task 5. Conduct Post Assessment Activities

CTMMEQ representative

- xxxiv. Signs Attendance Sheet
- xxxv. Requests any two candidates to fill up the Competency Assessor's Performance Evaluation Instrument at the end of assessment
- xxxvi. Receives complaints of clients using the Customer Feedback Form (if any)
- xxxvii. Issues the competency assessment result summary (candidates copy) to the candidates
- xxxviii. Keep all documents in proper packaging for confidentiality

Task 6. Submits report to CTMMEQ

CTMMEQ in Charge of Assessment

- xxxix. Endorse all assessment documents and reports to CTMMEQ in charge of Assessment

- xl. Ensures quality and quantity of all assessment reports and documents
- xli. Ensures safety and confidentiality of all documents and reports

Task 7. Prepares Certificate

Methodological Council, MOLME, CTMMEQ

- xl. Responsible for development and preparation of certificate (blank)
- xlii. Submit to Director CTMMEQ

CTMMEQ Director

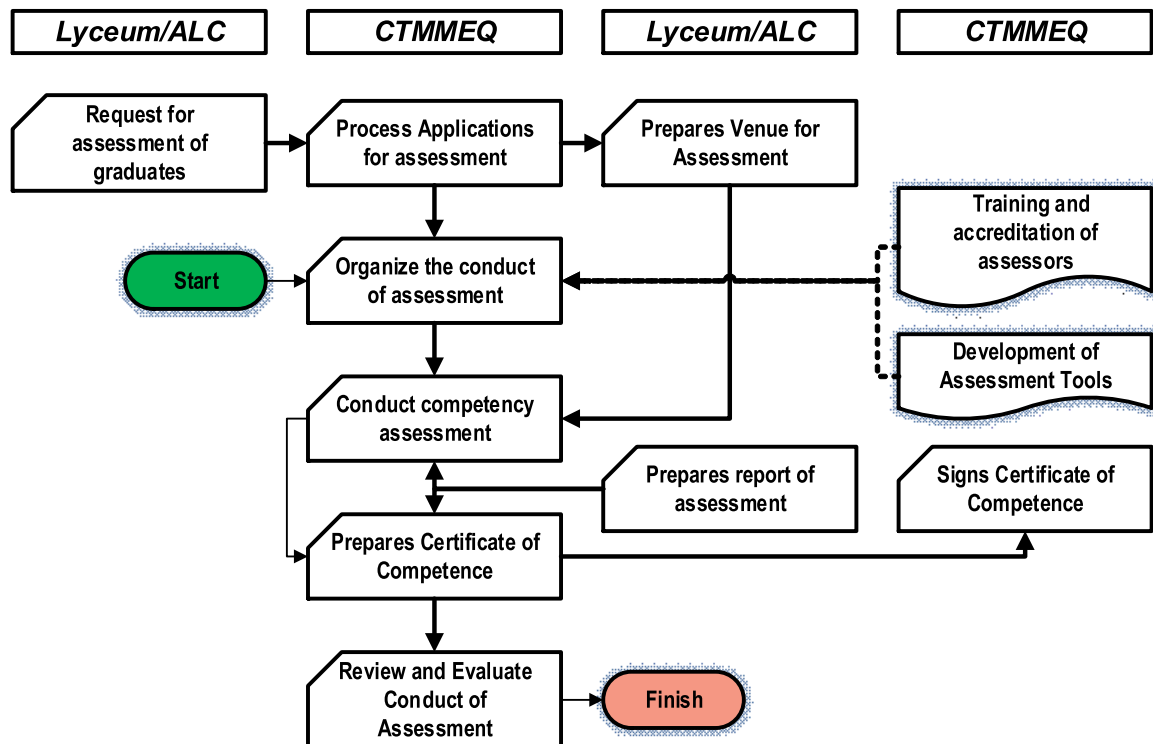
- xliv. Reviews quantity and quality of certificate in relation to registry of assessed and certified workers
- xlv. Sign certificate and transmit to office of Minister, MOLME (Under review)

Task 8. Publishes Result

CTMMEQ In Charge of Assessment

- xlvi. Retrieves signed certificates from the office of the Minister, MOLME
- xlvii. Upload results in Data Base of Certified Workers
- xlviii. Provide Lyceum/ALC a copy of the roster of successful applicants for posting
- xlix. Issues signed certificates to Lyceum/ALC for distribution to candidates

3.0 Process Flow Chart: Conduct of Competency Assessment



Concept Paper on Market-Responsive and Inclusive Training Program

A. Rationale and Objectives

1. The expected impact of the Strengthening Technical and Vocational Education Project (the project) is increased proportion of skilled workers in the national workforce employed in the domestic economy. The expected outcome is a demand-driven, quality-assured and flexible TVET delivery system. Being the first ADB intervention in the TVET sector, the project will lay down the foundation of such a system using the modern competency-based training (CBT) as the main platform for introducing reforms focused initially at the primary vocational education level.

2. The project's interventions include the development of CBT policies, guidelines and procedures⁴⁴ which will be applied initially at the project level but with a view to eventually having them adopted nationally, after broad stakeholder consultations, in order to have unified and coordinated framework for the development of the TVET system. The intervention also includes minor rehabilitation of building facilities and provision of modern equipment and teachers training to support the delivery of new CBT curriculum for selected 17 occupations in 5 priority sectors.⁴⁵ While this will significantly improve the quality of training provision, the results will be realized only around the 4th year of project implementation as it will take time to develop the competency standards and assessment tools and the CBT curriculum and learning materials, rehabilitate the facilities, procure equipment, and train teachers and competency assessors.

3. The developed CBT curriculum will be delivered in 21 out of 63 lyceums. The project will support 4 CBT course curriculums of priority occupations in each of the selected lyceums. This translates to approximately 4,000 potential direct beneficiary students in 1-year and 2-year diploma courses. Individual modules or a combination of modules of CBT curriculums may later be offered as standalone certifiable short courses. In addition, the project will also provide assistance to 7 out of 40 adult learning centers (ALCs) but also on selected short courses only. The combined quantitative training outputs, however, will still be limited in relation to the current social and labor market demands

4. In order to expand the reach of the project, make it more inclusive and provide flexibility to respond to current needs particularly of the marginalized as well as urgent skills needs of major investment projects, a Market-Responsive and Inclusive Training Program (MRITP) will be implemented along with the CBT related project components.⁴⁶ The objectives of the MRITP are to:

- Provide a mechanism for inclusiveness and flexibility in providing training opportunities for targeted beneficiaries particularly women and other vulnerable groups such as out-of-school youths, ethnic minorities, unemployed adults in hard-to reach areas, etc.;

⁴⁴ These include guidelines and procedures for the development of competency standards and assessment tools in accordance with an adapted TVET Qualification Framework, CBT curriculum and learning materials, registration and accreditation, and conduct of independent competency assessment and certification.

⁴⁵ The project's priority sectors include: agriculture and agri-processing; energy; construction; transport and communication; and tourism and services; 3-4 occupations were selected in each of the 5 sectors.

⁴⁶ The concept is similar to the Voucher Skills Training Program (VSTP) of Cambodia TVET project and the Skills Contracting Program of the Lao TVET project.

- Widen the choices for eligible training programs beyond the selected 17 priority occupations to be able to respond to the diverse and urgent needs of the labor market including the skills requirements of major investment projects;
- Expand the network of eligible training providers beyond the 21 selected lyceums and 7 ALCs to include the other public TVET institutions, private training centers, industry associations, business enterprises, and NGOs providing them opportunities to participate in the project;
- Enable the project to produce early training outputs since those of the supported training programs in selected lyceums and ALCs will be realized only starting the 4th year of implementation.

B. Guiding Principles

5. The MRITP mobilizes the participation of a broad base of public and private training providers in delivering training to targeted beneficiaries using selected existing and/or new programs. The guiding principles for the MRITP are as follows:

- ***Demand-driven:*** eligible training programs are determined based on labor market demand and demand from the standpoint of social policy giving priority to targeted vulnerable groups;
- ***Result orientation:*** Training is linked to employment. Training will be conducted only after identification and confirmation of job placement opportunities, or assessed economic potentials to be tapped through self-employment or micro-enterprising. Payment to training providers will follow a "results-based payment system" where final payment will be made only after confirming regular employment of the graduates.
- ***Private sector participation:*** The private sector including the private training centers, industry associations, business enterprises, and NGOs will be eligible to actively participate in the delivery of training programs to targeted beneficiaries.

6. The results-based payment system places the burden of identifying employment opportunities (self- and wage-employment) and ensuring employment of graduates on the training providers. In other words, the training providers must ensure not only the existence of labor market demand but also that the graduates acquire the required skills or competencies. This in itself becomes a self-imposed quality assurance system.

C. Implementation Methodology

1. Program Management

7. The MRITP will be managed and implemented at the project level by the PAG. A full-time MRITP Coordinator will be hired assisted initially by an international Training and Skills Contracting Specialist. The Coordinator will be supported by the other staff of the PAG with regard to other functions such as procurement, accounting/bookkeeping, monitoring, and administrative services. The Coordinator will also be supported by the Regional Resource Center (RRC) Coordinators among whose responsibilities is to disseminate information, coordinate, and monitor the implementation of MRITP in the regions.

8. A Procurement Working Group (PWG) will be organized within PAG to handle all procurement activities of the project including those of the MRITP. With regard to MRITP,

the PWG will be assisted by a Technical Expert Panel (TEP) composed of consultants and specialists of MOLME in various procurement activities including: (i) prequalification and short listing of training providers; (ii) evaluation of training proposals of pre-qualified training providers; and (iii) selection of research organization to conduct survey for MRITP. The TEP will prepare recommendations based on their evaluation for review and approval of the PWG.

2. Preparatory Activities

9. During field visits and interviews with industry associations, NGOs, development partners, etc.,⁴⁷ conducted in the course of the PPTA as well as during inception and mid-term workshops, the concept of results-based payment system was discussed and generated a lot of interest although some needed more clarifications in terms of mechanics of implementation. But they all look forward to participating in this program once implemented.

10. A number of preparatory activities need to be undertaken before launching the MRITP. These include the following:

- Survey on: (i) economic opportunities and skills needs focused on the informal sector mainly for self-employment (supplementary to the labor market survey conducted under PPTA which focused mainly on skills for wage-employment); (ii) profile and expectations of potential beneficiaries; and (iii) profile and training programs and pricing of potential training providers.
- Inventory of existing short training programs licensed by the Ministry of Education and Science (MOES), Ministry of Labor, Migration and Employment (MOLME), and other agencies authorized to issue such licenses, if any, and the maximum fees authorized by the Anti-Monopoly Committee;
- Preparation of MRITP Operations Manual which will define the policies, guidelines and procedures in implementing the program;
- Preparation of overall training plan over the implementation period;
- Preparation of information campaign materials.

11. **Survey.** A survey will be contracted to an external research organization selected through open tender in accordance with ADB guidelines and procedures before project commencement as part of advance actions. The survey will comprise 3 parts as mentioned above (Para. 10). The survey findings will provide a clear picture of the employment opportunities open to the target beneficiaries particularly the marginalized and vulnerable, the profile and expectations of the target beneficiaries, and the profile and training programs, training costs and pricing of potential training providers. A mid-term survey will be conducted to update the database and review implementation performance.

12. **Inventory of existing licensed short training programs.** An inventory of existing short training programs licensed by the MOES, MOLME, and other authorized agencies will be conducted by MRITP consultants, evaluated based on labor market demand, and included among those eligible for tender for delivery to target beneficiaries. Other short

⁴⁷ These include, among others, the following: National Farmers Union, Gem and Jewelers Industry Association, Association of Internet Service Providers, Center for Innovation and Technology, National Association of Women Entrepreneurs, UNICEF, UN Women, National Association of Small and Medium Business enterprises

training programs developed and implemented by development partners such as ILO, GIZ, UN Women, Aga Khan Foundation, etc., will also be evaluated and considered among the eligible training programs.

13. **MRITP Operations Manual.** The MRITP consultants will prepare an operations manual to guide the implementation and monitoring of the program. The manual will contain the program rationale; definition of eligible trainees, training providers, training programs, and training expenses; guidelines and procedures for selection of trainees and training providers; criteria and procedures for evaluation of training proposals; template for training contract and contracting procedures; results-based payment system; procedures for monitoring of training delivery and training outcomes; and implementation arrangements, among others. The draft manual will be presented to key stakeholders in a round table discussion and will be finalized taking into consideration feedback from the stakeholders.

14. **Overall Training Plan.** An overall training plan throughout the implementation period will be prepared detailing the target training outputs and outcomes set for each year by region and type of location (urban or rural), type of trainees (e.g., gender, ethnicity, etc.); employment status (self-employed or wage-employed); type of training programs and training providers; and the corresponding training and administrative costs. The plan will be reviewed each year and adjusted accordingly based on actual conditions on the ground in the course of implementation.

15. **Information Campaign Materials.** Information materials on MRITP will be prepared such as brochures, flyers, and script for public service programs of radio and TV to disseminate information on MRITP. Information will also be provided in the website of the project.

3. Implementing the MRITP

16. **Information Campaign.** The MRITP will be launched as part of the social marketing program with information campaign through media including print advertisement in national newspapers and public service announcements in radio and TV supported by printed flyers and brochures. The media campaign will provide information on the rationale and objectives of the program, the target beneficiaries, the eligible training programs and training providers, the amount of funding available and the procedures and conditions for accessing the fund. At the regions, the information campaign will be facilitated by the RRC Coordinators.

17. **Short Listing of Training Providers.** Following the information campaign, the PAG will invite potential training providers to send expression of interest (EOI) using templates provided in the operations manual and in accordance with ADB procurement guidelines and procedures. The purpose of the EOI is to short list training providers who have the capacity to deliver the tendered training program and achieve the desired employment outcome for their graduates. The Technical Expert Panel (TEP) will evaluate the EOIs based on the criteria and procedures defined in the operations manual. The evaluation will produce a list of recommended pre-qualified training providers for review and approval by the Procurement Working Group (PWG). Those pre-qualified will be officially informed that they passed the evaluation and will be eligible to submit proposals for training packages for tender. The list of pre-qualified providers will be updated every year where existing ones may be dropped from the list and new ones added.

18. **Request for and Evaluation of Proposals.** Based on the targets in the training plan, the PAG will tender training packages for delivery to target beneficiaries. Short listed providers will be requested to submit proposals for one or more training packages following templates and procedures in the operations manual consistent with ADB guidelines and procedures. A key part of the proposal is the assessment of employment opportunities for

their target trainees. This carries a major weight in the evaluation process. The TEP will evaluate the proposals using criteria and procedures defined in the manual and will rank and short list the top 3 providers for each training package subject to review and approval by the PWG. The PAG may implement two or more tendering cycles each year as deemed necessary.

19. ***Negotiation and Awarding of Training Contracts.*** The Project Director or his authorized representative will negotiate directly with the short listed providers starting with the top-ranked moving down to the next ranked should no agreement could be reached and so on. The negotiation will focus on the terms and conditions of the contract specifically on details of program content and delivery, implementation schedule, pricing and payment schedule according to the results-based payment system. The contract will be signed by authorized representatives of both parties.

20. ***Implementation and Monitoring.*** Contracted training programs will be monitored by three parties: self-monitoring by the training provider, internal monitoring by PAG M & E staff, and the RRC Coordinator along with other project activities. Monitoring reports will be the key basis for payment of services of the training providers.

D. Sustainability Issue

21. The question may be asked whether the MRITP would be sustainable. To answer this question, the sustainability of the program may be assessed from the standpoint of social and market demand, technical capacity, economic efficiency and government policy.

22. From the social and market standpoint, the MRITP is clearly sustainable as the social demand for employable skills particularly of the disadvantaged still largely needs to be addressed and the opportunities for self-employment considering the huge informal sector of the economy is largely enhanced for those with skills. There are also wage-employment opportunities for some of the graduates. Provision of post-training support such as job placement and/or accessing micro-financing by the training providers as a consequence of the results-based payment system will greatly increase employment opportunities of trained graduates.

23. The technical sustainability of the MRITP is assured with the expanded network of pre-qualified training providers which include not only public TVET institutions but also private TVET institutions, industry associations, enterprises and NGOs. The options for eligible training programs to meet the diverse needs of the beneficiaries and the labor market is likewise greatly expanded.

24. It is obviously unrealistic to expect the MRITP to become financially self-sufficient out of training fees from target beneficiaries given their economic condition. Just as the students of the lyceums and ALCs are supported by government funding, the target beneficiaries of the MRITP need to be supported by government and other sources of funding. The support can easily be justified from the standpoint of economic efficiency expressed in terms of economic internal rate of return (EIRR). Conceptually, it is easy to see the cost-effectiveness and cost-efficiency of the program considering the fact that it will not require capital investment in facilities and equipment, course development, and staff development before training can get started. Combined with the expected high employment rate of graduates as a consequence of the result-based payment system, the overall EIRR of the project will be enhanced with the inclusion of the MRITP.

25. The question then is what happens to the MRITP after project completion. The answer to this question depends largely on the program's actual performance during implementation. If the results are as expected, the program may be continued and expanded

in the next project as in the case of the Voucher Skills Training Program (VSTP) of Cambodia.⁴⁸ The government may also later on decide to make it a line item in the annual budget and therefore become a regular program of MOLME. Or, the government may decide to integrate it with the Employment Fund adopting its key feature -- the results-based payment system. Should the results be well below expectation for whatever reason, the program may be made co-terminus with the project. But even in this case, it would still be good value for money since funds will be disbursed only based on acceptable results. An impact evaluation study will be conducted on the 5th year of implementation to provide solid basis for making decision on the next phase of the MRITP.

⁴⁸ The VSTP was started and implemented under the ADB Education Sector Development Project 1 – TVET Component covering the poorest 112 communes in 7 provinces. In ESDP-2, the VSTP was expanded to cover all 24 provinces of Cambodia.

List of Priority Economic Sectors and Occupations by Region

| Sector | Code in standard classification of occupations | Occupation | Indicative qualification level* | Oblast/district where the occupation may be offered (shaded) | | | | | | | Place of use |
|-----------------------------|--|--|---------------------------------|--|-----|-----------|---------|--------|---------------------------|---------|-----------------|
| | | | | Dushanbe | DRS | Badakshan | Khatlon | | Sugd | | |
| | | | | | | | K-Teppa | Kulyab | Zeravshan and Istaravshan | Khujand | |
| Agriculture | 1311 | 1. Farm worker | | | | | | | | | Rural only |
| | | 2. Bookkeeper | | | | | | | | | Rural only |
| | 8331 | 3. Tractor operator – mechanic | | | | | | | | | Rural only |
| | 7411 | 4. Vegetable and fruit processing worker | | | | | | | | | Rural only |
| Construction | 7123 | 1. Mason | | | | | | | | | Only urban |
| | 7121 | 2. Fitter-plumber | | | | | | | | | Only urban |
| | 5147 | 3. Finisher | | | | | | | | | Only urban |
| | 7212 | 4. Gas and electrical welder | | | | | | | | | Rural and urban |
| Energy and gas supply | 7137 | 1. Building electrician | | | | | | | | | Rural and urban |
| | 7233 | 2. Industrial electrician | | | | | | | | | Rural and urban |
| Tourism and service | | 1. Sewer | | | | | | | | | Rural and urban |
| | | 2. Cosmetologist | | | | | | | | | Rural and urban |
| | 5147 | 3. Domestic appliance repairman | | | | | | | | | Rural and urban |
| | | 4. Cook-confectioner | | | | | | | | | Rural and urban |
| | | 5. Seller | | | | | | | | | Rural and urban |
| Transport and communication | | 1. Truck Driver | | | | | | | | | Rural and urban |
| | 3122 | 2. Heavy equipment operator-mechanic | | | | | | | | | Only urban |
| Total | | 17 | - | 13 | 13 | 13 | 17 | 17 | 13 | 17 | - |

* Subject to validation by industry experts.

Proposed Twinning Partnership between the CTMMEQ and the Workforce Development Agency, Singapore

1. **Background.** Singapore is a thriving city-state, with a population of about 5.31 million⁴⁹. To support the Singapore economy which has seen rapid economic growth since the 1970s, the government's workforce development system has been able to move effectively to deliver the skills required to support economic restructuring, from primarily labor-intensive industry (1960-70s), through a more capital-intensive phase (1970s-1980s) and, since the 1990s, to a policy focus on building a knowledge-intensive and higher value-added economy. The system's effectiveness in delivering demand-led skills has been supported by the close tripartite partnership between government, union and stakeholders, and a coordinated approach within government. Workforce development has been central to meeting the government's strategic economic plans and coping with current and future change in a highly open economy.⁵⁰ This can partly be seen in the government's strong emphasis on formal education, which has contributed to the higher educational profile of Singapore's workforce over the past decade⁵¹.

2. Singapore's key strategy to growth in the next decade will be growth based on productivity rather than expanding the use of resources, to deliver sustainable and inclusive economic development. The government therefore considers it important for companies to continue to invest in productivity improvements, improve the skills of their workers and reduce their reliance on manpower additions to achieve business growth. The government has supported the move towards a productivity-driven economy through introducing various programs and incentives, such as the Productivity and Innovation Credit (PIC) to help businesses and individuals in the country raise their productivity. These measures aim to improve the quality of labor in the country.

3. An initial visit is proposed to be made to Singapore to meet senior officers in the WDA and to discuss the memorandum of understanding. The international teacher training specialist will make contact with the WDA to set this up. Contact has been made during the PPTA with the Ministry of Manpower in Singapore and an initial positive reaction received, subject to further detailed discussion during the project.⁵² The following will be members of the visiting team: (i) the Director of the CTMMEQ; (ii) the leader of the competency standards development team at the CTMMEQ; (iii) the leader of the quality monitoring team at the CTMMEQ; (iv) the Director of the Engineering Pedagogical College in Dushanbe; (v) the MOLME Advisor to the Minister; (vi) the Chairman of the Union of Employers of the Republic of Tajikistan.

4. **Terms of Reference for initial discussions with the Singapore Workforce Development Agency (WDA) on a potential twinning contract.** The two parties could consider the following joint work program:

- (i) Review of the Singapore strategic considerations for national economic development leading to establishment of industry councils in key sectors of the labor market;

⁴⁹ Government of Singapore, Department of Statistics. 2012. *Statistical Bulletin*. <http://www.singstat.gov.sg>

⁵⁰ World Bank. 2012. *Singapore Workforce Development*. Washington DC.

⁵¹ Government of Singapore, Ministry of Manpower. 2014. [http://mom.gov.sg/statistics-publications/national-labor-market-information/statistics/Pages/labor force.aspx](http://mom.gov.sg/statistics-publications/national-labor-market-information/statistics/Pages/labor%20force.aspx)

⁵² Ms. Tai Li-Lian, Assistant Director/International Relations, Workplace Policy and Strategy Division . Ministry of Manpower . Tel (65) 6317 1234 . Fax (65) 6534 0559 . <http://www.mom.gov.sg>

- (ii) A review of the roles and responsibilities of the Industry Skills and Training Councils in Singapore; and comparison with plans for the involvement of industry in TVET in Tajikistan;
- (iii) Planning for the strengthening of the role and responsibilities of industry in TVET in Tajikistan following the Singapore review;
- (iv) Development of ongoing working partnerships between the relevant industry bodies in both countries, including sharing strategic sector planning and the establishment of qualifications;
- (v) Discussion of the Singapore system for quality assurance and quality monitoring of institutions and identification of lessons and options for Tajikistan;
- (vi) Establishment of agreements for the sharing of teaching, learning and assessment resources; and quality assurance policies and procedures.

5. **Draft Memorandum of Understanding (MOU).** The twinning arrangement may be formalized through a draft MOU shown in the box below.

Memorandum of Understanding between the [Workforce Development Agency, Singapore] and Centre for Training Methodology and Monitoring Educational Quality, Tajikistan

Purpose

This Memorandum of Understanding aims to promote modern TVET through industry leadership of TVET in Tajikistan

Scope

1. Review of the Singapore strategic considerations for national economic development leading to the establishment of industry councils in key sectors of the labor market;
2. A review of the roles and responsibilities of the Industry Skills and Training Councils in Singapore; and comparison with plans for Tajikistan;
3. Strengthening the roles and responsibilities of industry in TVET following the Singapore review;
4. Development of ongoing working partnerships between the relevant industry bodies in both countries, including sharing strategic sector planning and the establishment of qualifications;
5. Discussion of the Singapore system for quality assurance and quality monitoring of institutions and identification of lessons and options for Tajikistan;
6. Establishment of agreements for the sharing of teaching, learning and assessment resources; and quality assurance policies and procedures

Commencement Date/ Expiry Date:

Costs

Expenses incurred through this Memorandum will be borne by the CTMMEQ through funding from the ADB. All costs must be agreed in advance by the CTMMEQ.

Modification

Modifications to this agreement shall be made by mutual consent of the parties, by the issuance of a written modification, signed and dated by authorized officials, prior to any changes being performed.

Termination

Either party, upon thirty (30) days written notice, may terminate the agreement in whole, or in part, at any time before the date of expiry.

Principal Contact Persons:

Signed on behalf of the WDA:

Signed on behalf of the CTMMEQ:

TVET Leadership and Management Training Plan

A. Introduction

1. There are 61 lyceums and 47 ALCs that are under administrative control and supervision of the Ministry of Labor, Migration and Employment (MOLME). Through discussions with senior management staff of MOLME, consultation workshops and meetings with directors and senior staff of lyceums and ALCs, it was gathered, among others, that technical and vocational education and training (TVET) managers require training which concentrates on the following areas:

- Strategic planning and administering a demand driven/market oriented TVET system;
- Designing and implementing business and entrepreneurship approach to school management;
- Identifying market-responsive skills training programs specifically competency-based training;
- Training needs assessment and in developing the model/pilot TVET schools with quality training programs responsive to the needs of the labor market;
- Developing and implementing income-generating measures apart from government budget allocation;
- Employer partnerships.

2. To motivate private sector participation in TVET, the project advocates the introduction of competency based training and assessment system in Tajikistan. This system is significantly different from the traditional methods of training and assessment currently being used in the Lyceum and ALCs. Managers and Directors of the Lyceum have a significant role in this transition in that they will be leading their institutions through the change process.

3. The importance of leadership⁵³ in technical and vocational education cannot be overemphasized, because without proper leadership in TVET programs, the goal which is to provide skilled manpower that is needed at all levels of the country's economy will not be possible. Therefore, the need for good leadership has become imperative in TVET development. Effective school leaders and managers are needed to sustain innovation and are the heart of capacity building for school improvement most especially in TVET programs that need sustainability for its development.

B. Project Intervention: TVET Leadership and Management Training Program for the current Directors and Managers of the selected Lyceums and ALCs

4. The project aims to strengthen the management and entrepreneurial competencies of TVET managers of the 21 Lyceums and 7 ALCs selected to be supported by the project

⁵³M. Khata Jabor, et. al. Sustainable Leadership for Technical and Vocational Education and Training in Developing Nations. <http://www.ijsrp.org/research-paper-0812/ijsrp-p0892.pdf>

through the implementation of a TVET Leadership and Management Training Program (TLMTP).

5. The TLMTP comprises two phases of in-country training and an overseas study visit (Table 1). The in-country component aims to strengthen the management and entrepreneurial competencies of managers of project TVET institutions to ensure that needed changes and reforms occur within their respective organizations. The overseas study visit will enable the participants to:

- Familiarize with the policies and administrative measures required to introduce and implement industry demand-driven TVET Programs;
- Acquire first-hand information on the processes and methodologies of implementing competency based training (CBT) system;
- Observe the organizational set-up of TVET organizations and TVET Technology Institutions that implement a competency based training system;
- Identify the problems and issues involved in implementing competency based training, and how to resolve those problems and issues;
- Understand and identify the benefits generated by adopting CBT system in other countries with a developed and well organized competency based TVET system.

Table 1: Indicative TVET Leadership and Management Training Program (TLMTP)

| Training Program | Participants | Contents and Structure | Duration | No. of Participants | Estimated Cost (\$) |
|-------------------------|---|---|-----------------|----------------------------|----------------------------|
| TLMTP I | Directors and 1 senior staff of each lyceum and ALC | <ul style="list-style-type: none"> • Entrepreneurship Approach to School Management • Strategic and Business Planning • Performance Based Budgeting • CBT Delivery System | 12 days | 2 groups (25/group) | \$78,800.00 |
| TLMTP II | | <ul style="list-style-type: none"> • Financial Management Information System • Leadership and Policy Making in TVET • Strengthening School-Industry | 12 days | 2 groups (25/group) | \$78,800 |

| | | | | | |
|-----------------------------|--|--|---------|---------------------|--------------|
| | | Partnership <ul style="list-style-type: none"> • Quality Assurance in TVET • Program Monitoring and Evaluation | | | |
| Overseas Study Visit | Directors of selected Lyceum and ALC, Director of CTMMEQ, EPCD and some officials of MOLME | Study visits to countries with developed and organized CBT-TVET systems | 2 weeks | 2 groups (15/group) | \$168,000.00 |

6. The delivery of the in-country TLMTP will be contracted out to a highly qualified training provider to be selected using Least cost selection (LCS) process. The terms of reference of the selected training provider is shown in Box 1.

Box 1
Terms of Reference of Contracted Training Firm

The contracted training firm will prepare the contents of the training program in coordination with the Project Administration Group (PAG). Specifically, the firm will:

- (i) Prepare the detailed curriculum and training materials of the program in accordance with the structure and topic coverage, as follows:
 - **TVET Leadership and Management Training Program (TLMTP) I.** This is a two-week in-country training program covering the following areas: Entrepreneurship Approach to School Management, Strategic and Business Planning, Performance Based Budgeting, and CBT Delivery System.
 - **TVET Leadership and Management Training Program (TLMTP) II.** This is a continuation of TLMTP I. This is a two-week in-country training program to include the areas on Financial Management Information System, Leadership and Policy Making in TVET, Strengthening School-Industry Partnership, Quality Assurance in TVET, and Program Monitoring and Evaluation.
 - **Overseas Study Visits.** This is a two-week program which aims to familiarise TVET institution managers with CBT system so that they can effectively implement the system in Tajikistan.
- (ii) Propose criteria to PAG and the Project Working Group (PWG) in selecting the participants for the in-country training and overseas study visits;
- (iii) Deliver the in-country component of the training program to the participants using various training methodology and techniques appropriate to the profile of the participants;
- (iv) Prepare an assessment report on individual participants at the end of each phase of training including recommendation for further professional development.

- Lyceums and ALCs will deliver training programs using competency based training and assessment methodology;
- Lyceums and ALCs will maintain accurate and reliable data on student enrolment, course completion, employment outcomes, gender which will contribute to the national skills data system and allow for improved performance monitoring;
- There will be increased focus on student employment outcomes which will be monitored by tracer studies implemented in the Lyceums and ALCs; and
- Improve ability of Lyceum Directors to link with the employment sector.

TVET Teachers Training Plan for CBT

A. Introduction

1. Teachers and masters of technical and vocational education and training (TVET) institutions in Tajikistan are still using traditional teacher-centered teaching methodology to deliver skills training programs in their respective trade /technology courses. This training methodology is now considered old and less than effective. There is a need for a more active learning in the school shop rooms through organized activities and practical work to motivate the students to learn. There is a need to improve quality of instructions by introducing new teaching-learning methodologies. Unless there is a change in pedagogy, specifically in the delivery of technical skills training, TVET institutes will not be effective in bringing about quality skills training programs to their students.

2. The above observations are consistent with findings from field interviews by PPTA consultants with lyceum management, teachers, and students from a study conducted in 2010⁵⁴ which indicated, among others, the following:

- TVET teachers have limited opportunities for upgrading of qualifications as 73% of lyceums have no funds for such purpose;
- Majority of the teachers (55%) are not aware of the latest developments in their respective fields of specialization in the opinion of students;
- Students noted that that there is nothing new in the teaching methodology used by teachers; they use the same methods as in high school;
- The PPTA consultants confirmed that almost all teachers and masters are not familiar with competency-based training (CBT) methodology.

3. With changing labor market requirements, there is a need to introduce new trades in the training programs of many TVET institutions and, consequently, new curriculum and teaching methods. The project will introduce CBT methodology as the main platform for reforming the TVET system to be able to respond to the rapidly changing labor market needs. This entails a significant change in the mind set of teachers and masters and, therefore, a comprehensive teacher training plan is needed.

4. The main partner of the project in this task is the Engineering Pedagogical College in Dushanbe (EPCD) in close coordination with the Center for Training Methodology and Monitoring of Education Quality (CTMMEQ). Both agencies are under MOLME. The EPCD is responsible for pre-service and in-service training of teachers and masters in the primary vocational education system. The CTMMEQ is responsible, among others, for the development of CBT curriculum and assessment tools in close partnership with industries. These two agencies must closely work in tandem. Part of the overall strategy for the development of TVET teachers and masters is the strengthening of these two institutions.

5. Following the cascade approach, a comprehensive teacher training plan will be prepared involving training of trainers by an international Teacher Training Specialist of the staff of EPCD to become core trainers who in turn will train the teachers and masters of the selected lyceums and ALCs. The training will focus on preparing the teachers and masters of selected lyceums and ALCs on the delivery of CBT curriculum. The plan includes three

⁵⁴ European Training Foundation. *School Development in Central Asia: Tajikistan*. January 2010

phases: (i) in-service training; (ii) technical skills upgrading; and (iii) overseas training of selected teachers and masters. The TOR of the international Teacher Training Specialist is given on page 53.

B. Profile of Teaching Staff

6. The primary vocational education system under the administration of the MOLME comprises a nationwide network of 63 lyceums and 30 adult learning centers (ALCs) with 30 branches. The lyceums have a total teaching staff of 3,635 including 2,294 teachers and 1,341 masters of which about 45% are women. The ALCs, on the other hand, has a total of 384 teaching staff of which 318 are teachers and 66 masters.

7. The project will support 21 lyceums and 7 ALCs to deliver CBT courses in 17 occupations. The 21 lyceums have a total of 940 teaching staff of which 499 are teachers and 441 masters. The educational profile of teaching staff differs quite significantly between the teachers and masters. Among the teachers, 81% are university graduates, 15% are graduates of the secondary vocational schools, and 4% are graduates of the Primary Vocational Schools. Of the masters, 27% are university graduates, 46% are graduates of the secondary vocational schools and 27% are graduates of the primary vocational schools. While the masters have lower level educational qualifications, they have much more practical skills and more exposure to industry. Nevertheless, the teachers are paid higher than the masters because the salary scale is based mainly on educational qualifications. A number of the ALC teaching staff are part-time but with industry experience as they offer only employment-oriented short courses.

8. A key challenge in developing the skills upgrading plan for teachers and masters is aligning the training program with the requirements of CBT methodology given the different educational qualifications and practical experience between the two groups. Ideally in the CBT system, there should only be one person handling both theory and practice. However, this will require major overhaul of the existing system with implications on salary scale and amendments to existing laws and regulations. The European Union is planning to look into this matter closely in its forthcoming assistance to the TVET sector. In the meantime, the project will focus mainly on familiarizing the teachers and masters with the CBT system and teaching them the required techniques and practices in delivering the new CBT curriculum.

C. In-service Training in Pedagogy

9. An international teacher training specialist (the Specialist) will be engaged to initiate the teacher and master retraining necessary for the implementation of CBT system. The changes are significant. The lyceum and ALC teachers and masters should be introduced to modern TVET which has the following key features:

- Industry leadership;
- Employs student-centered approaches to teaching and learning so as to produce work-ready and competent graduates;
- Training and assessment based on internationally-referenced competencies specifying workplace performance;
- Quality assurance based on continuous improvement.

10. The Specialist will work with all 45 staff of the EPCD to promote a solid understanding of CBT principles and its implementation. The Specialist will develop a structured and customized staff development program so that staff assessed and certificated as competent will be able to undertake training for staff in the selected lyceums and ALCs.

The services of an interpreter/ translator will be contracted as all participants will be Tajik/ Russian speakers.

11. The Specialist will work with the staff of the EPCD with the aim of successfully graduating as many as possible so there is a solid cadre of trained staff, not only for the immediate retraining needs of the project, but also for the new entrants to the EPCD. A sample training program is shown in Table 1 below.

Table 1: **Sample Teacher Training Program**

| Module Number | Module Title | Number of Hours |
|---------------|---|-----------------|
| M1 | Foundations of vocational teaching and learning, innovation, development and organization of learning-processes | 8 hours |
| M2 | Teaching, coaching and moderation of learning in career education and workforce development focused on competency based teaching and learning strategies. Assessment and analysis of individual learning styles | 8 hours |
| M3 | Occupational Analysis and Curriculum Development | 16 hours |
| M4 | Planning and Development of CBT Programs and Courses including support learning materials | 32 hours |
| M5 | Facilitating Competency Based Training Sessions | 16 hours |
| M6 | Competency Based Assessment and Evaluation | 16 hours |

12. Once trained, the staff will embark upon a major upskilling program for all staff in the selected lyceums and ALCs who are involved in teaching and learning for the priority occupations being supported by the project. The Specialist will assist the EPCD staff to develop suitable training programs for the lyceums and ALCs, and oversee the commencement of the training. Training will be available to all teachers and masters in the selected lyceums. Teachers and masters will be assessed at the conclusion of their training. Those assessed as not yet competent will undergo further training with the aim of having all teachers and masters competent in the new CBT methodology.

13. The EPCD will utilise 5 regional training centres as bases for the training of the staff from the selected lyceums and ALCs. Budget provision has been made for all costs for the participants and for the College trainers. The training will be carried out in holiday periods (January and July) with funding provision made for up to 2 weeks of training for the lyceum and ALC teachers in the priority sectors. It is expected that all teachers and masters of the selected lyceums and ALCs will have been trained to deliver the new CBT curriculum and learning materials by the 4th quarter of 2018.

14. A communications officer in the consulting firm will communicate through social media with all teachers and masters. The officer will establish and maintain social media accounts to provide timely updates, advice and to encourage the discussion of issues and exchange of experience among TVET teachers/ masters, administrators and assessors. The College will be encouraged to use that medium for regular updates and information sharing to teachers and masters in the project lyceums.

D. Technical Skills Upgrading

15. Technical skills upgrading of TVET Teachers shall be both industry-based and institution-based.

16. ***Institution-based Up-skilling Training of TVET Teachers.*** Institution based upgrading of TVET teachers will be conducted at the workshop premises of lyceums and ALCs that receive support from the project in terms of upgrade of training facilities. A component of equipment purchase is utilisation training from the suppliers. All teachers and masters of the specific specialization should undergo the users training provided by the supplier. The teachers and masters must be competent in the use and maintenance of the new equipment. Additionally, beyond training on how to operate the equipment, the teachers and masters will be trained on how to use the equipment in the teaching –learning process.

17. ***Industry-based Upgrading Training of TVET Teachers.*** The teachers and masters of the supported lyceums and ALCs will undergo an industry-based internship training program. The lyceums and ALCs will partner with industrial establishments within the area for a one-month internship program for the teachers and masters. The internship program will be designed based on the occupational standards of the qualification to be taught by the teachers and masters. The advantage of actual industry work is that aside from acquisition of practical skills the teacher will also develop positive professional attitude and gradual understanding of work environment.

18. The industry internships will be arranged by the national Industry Partnership Specialist/Deputy Team Leader. The technical skills upgrading of teachers and masters is expected to be completed by the 1st quarter of 2018.

D. Overseas Training of Selected Masters and Teachers

19. Two teachers/masters from each of the five sectors and one teacher/master each from the CTMMEQ and EPCD will be selected to undergo overseas training. The PAG will be in charge of organizing this training program. The focus of the training program will be on international practices in the delivery of competency based training. Upon return the PAG will organize workshop for sharing of experiences of those trained overseas.

E. Indicative TVET Teacher Training Budget

20. The estimated cost of TVET teachers training is \$467,500 (Table 2).

Table 2: **Estimated Cost of TVET Teachers Training**

| Training Program | Participants | Duration | No. of Participants | Estimated Cost (\$) |
|---|---|----------|---------------------|---------------------|
| Training of EPCD staff on CBT methodology | EPCD management and teaching staff | 22 days | 45 | 137,500 |
| Training of teachers and masters by EPCD | Teachers and masters of selected occupations in selected lyceums and ALCs | 12 days | 288 | 192,000 |
| Technical skills upgrading | Teachers and masters | | | |

| | | | | |
|---|---|----------|-----|------------------|
| of teachers and masters (institution-based or industry-based) | of selected occupations in selected lyceums and ALCs | 2 months | 288 | 66,000 |
| Overseas training of teachers and masters | 2 teachers/masters for each of the 5 priority sectors and 1 each from EPCD and CTMMEQ | 15 days | 12 | 72,000 |
| Total | | | | \$467,500 |

Gender Equity Model Program (GEMP)

A Concept Paper

A. Rationale

1. The envisaged impact of the *TAJ: Strengthening Technical and Vocational Education and Training (TVET) Project* (the Project) is to contribute to the development of a national workforce with an increased proportion of skilled workers – both male and female – employed in the economy of Tajikistan. To achieve this, the Project will institute reforms intended to produce a demand-driven, quality-assured, and flexible TVET system responsive to labor market needs. The specific intended outputs of the Project are (i) TVET system modernized, (ii) physical learning environment in selected TVET institutions upgraded, (iii) access to relevant TVET programs increased, and (iv) governance and management of TVET system strengthened.

2. The Project is categorized as *Gender Equity* (GEN)⁵⁵ as it is deemed to have the potential to address gender issues. One key gender issue that the Project will address is women's and girls' limited participation in TVET, especially in courses leading to **non-traditional occupations**. These are occupations that are traditionally regarded as not "suitable for women" and include those occupations in the scientific and technical fields, as well as those in construction, engineering, finance, and the military, among others. Traditionally "feminized occupations" are those in teaching, nursing, and care work.⁵⁶ The US Department of Labor, as well as most technical institutions in the United States, puts a quantitative measure for a non-traditional occupation, i.e., where 75% or more of the workforce is of one gender, then that occupation is considered non-traditional for those in the 25% minority.⁵⁷ This Project will use the above qualitative and quantitative definition from ILO and the US Department of Labor. Specifically, 12 of the 17 selected occupations that the Project will focus on, are considered non-traditional occupations for women, namely, (i) mason, (ii) finisher, (iii) fitter-plumber, (iv) building electrician, (v) industrial electrician, (vi) gas and electric welder, (vii) repair and maintenance technician, (viii) truck driver, (ix) heavy equipment mechanic, (x) tractor operator-mechanic, (xi) farmer-worker, and (xii) vegetable/fruit processing worker.

3. While gender disparity in primary education completion rate is modest in Tajikistan (4 percentage points), this is not carried onto the secondary level. In 2011, male gross secondary enrollment rate was 94% compared to 82% for females.⁵⁸ Female participation dips further after the compulsory 9th grade. For academic year 2013-2014, the proportion of girls enrolled in the 10th grade dips to 46.23% nationwide, and is further lower in Dushanbe at 40.78%. These figures dip further in the 11th grade to 43.58% nationwide, and 37.92% in Dushanbe.⁵⁹

4. The most common explicit reason given to explain why girls leave school is "limited financial resources". In situations of financial constraints, the education of boys is prioritized,

⁵⁵ ADB's Gender Classification System consists of four categories: Category 1 is 'Gender Equity' (GEN), Category 2 is 'Effective Gender Mainstreaming' (EGM), Category 3 is 'Some Gender Elements' (SGE), and Category 4 is 'No Gender Elements' (NGE). ADB's *Corporate Results Framework*, has set a gender equality target of at least 45% of all ADB projects should meet requirements for Categories 1 and 2.

⁵⁶ International Labor Organization (ILO) and International Development Research Center (IDRC). 2009. *Gender, Employment, and the Informal Economy: Glossary of Terms*. Beirut.

⁵⁷ United States Department of Labor. *Quick Facts on Nontraditional Occupations for Women*. (Accessed on 20 February 2015) <http://www.dol.gov/wb/factsheets/nontra2008.htm>.

⁵⁸ World Bank. 2012. *World Development Indicators Database*. Washington, D.C.

⁵⁹ Ministry of Education and Science. 2014. *Statistical Collection of Education Sphere of the Republic of Tajikistan*. Dushanbe.

as they are considered future breadwinners of their households and are expected to take care of their parents in their old age. On the other hand, girls are expected to marry and move to their husbands' homes. Keeping girls out of school when they reach adolescence could even improve their marriage prospects, as it "avoids speculation and maintains their solid reputation." This is exacerbated by prevailing gender norms where adolescent girls are expected to help out in household chores and take care of younger siblings or other family members. Girls in rural communities are also expected to help out in agricultural work, albeit, as unpaid workers. Infrastructure issues such as the poor conditions of many schools and dormitories also impact on girls' dropping out of school. Lack of piped water and inadequate sanitation facilities, including lack of sex-segregated toilets, specifically impact on girls' school attendance especially during their menstrual periods. The poor state of dormitories in boarding schools is deemed "not appropriate for girls". The threat of sexual harassment of adolescent girls who have to walk a considerable distance to school in rural areas, and share classrooms with boys who outnumber them without benefit of any gender equality awareness orientation or any gender equality policy, is another factor that causes girls to drop out of school.

5. Faced with the problem of girls' decreasing enrollment and completion rates, the Government of Tajikistan (the government) has prioritized increasing gender parity in educational reforms. The goals of the *State Program for the Education, Selection and Placement of Capable Women and Girls in Leadership Positions for 2007-2016* include encouraging more girls to complete Grades 10-11 and providing scholarships for young women to enter higher education. The *National Strategy for Enhancing the Role of Women in the Republic of Tajikistan for 2011-2020* recognizes obstacles to education such as gender stereotypes and poor conditions of schools.⁶⁰

6. The Project targets students who complete the compulsory 9th grade and enter the primary TVET system and aims to address the issue of gender disparity in access to the 10th and 11th grades. Of the total 21,593 students enrolled in 63 lyceums in Tajikistan in 2014, only 18% are females.⁶¹ Furthermore, these few females are concentrated in courses that prepare them to take on traditional occupations such as hairdressing, cooking, sewing/dressmaking – occupations that pay very little and offer no career advancement pathways.

⁶⁰ Asian Development Bank. 2015. *(Draft) Country Gender Assessment: Tajikistan*. (Unpublished)

⁶¹ Asian Development Bank. 2014. *School Mapping Survey (TA 8546)*. Manila.

B. Objectives

7. The *Gender Equity Model Program (GEMP)* aims to open up new space for women and girls to benefit from TVET training by piloting innovative means of increasing female enrolment. It aims to demonstrate the benefits of investing in girls' education to get them into higher paying non-traditional occupations, as a response to unemployment and poverty. The GEMP will further enhance the envisaged benefits of the gender actions built into the Project through the Gender Action Plan (GAP), such as (i) development of a gender orientation module for use in gender sensitivity orientations for teachers, masters, school administrators, curriculum developers, industry sector experts, and other stakeholders, (ii) development of gender-sensitive learning materials for students, (iii) ensuring gender analyses of assessment results, (iv) ensuring gender equality messages are embedded in the Project's communication plan, (v) ensuring women's participation in school management, Industry Advisory Committees, competency assessment, among others (vi) active recruitment of girls in non-traditional courses, (vii) ensuring gender-inclusive physical facilities in the school buildings and dormitories, (viii) collection and use of sex-disaggregated data in baseline and tracer studies, as well as the Project's monitoring system, and (ix) ensuring women's and girls' participation in the *Market-Responsive and Inclusive Training Program*, among others. Implementation of these GAP activities and the GEMP will be complementary.

8. The GEMP aims to demonstrate that: (i) women and girls can have more and higher income-earning opportunities by venturing beyond traditional occupations, (ii) using *temporary special measures*⁶² can create an enabling environment for girls to be trained in and get employment in non-traditional occupations, and (iii) industries (traditionally dominated by men) can benefit from opening up their recruitment to women through having a wider range and diversity of skills choices.

C. GEMP Components

9. GEMP will support 2,230 female students in 5 lyceums in 4 different *oblasts* for the period 2019-2020, after the CBT courses have been developed and are in place. As part of the criteria for the selection, these five lyceums should (i) be among the 21 lyceums targeted by the Project, (ii) have dormitories that are targeted to be rehabilitated by the Project, and (iii) have attracted enough female enrollees, albeit in other (traditional) courses. Two lyceums have been selected from the Khatlon *Oblast* as this is the most populous region. Depending on the results of the baseline surveys to be conducted in the first year of Project implementation, these lyceums and/or courses can still change. Initially targeted lyceums and courses are:

⁶² Also referred to as 'affirmative actions' or 'positive measures' among other terms, *Temporary Special Measures (TSM)* is coined by the UN Committee on the Elimination of Discrimination Against Women to encourage States parties to "implement actions included and permitted under international and domestic laws to create and design projects, programs, laws, and policies, and allocate resources to narrow the gaps between men and women in all economic, social, and political spheres." (ADB. 2012. *Guidance Note on Gender and Law: Temporary Special Measures to Promote Gender Equality*. Manila).

| Oblast | Lyceum | Enrolment in 2014 | Existing and Proposed Non-traditional Courses |
|---------------|--|--------------------------|---|
| Dushanbe | Technical Vocational Construction Lyceum | 1,060 | mason, finisher, fitter-plumber, gas and electric welder, truck driver |
| DRS | Vocational Lyceum in Sharinav | 503 | farmer-worker, vegetable and fruit processing worker, tractor operator and mechanic |
| Khatlon | Vocational Lyceum in Vahksh | 455 | tractor operator and mechanic, vegetable and fruit processing worker, farmer-worker |
| Khatlon | Vocational Construction Lyceum in Kulyab | 655 | mason, finisher, fitter-plumber, building electrician |
| Sughd | Vocational Polytechnic Lyceum in Khujand | 502 | heavy equipment mechanic, repair and maintenance technician, truck driver |

10. GEMP will coincide with GAP implementation and will employ a three-pronged approach: (i) Social marketing campaign targeting students and their families, (ii) Delivery of TVET services, and (iii) Linkage with potential employers.

11. **Social Marketing Campaign.** GEMP will employ extensive social marketing approaches to inform the public about the benefits of ensuring that girls complete high school education and for them to consider non-traditional occupations. Communication materials will show positive images and models of women in non-traditional occupations, as well as portray happy families if both parents have at least a high school education and are not tied down by traditional gender roles. Specifically, this component will produce colorful posters and leaflets in Tajik, with simple, but powerful messages showing how the family and community will be better off in educating their girls, including providing them technical skills in non-traditional occupations. Three kinds of 60-second public service advertisements for both television and radio will be developed and aired. Community meetings in selected regions will be conducted to encourage parents to send their girls to primary TVET and pursue a non-traditional occupation.

12. **Delivery of TVET Services.** GEMP will support the Project's delivery of improved quality TVET services, by providing direct support to 2,230 female beneficiaries who will opt to enroll in and pursue non-traditional occupations. This support will come in the form of (i) free tuition and other school fees, (ii) a monthly stipend of \$30 that will be provided for the last six-months that they are studying for their chosen non-traditional course, and for the next six months after they graduate while they are still on apprenticeship or probationary status in their employing organizations, and (iii) prioritization in dormitory placements. GEMP scholars will be identified and recruited in 2018, but actual provision of support will commence in 2019, when the new CBT courses are being implemented.

13. To avail of the scholarship, students should meet the following project eligibility requirements such as: (i) should be a female, (ii) should have fulfilled the lyceum's scholastic (grade) requirements, i.e., must have completed 10th grade, (iii) should enter into an agreement with the lyceum to enroll in and pursue a non-traditional course in the lyceum, with consent from a parent/guardian (in case of a minor), (iv) should endeavor to pass the course requirements, (v) should endeavor to pass the qualification assessment and get certified, and (vi) should pursue apprenticeship in that non-traditional occupation in the enterprise recommended by the lyceum. The mechanics and conditions will be laid out in detail during the second and third year of Project implementation. Each lyceum will have the option of adding more criteria as they see fit, but should retain the project eligibility criteria set out in this concept paper.

14. **Linkage with Potential Employers.** A major part of Project implementation involves extensive exchanges with industry experts, practitioners, and entrepreneurs. Included in the Project activities is the establishment of Industry Association Groups, as well as panels of sector industry experts. The GEMP Coordinator will work closely with the Industry Partnership Specialists (International and National) to encourage potential employers to take in female students as on-the-job trainees, and as apprentices or even as employees on probationary status when they graduate and get certification. The project will share in the cost of providing actual work experience to female graduates of non-traditional courses, by continuously providing the graduates' monthly stipend for the next six months as they apprentice in an enterprise. Memorandums of understanding (MOUs) will be forged between the lyceum, hiring enterprise, and student, with the PAG/ MoLME as witness, to agree on the terms and conditions of apprenticeship.

D. GEMP Implementation

15. While the GEMP is part and parcel of the Project GAP, and therefore is not distinct from the whole Project implementation, it will have its own GEMP coordinator. The PAG Gender and Education Specialist will provide technical advice and support as necessary. The GEMP Coordinator will ensure the quality and timely implementation of GEMP. The PAG Financial Management Specialist, with support from the Gender Component Administrative Assistant, will manage the stipends as well as all other budget related costs of the GEMP. The five selected lyceums will administer their own allotment of stipends for their targeted female beneficiaries.

16. The first three years (2016-2018) of Project implementation will focus on developing the competency-based curricula and gender-inclusive learning materials, and teacher training, among others. Baseline surveys will also be done, and which will also include setting baselines on potential female beneficiaries. During this period, the mechanics and detailed implementation plan of GEMP will be developed. Industry linkages will be forged. Potential beneficiaries will be identified and conditions of support will be finalized and agreed between the lyceums and the beneficiaries and their parents, with the PAG/MoLME as witness .

17. It is on the fourth to the fifth year (2019-2020) that actual provision of support will be carried out. A total of 2,230 female students will be provided support for a whole year – 6 months while training for a non-traditional occupation, and another 6 months while they are employed as an apprentice or a probationary employee in their employing organization/enterprise. There will be approximately 1,115 female beneficiaries per year, proportionately distributed to each of the five lyceums, depending on the demand in each lyceum. Assuming equal distribution has been decided, each selected lyceum will receive support for a total of 446 female beneficiaries for the period 2019-2020. The GEMP coordinator, with advice from PAG, will work out the details of distribution with the respective lyceums.

18. *Disbursement of Stipends.* To ensure effective and successful implementation of the GEMP based on fair and transparent procedure, the financial management due diligence of the 5 pilot TVET institutions will be conducted and the adequate disbursement and monitoring mechanism will be established not later than the end of September 2018, before the start of the GEMP in year 4. Options to transfer of the stipends to targeted beneficiaries include (i) through the TVET institutions, (ii) direct transfer to bank accounts of beneficiaries, and (iii) direct transfer to payment cards, as has already been done for pensioners under a previous program in Tajikistan, which was evaluated as successful.

19. Each lyceum will provide the PAG with a list of students who passed the eligibility criteria and who have agreed to enter into a tripartite agreement with the lyceum and

MOLME to pursue a non-traditional course. The PAG, upon checking the list, will disburse the appropriate amount to the lyceums for the stipends. The lyceum will then disburse the amount to their scholars and report to PAG on the disbursement. The GEMP coordinator, in cooperation with each lyceum, will monitor the recipients as well as their performance. The auditing firm will audit the disbursement of the GEMP stipends.

E. Cost of GEMP Implementation

20. A total of USD 1,000,000 is needed for GEMP, broken down as follows:

| Cost Description | Cost |
|---|--------------------|
| (1) Stipend for women/girls enrolling in non-traditional courses: \$30 per month X 12 months X 2,230 women/girls | \$ 802,800 |
| (2) Remuneration of Individual National Consultants: (a) GEMP Coordinator: \$1000 X 54 months = \$54,000 (b) Gender Component Administrative Assistant: \$800 X 54 months = \$ 43,200 | 97,200 |
| (3) Social marketing to encourage parents and community members to send girls to non-traditional courses: <i>* The Social Marketing (external) contract of the project should include gender equality images and messages, for example, showing women in non-traditional occupations, as well as encouraging families and girls to enroll in non-traditional courses. Examples of communication materials bearing these messages should include printed colored pamphlets and posters in Tajik as well as multi-media public service advertisements (PSAs). Community meetings should also include explaining the value of, as well encouraging parents to send their girls to non-traditional courses.</i> <i>* In addition to the above, an additional amount of \$35,000 for the development and airing of 3 kinds of 60-second PSAs for radio and television, is included. As each of these PSAs are only good for 60 seconds, they should exclusively focus on getting gender equality messages across, specifically, showing that successful women in non-traditional occupations can also be equally successful as wives and mothers.</i> | 35,000 |
| (4) Development and printing of gender sensitivity training / orientation modules, reproduction of powerpoint presentations for use in gender trainings/ orientations | 10,000 |
| (5) Gender-sensitivity training for teachers, masters, school management: \$1000 per whole-day training of 40 participants X 10 training sessions | 10,000 |
| (6) Gender orientation for developers of curriculum and learning materials, EPC staff, CTMMEQ, Industry working groups, industry sector experts, and enterprise owners for specific industries/sectors: \$ 500 per half-day orientation X 20 orientation sessions | 10,000 |
| (7) Tracer survey of women/girls who graduated from non-traditional courses (Each batch of graduates will be surveyed twice (except for Batch 4 who will only be surveyed once during project life): (i) 6 months after graduation, and (ii) 1 year after graduation): 5,000 per tracer survey X 7 surveys | 35,000 |
| (8) Baseline surveys (sex-disaggregated) -- should be charged to the project's external contract to do baseline surveys. The PAG Gender and Education specialist and GEMP Coordinator will work with those consultants doing the baselines to ensure that the surveys are sex-disaggregated. | 0 |
| (9) The cost for physical rehabilitation for women's sections of dormitories and classrooms/workshops, as well as in equipping these dorms and classrooms, should be charged to the civil works budget. | 0 |
| TOTAL | \$1,000,000 |



Bi-annual Environmental Monitoring Report

Bi-annual Environmental Monitoring Report

Project Number: {XXXXXX}
{Month Year}

{Full Country Name}: {Project Title}
{(Financed by the <source of funding>)}

Prepared by {author(s)}
{Firm name}
{City, country}

For {Executing agency}
{Implementing agency}

This report does not necessarily reflect the views of ADB or the Government concerned, and ADB and the Government cannot be held liable for its contents.

Asian Development Bank

Table of Contents

Part I Introduction

- Construction activities and Project Progress during previous 6 months
- Changes in project organization and Environmental management team
- Relationships with Contractors, owner, lender, etc.

Part II Environmental Monitoring

Environmental monitoring summary – summarize the previous six months monitoring data and provide explanations of any instances where environmental standards or guidelines are exceeded. Typically this will cover:

- Noise and Vibration
- Water Quality
- Air Quality
- Flora and fauna monitoring

Recommendations are required to show how any exceedances will be prevented in the future.

Graphs can be used in this section to show trends, however large tables of data or multiple graphs should be attached as an appendix.

Part III Environmental Management

- EMS, SSEMP and work plans. Report on delivery of documents, required amendments etc.
- Site Inspections and audits – summarize the number and type of site visits
- Non-compliance notices – summarize the details on the number of notices given out and the issues covered. Summaries the ranking of issues.
- Corrective action plans - report on timeliness of preparation and completion
- Consultation and complaints – report on any consultation undertaken and list any complaints received.

Annexes

- Monitoring data
- Photographs
- Implementation report on EIA/IEE mitigation requirements

| Reference | Requirement | Action to date | Action required/comment |
|-----------|-------------|----------------|-------------------------|
| | | | |

Terms of References for External Contracts

A. Baseline Survey and Tracer Study

1. Introduction

In order to assess the effectiveness of the new training programs provided by project TVET institutions, surveys will be undertaken at the beginning and toward the end of the 5- year project implementation period, as follows:

- Baseline survey on current training outcomes (e.g., employment rates, income, etc.) of graduates of lyceums and ALCs and level of employers' satisfaction with these graduates. The survey will also include feedback from current graduates on the quality and relevance of training provided by their institutions.
- Tracer study at project completion to determine TVET graduate destinations and student satisfaction with the quality and relevance of training programs and employers' satisfaction.

A single firm will be selected to conduct the two surveys to ensure consistency of approach and comparability of data subject to the option of the PAG to find a replacement should the performance be below expectations as defined in the contract.

2. Objectives

- (i) **Baseline Survey.** The main objective is to establish baseline data for the indicators in the project's design and monitoring framework (DMF). Some of the key indicators for current graduates of lyceums and adult learning centers (ALCs), disaggregated by course and by gender, include: employment rate of graduates, average monthly income, percentage of those working in their area of specialization, satisfaction rate of employers with the graduates they hire, among others. The survey will also gather feedback from current graduates regarding the usefulness on the job of the skills they acquired from training and the problems they face in finding wage- or self-employment.
- (ii) **Tracer Study.** The main objective is to determine to what extent the project made a difference along the same indicators measured in the baseline study, i.e., employment rate of graduates, average monthly income, percentage of those working in their area of specialization, satisfaction rate of employers with the graduates they hire, among others. Similarly, the study will also gather feedback from the new graduates of the assisted programs regarding the usefulness on the job of the skills they acquired from training and the problems they face in finding wage- or self-employment.

3. Methodology and Scope of Work

The contracted firm is expected to prepare appropriate methodology using a variety of quantitative and qualitative approaches to meet the objectives of the two surveys. The methodology and relevant tools should be developed in consultation with the PAG and ADB and finalized before administering fieldwork. The specific tasks of the firm for both surveys shall include but not limited to the following:

Survey (Quantitative):

- (i) Define the survey respondents and the sampling frames for each of the two surveys;

- (ii) Estimate the required sample size for each of the two surveys and design respective sample distribution, as follows:
 - Baseline survey -- stratified by region and by type of respondent (graduates and employers/enterprise staff) and by gender;
 - Tracer study – also stratified by region and by type of respondent (graduates and employers/enterprise staff) and by gender.
- (iii) Design questionnaires for each survey, pre-test and finalize;
- (iv) Prepare data analysis plan and coding instruction;
- (v) Orient enumerators and field supervisors on survey questionnaires and conduct field work doing face-to-face interview using the questionnaires;
- (vi) Check collected questionnaires for clarity and completeness and encode into the data base using Statistical Package for the Social Sciences (SPSS) software;
- (vii) Generate tables based on the analysis plan and analyze.

Focus Group Discussion / Interview (Qualitative):

- (i) Prepare plan to conduct FGDs / interviews in the regions to complement quantitative surveys, as follows:
 - Baseline survey -- 2 FGDs (1 for male and 1 for female) with graduates and 5 interviews with employers/enterprise staff in each region; participants should be different from those of survey respondents;
 - Tracer study – 2 FGDs (1 for male and 1 for female) in each of the regions; participants should be different from those of survey respondents.
- (ii) Prepare FGD guide questions for graduates and interview guide questions for employers/enterprise staff;
- (iii) Organize logistics and conduct FGDs and interviews and prepare report for each FGD and interview conducted in standard format.

Report Preparation for both Baseline Survey and Tracer Study:

- (i) Prepare draft report integrating findings from both the quantitative and qualitative approaches;
- (ii) Present findings in a workshop with MOLME management, PAG, and ADB representatives;
- (iii) Revise and finalize report taking into consideration feedback during the workshop.

4. Deliverables for both Baseline Survey and Tracer Study

The following reports will be submitted by the consulting firm to PAG and ADB in soft and hard copies:

- (i) Draft report combining survey and FGD findings including report on each FGD and interview conducted;
- (ii) Final Report after integrating feedback from workshop; and
- (iii) Complete data base in soft copy.

5. Selection Process

The selection process will follow ADB's consultant's qualification selection (CQS) guidelines and procedures. The expressions of interest submitted by interested firms will be evaluated by the Procurement Working Group using criteria including, but not limited to, the following:

- (i) Track record and experiences relevant to the tasks described in this TOR;
- (ii) Technical capacity of the firm specifically the individual qualifications of team members that will be involved in the survey and computer facilities;
- (iii) Corporate profile indicating years of operation, core competencies, management systems, and financial resources;
- (iv) Cost quotation for providing the service.

The first-ranked firm will be requested to submit technical and financial proposals. If the proposals are acceptable, the firm will be selected and invited to contract negotiations.

6. Duration of Assignment

Each survey should be completed within a maximum period of 3 months from the day of contract signing. The contracted firm will indicate a detailed schedule of activities in the technical proposal.

7. Coordination

The contracted firm will coordinate closely with the PAG management and specifically with the Monitoring and Evaluation Specialist in discharging its obligations under the contract.

B. Market Responsive and Inclusive Training Program (MRITP) Surveys

1. Introduction

To increase access to relevant and quality TVET, the project will develop and implement a Market-Responsive and Inclusive Training Program (MRITP) designed to provide training opportunities to the disadvantaged and vulnerable as well as respond to urgent skills needs of major investment projects. The MRITP will identify eligible short training programs for targeted beneficiaries and invite public and private

training providers for delivery through open tender. The MRITP will use a results-based payment system, i.e., linking payment of training services to employment outcome of graduates, to ensure quality training and a high employment rate. Two surveys will be needed, as follows:

- Survey on economic opportunities and profile of potential beneficiaries and training providers; and
- Tracer study on the graduates of MRITP.

A single firm will be selected to conduct the two surveys to ensure consistency of approach and comparability of data subject to the option of the PAG to find a replacement should the performance be below expectations as defined in the contract.

2. Objectives

- ***Survey on economic opportunities and profile of potential beneficiaries and training providers.*** The main objective is to identify economic opportunities in the informal sector (urban and rural) for self-employment and wage-employment in local communities for the target beneficiaries. The survey will also draw up a socio-economic profile of potential beneficiaries and an organizational profile of potential training providers primarily those in the private sector in terms of technical capacity, training programs and fees, and willingness to take risk under a results-based payment system.
- ***Tracer Study.*** The main objective is to determine to what extent the MRITP has provided employment and income opportunities to the target beneficiaries particularly the vulnerable and marginalized. The study will gather feedback from the beneficiary graduates on the relevance and usefulness of the skills they acquired from training and the problems and issues they faced in finding wage- or self-employment. The study will also get feedback from training providers on the positive as well as negative experiences they encountered in implementing the results-based payment system under the MRITP.

3. Methodology and Scope of Work

The contracted firm is expected to prepare appropriate methodology using a variety of quantitative and qualitative approaches to meet the objectives of both surveys. The methodology and relevant tools should be developed in consultation with the consultants of MRITP, PAG and ADB before administering the fieldwork. The specific tasks of the firm shall include but not limited to the following:

Survey (Quantitative):

- (viii) Define the sampling frames, sample sizes, and sampling design for each of type of survey respondents for each survey;
- (ix) Design questionnaires for each survey, pre-test and finalize;
- (x) Prepare data analysis plan and coding instruction;
- (xi) Orient enumerators and field supervisors on survey questionnaires and conduct field work doing face-to-face interview using the questionnaires;

- (xii) Check collected questionnaires for clarity and completeness and encode into the data base using Statistical Package for the Social Sciences (SPSS) software;
- (xiii) Generate tables based on the analysis plan and analyze.

Focus Group Discussion (FGD) / Interview (Qualitative):

- (iv) Prepare plan to conduct FGDs / interviews for each type of respondents but with participants different from survey respondents;
- (v) Prepare FGD and interview guide questions for each type of respondents for each survey;
- (vi) Organize logistics and conduct FGDs and interviews and prepare report for each FGD and interview conducted in standard format.

Report Preparation:

- (iv) Prepare draft report integrating findings from both the quantitative and qualitative approaches for each survey;
- (v) Present findings in a workshop with PAG and ADB representatives;
- (vi) Revise and finalize report taking into consideration feedback during the workshop.

4. Deliverables for both Baseline Survey and Tracer Study

For each survey, the following reports will be submitted by the consulting firm to PAG and ADB in soft and hard copies:

- (iv) Draft report combining survey and FGD findings including report on each FGD and interview conducted;
- (v) Final Report after integrating feedback from workshop; and
- (vi) Complete data base in soft copy.

5. Selection Process

The selection process will follow ADB's consultant's qualification selection (CQS) guidelines and procedures. The expressions of interest submitted by interested firms will be evaluated by the Procurement Working Group using criteria including, but not limited to, the following:

- (v) Track record and experiences relevant to the tasks described in this TOR;
- (vi) Technical capacity of the firm specifically the individual qualifications of team members that will be involved in the survey and computer facilities;
- (vii) Corporate profile indicating years of operation, core competencies, management systems, and financial resources;
- (viii) Cost quotation for providing the service.

The first-ranked firm will be requested to submit technical and financial proposals. If the proposals are acceptable, the firm will be selected and invited to contract negotiations.

6. Duration of Assignment

Each survey should be completed within a maximum period of 3 months from the day of contract signing. The contracted firm will indicate a detailed schedule of activities in the technical proposal.

7. Coordination

The contracted firm will coordinate closely with the PAG management and specifically with the Skills Training and Contracting Specialist and the MRITP Coordinator in discharging its obligations under the contract.

C. TVET Leadership and Management Training

8. Introduction

TVET managers and senior staff from the lyceums and adult learning centres (ALCs) will undergo intensive training programs to improve their knowledge and skills in administering and managing delivery of competency-based training (CBT) programs in their respective institutions. Through discussions with senior management staff of MOLME, consultation workshops and meetings with directors and senior staff of lyceums and ALCs, it was gathered that TVET managers require training which concentrates on the following areas:

- Strategic planning and administering a demand driven/market oriented TVET system;
- Designing and implementing business and entrepreneurship approach to school management;
- Identifying market-responsive skills training programs specifically competency-based training;
- Training needs assessment and in developing the model/pilot TVET schools with quality training programs responsive to the needs of the labor market;
- Developing and implementing income-generating measures apart from government budget allocation;
- Employer partnerships.

The project will support the implementation of a management training program in planning, organizational, and financial management skills as well as entrepreneurship practices and industry needs identification techniques. For this purpose, a consulting firm will be engaged to develop and implement the said training program.

9. Objectives

The TVET Leadership and Management Training Program will comprise in-country and overseas study visits. The in-country component aims to strengthen the management and entrepreneurial competencies of managers of project TVET

institutions to ensure that needed changes and reforms occur within their respective organizations. The overseas study visit will enable the participants to:

- Familiarize with the policies and administrative measures required to introduce and implement industry demand-driven TVET Programs;
- Acquire first-hand information on the processes and methodologies of implementing competency based training (CBT) system;
- Observe the organizational set-up of TVET organizations and TVET Technology Institutions that implement a competency based training system;
- Identify the problems and issues involved in implementing competency based training, and how to resolve those problems and issues;
- Understand and identify the benefits generated by adopting CBT system in other countries with a developed and well organized competency based TVET system.

10. Scope of Work

The contracted firm will prepare the contents of the training program in coordination with the PAG. Specifically, the firm will:

- (i) Prepare the detailed curriculum and training materials of the program in accordance with the structure and topic coverage, as follows:
 - ***TVET Leadership and Management Training Program (TLMTP) I.*** This is a two-week in-country training program covering the following areas: Entrepreneurship Approach to School Management, Strategic and Business Planning, Performance Based Budgeting, and CBT Delivery System.
 - ***TVET Leadership and Management Training Program (TLMTP) II.*** This is a continuation of TLMTP I. This is a two-week in-country training program to include the areas on Financial Management Information System, Leadership and Policy Making in TVET, Strengthening School-Industry Partnership, Quality Assurance in TVET, and Program Monitoring and Evaluation.
 - ***Overseas Study Visits.*** This is a two-week program which aims to familiarize TVET institution managers with CBT system so that they can effectively implement the system in Tajikistan.
- (ii) Propose criteria to PAG and the Project Working Group (PWG) in selecting the participants for the in-country training and overseas study visits;
- (iii) Deliver the in-country component of the training program to the participants using various training methodology and techniques appropriate to the profile of the participants;
- (iv) Prepare an assessment report on individual participants at the end of each phase of training including recommendation for further professional development.

11. Deliverables

The contracted firm will deliver to the PAG in soft and hard copies the following:

- (i) Course curriculum and training materials of each phase for the in-country training component;
- (ii) Assessment report of each participant on each phase of the in-country training component.

5. Selection Process

The selection process will follow ADB's consultant's qualification selection (CQS) guidelines and procedures. The expressions of interest submitted by interested firms will be evaluated by the Procurement Working Group using criteria including, but not limited to, the following:

- (ix) Track record and experiences relevant to the tasks described in this TOR;
- (x) Technical capacity of the firm specifically the individual qualifications of team members that will be involved in the training program;
- (xi) Corporate profile indicating years of operation, core competencies, management systems, and financial resources;
- (xii) Cost quotation for providing the service.

The first-ranked firm will be requested to submit technical and financial proposals. If the proposals are acceptable, the firm will be selected and invited to contract negotiations.

6. Coordination

The contracted firm will coordinate closely with the PAG management and the workshop coordinator to assist in organizing and implementing the training program.

D. Social Marketing for Primary TVET

1. Background

The project will develop new primary-level technical and vocational qualifications in 5 priority sectors for 17 occupational areas. These will be delivered through 29 selected lyceums and ALCs which will have staff re-trained, buildings refurbished and be supplied with new equipment so they can deliver the new qualifications to a high standard. Delivery of the programs will be through competency-based training; and student assessment will be against the specified industry standards.

In addition, the project has other programs and activities that need to be promoted through information campaign to create awareness and encourage positive response from target audiences. These include:

- **Market Responsive and Inclusive Training Program (MRITP).** A program designed to provide training opportunities to the disadvantaged and vulnerable as well as respond to urgent skills needs of major investment projects. The scheme will identify eligible short training programs for targeted

beneficiaries and invite public and private training providers for delivery through open tender.

- **Gender Equity Model Training Program (GEMP).** A program designed to encourage girls to pursue non-traditional occupations in the lyceums, aiming to improve their skills and employability as well as their incomes.
- **Skills Conference.** An activity planned for year 4 of project implementation to allow participating training providers, industries and Industry Sector Working Groups to showcase activities and achievements that support the implementation of the CBT approach to workforce development.

The project will engage the services of a marketing firm to develop and implement an integrated social marketing plan for the project as a whole and for some of its specific programs and activities.

2. Objectives

The key objectives of the social marketing campaign are as follows:

- To counter the commonly-held perception in Tajikistan and elsewhere that careers in technician and technological fields are of low status; and that advanced academic education is to be preferred over training leading to technical and vocational qualifications;
- To raise the image of TVET among the public and encourage young people to enroll in the new TVET programs particularly in the five priority sectors thereby boosting enrolments in lyceums and ALCs where there is very often spare capacity;
- To change the mindsets of parents and those who influence them to accept the fact that women also should take part in technical and vocational education and training;
- To promote awareness over the MRITP and the GEMP particularly among women and vulnerable groups, their families and communities and encourage participation in these programs.

3. Methodology and Scope of Work

The selected marketing firm will have the following responsibilities:

- (i) Prepare a comprehensive social marketing strategy providing: (a) a clear definition of the various target audiences (both primary and secondary), their unique identification, perceived risks/barriers and the determinants of the desired behavioural changes; (b) key messages and the mix of media and outreach channels (TV, radio, newspapers, posters, public events, direct mail, workshops, advocacy events, etc.) per audience segment ; (c) indicators against which improvement in attitudes and behaviors can be measured and reported;
- (ii) Develop a multi-media and multi-channel communications plan in the Tajik language comprising the key messages, the mix of media and outreach channels per target audience, roles and responsibilities of key partners and

identification of their training and capacity development needs as well as the communication dissemination plan;

(iii) Align the communications/media plan to and complement the schedule of outputs and activities of the overall project. In this regard, the agency will clearly outline phase-wise delivery of communications materials and activities including:

- Creation of media materials and creative concepts which will successfully convey the desired messages to the target audiences and undertake pre-testing of all media materials developed;
- Purchase and/or organize the airing, placement and distribution of the media materials (e.g. television broadcasting time, radio slots, space in printed media -newspapers, magazines, billboards);
- Development of indicators for regular monitoring and updates on the campaign. This should include technical aspects both for process and outputs: monitoring the timely dissemination of materials as well as audience feedback on messages, media materials and channels
- Working closely and maintaining good relations with various media partners e.g. television station, radio broadcasting station, newspapers / magazines and others as needed, in order to obtain data on the success of the particular action (e.g. circulation, audience);
- Ensuring a uniform look and feel that will embody the wide range of media materials and activities. The utmost care should therefore be taken to ensure common branding - that the campaign presents a consistent message with clear links between the various media materials;
- Ensuring that the media materials make necessary references to recognize the MOLME and the Asian Development Bank, both of which support the campaign.

(iv) Provide briefings to PAG staff and related information units within MOLME to build their understanding on social marketing and their capacity to manage and monitor the campaign at different stages of the campaign, as follows:

- During the course of design and development of materials, help manage relationships with a wide range of stakeholders, including government officials/ agencies, representatives of private enterprises and local communities, printers, artists and others, to facilitate delivery to deadlines and maximize value for money;
- During the course of the consultancy, regularly consult and update related staff from the Communications Officer, the Gender Specialist, Skills Training and Contracting Specialist, MRITP Coordinator, and others as appropriate on the communication strategy, plan and activities;

- (v) Develop the terms of reference for a media study to be undertaken at the end of the campaign to evaluate the reach and effectiveness of the campaign for disseminating the messages through the identified channels correctly and consistently. This activity is to be carried out by an external research and evaluation firm.

4. Deliverables

The contracted firm is expected to deliver the following outputs:

- (i) Social marketing strategy with campaign and media plan;
- (ii) Creative/original work and final printed materials developed for the campaign;
- (iii) Indicators for the regular monitoring of the campaign;
- (iv) Media monitoring reports;
- (v) Advocacy package and materials for project institutions outreach programs and industry gathering/ briefings;
- (vi) Terms of reference for the media impact study;
- (vii) Quarterly reports during the duration of the campaign (in most suitable format) providing statistical data and analysis on the impact of the campaign. Quarterly reports must also provide updates on the use of the budget; and
- (viii) Final report with an overview of the total impact of the campaign, highlighting lessons learned and future recommendations as well as comprehensive documentation supporting the use of the budget, not later than two months after the campaign is concluded.

12. Selection Process

The selection process will follow ADB's consultant Qualifications Selection (CQS) guidelines and procedures. The expressions of interest submitted by interested firms will be evaluated by the Procurement Working Group using criteria including, but not limited to, the following:

- (i) General and practical knowledge on marketing, communications and attitudinal change; the social marketing professionals within the agency must be communication and attitudinal change experts able to promote a social concept within a marketing context;
- (ii) Knowledge of advertising media: the advertising agency to be selected must be up-to-date on the latest technologies in using communication media as means of diffusion of the messages, knowing what can be done with the conventional media - newspapers, radio, television, internet, outdoor - and what can be achieved through unconventional media like events;
- (iii) Ability to undertake the production of the variety of media materials or be able to purchase the media;
- (iv) Compliance with the laws and regulations of the Government of Tajikistan applicable to advertising activities and agencies; and
- (v) Capability to produce all the multi-media materials in Tajik.

The first-ranked firm will be requested to submit technical and financial proposals. If the proposals are acceptable, the firm will be selected and invited to contract negotiations.

13. Duration of Engagement

The contract will be for a total of 18 months spread through four years project implementation period. This will include 30 days for the development of all media materials and consultations/ agreements with various media for implementation of

media plan in the first year; 20 days to organize the proposed Skills Conference; and 20 days for the analysis and reporting on media monitoring (quarterly reports) during the Project.

7. Coordination

The firm will report to the PAG Project Manager of MOLME. Coordination with the other consultants involved such as the Gender Specialist, Skills Training and Contracting Specialist, and MRITP Coordinator will be facilitated by the procurement Officer.

PLAN FOR THE ADOPTION OF A TVET QUALIFICATIONS FRAMEWORK FOR TAJIKISTAN

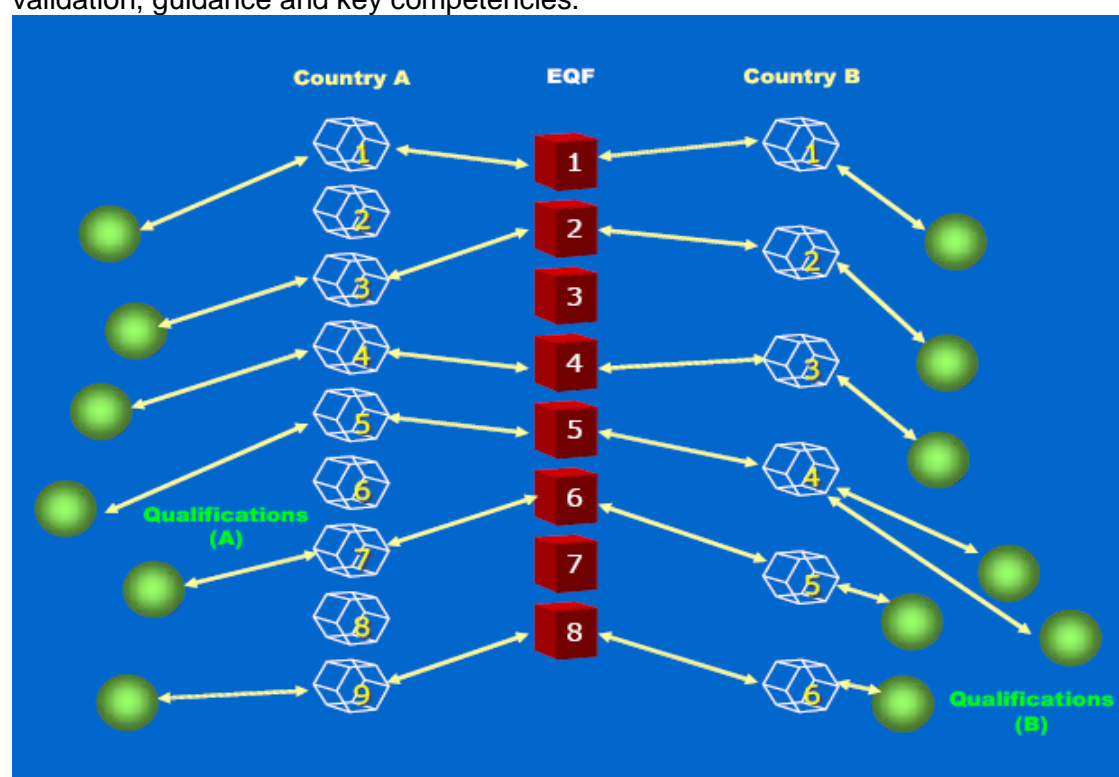
A. Introduction

1. It is planned that the ADB Project will use the first four levels of the European Qualification Framework (EQF) eight level classification system for the new competency-based qualifications in Tajikistan. During the Project, the descriptors may be edited to ensure suitability for Tajikistan. Over time it is proposed that the eight level EQF be adopted as the framework for all TVET qualifications in Tajikistan to promote international benchmarking of qualifications and the international recognition of the skills of migrant workers.

2. Each of the levels of the EQF is defined by a set of descriptors⁶³ indicating the learning outcomes relevant to qualifications at that level.

B. European Qualifications Framework

3. EU Heads of Government at their meeting in Brussels in March 2005 requested the development of EQF. The framework was established to be a common reference point to enable qualifications frameworks and systems at national and sectoral level to be related to one another. A principal function of the EQF is to strengthen mutual trust, to reduce barriers to learning and to promote labor market mobility across borders. The core of the EQF is a structure of learning outcomes (incorporating knowledge, skills and wider personal and professional competencies) in an 8 level hierarchy. Individual qualifications awarded at national or sectoral level now contain a clear reference to the EQF, for the benefit of citizens. The EQF has a common set of principles and procedures, notably on quality assurance, validation, guidance and key competencies.



⁶³ See Appendix 5. Descriptors defining levels in the European Qualifications Framework (EQF)

4. The EQF has not been developed as a way of standardising national structures, which may for example require adoption of a smaller or greater number of levels. Ireland prepared a referencing of the Irish Framework to the EQF levels, as follows:

| NFQ (Ireland) | EQF |
|---------------|-----|
| 1&2 | 1 |
| 3 | 2 |
| 4 | 3 |
| 5 | 4 |
| 6 | 5 |
| 7&8 | 6 |
| 9 | 7 |
| 10 | 8 |

C. Vocational Qualifications Framework for Tajikistan

5. Qualifications Frameworks are commonly established to support a national response to pressures caused by the significant workplace and labor market changes which have occurred world-wide in the last decades. Globalization has resulted in many industries being restructured and new services and products having to be developed. The nature of work has often changed, with a greater demand for flexible, multi-skilled workers, who can take responsibility for quality, and who can work in teams in a flat management structure. Demarcations between traditional occupations are breaking down, resulting in the need to rebalance the focus of education and training from fixed occupations to broader industries. In addition there is now an increased desire in many economies, to cater for the unemployed, young school leavers, and older workers displaced as a result of structural changes in industry; and to respond to pressures for a more inclusive approach to education and training, giving all people more equitable access to the workforce.

6. Qualifications frameworks respond to a wish for education and training to be available life-long not only in formal training institutions, but also in the work place and the community; with valid certification being achievable for the acquisition of all skills and knowledge, no matter how modest. This formal certification should be open to those in the informal economy, many of whom may have skills, but no formal qualification, thereby enabling them to be competitive while remaining in the informal economy. Consequently fully developed frameworks have qualifications:

- ✓ With a “whole of industry” focus rather than being based on a single occupation or job with a restricted and static skill-set;
- ✓ Which are the basis for life-long learning and continuing flexible skills acquisition;
- ✓ Which integrate the development of skills, knowledge, attitudes and values;
- ✓ Which give workers options, as the nature of work changes and the effects of globalization become even more apparent.

7. At its most simple, a qualifications framework will provide a sensible structure for qualifications, promoting high quality and relevance. A qualifications framework should be seen as just one component, and not the totality, of a wider human resources development

strategy. The features of the desired qualifications framework for the Ministry of Labor in Tajikistan should be determined in that context by stakeholders, after considering what is feasible and affordable given the available human and other resources, and in line with the major national policy ambitions. Commonly a single unified national qualifications structure promotes life-long learning and international mutual recognition. The framework can be thought of as a skills recognition system which makes clear the learning outcomes to be achieved and through which all achievements can be recognized. Such a framework can encourage the systematic development by stakeholders of competency standards and qualifications across all levels of the skills value chain. Assessment may take place in institutions, workplaces, community locations, and in recognition of prior learning. A framework should aim to promote a multi-skilled, flexible workforce and have a resolute focus on supporting the national human resources development strategy.

8. The establishment of a qualifications framework, with the strong involvement of industry, professional bodies, and community stakeholders, will provide Government with a strategic platform that it has not had previously for ensuring that all of the strategies for technical and vocational education and training are linked to one another and support national development objectives. Export earnings and rewarding employment opportunities, domestically and internationally, can be increased through proactive sector-wide industry planning and development strategies stimulated by the vocational qualifications framework through which stakeholders identify required workforce and professional standards at all levels.

9. Many countries with complete national qualifications frameworks have up to 4 initial levels of industry-led certificates, 2 levels of diploma followed by several levels for higher education. For initial consideration the following is suggested for a future 7-level vocational qualifications framework for Tajikistan:

| POSSIBLE TAJIKISTAN VOCATIONAL QUALIFICATIONS FRAMEWORK FOR CONSIDERATION | |
|---|--------------------------------|
| LEVEL | QUALIFICATIONS TITLES |
| 7 | Applied TVET Bachelor's Degree |
| 6 | Diploma |
| 5 | Diploma |
| 4 | Certificate |
| 3 | Certificate |
| 2 | Certificate |
| 1 | Certificate |

10. It is planned that initially a four level qualifications structure be adopted for Primary TVET qualifications awarded through the MOLME. In the future it may be possible to expand that to other Ministries and to higher levels.

D. National and International consultants

11. Three consultants (TORs are in the PAM) have responsibility for introducing stakeholders to the EQF levels and for securing support for their adoption by MOLME, namely:

- Competency Standards and Assessment Tools Development Specialist (International)
- CBT Systems and Quality Assurance Specialist (International)
- CBT Development Coordinator (national)

E. Consultation and Recommendation

12. The consultants will need to work with the following groups to secure support for the use of the 4 EQF levels for classification of the new qualifications:

- The Department of Primary Vocational Education and Adult Learning (DPVEAL) of MOLME
- The Industry Sector Working Groups
- The national competency standards facilitators
- Staff of the MOLME
- Center for Training Methodology and Monitoring of Education Quality (CTMMEQ)
- Engineering Pedagogical College in Dushanbe (EPCD)

13. Consultation should also include consideration of any editing of the descriptors so as to make them more suitable for Tajikistan, while generally Procedures and guidelines will follow those recommended originally by CTMMEQ except for some changes in the procedures for conduct of competency assessment where the responsibility of preparation and issuance of competency certificates and maintenance of data base of registered workers assessed and certified will be with the Department of Primary VET and Adult Education of MOLME. Maintenance and safekeeping of occupational standards and competency assessment tools, curriculum and learning materials will be with the CTMMEQ. Occupational standards, curriculum and learning materials can be considered public documents and can be uploaded in the MOLME website so that it can be accessed at any time. Competency assessment tools are controlled documents. To maintain its integrity the assessment tools can be accessed following the procedures set for the conduct of competency assessment preserving the hierarchy across the levels and future benchmarking with EU nations using them.

F. Guidelines and Procedures for CBT

14. It will be important for the MOLME to formally adopt a set of Guidelines and Procedures to support the implementation of CBT. These are outlined in Appendix __ to the PAM. It is proposed that these be formally adopted by the TVET Division of the MOLME along with the level descriptors. That will promote consistency in the formatting and implementation of the competency standards throughout MOLME.

| No. | Proposed Activities | Responsibility |
|-----|--|--|
| 1 | Meet with DPVEAL of MOLME to explain the planned use of the EQF levels to classify the competency standards | CBT Systems and Quality Assurance Specialist with the CBT Development Coordinator |
| 2 | Explain the planned levels to staff of the CTMMEQ and the EPCD and to the selected facilitators for the competency standards development | Competency Standards and Assessment Tools Development Specialist and the CBT Development Coordinator |
| 3 | Explain the planned use of the levels to the members of the Industry Sector Working Groups | Competency Standards and Assessment Tools Development Specialist |
| 4 | Outline the levels to the project Inception Workshop and foreshadow more levels and a full qualifications framework in the future | CBT Systems and Quality Assurance Specialist |
| 5 | Convene a workshop with the national | CBT Systems and Quality |

| | | |
|---|--|--|
| | facilitators for the development of competency standards, and representatives of the MOLME and the Industry Working Groups to review the descriptors of the 4 levels of the EQF to be used to classify the new qualifications and to adopt any suitable modifications for Tajikistan | Assurance Specialist; CBT Development Coordinator; Competency Standards and Assessment Tools Development Specialist |
| 6 | Recommend to DPVEAL the formal adoption of the revised 4 level TVET qualifications structure; noting possible future expansion and use as a national qualifications framework; | Team leader with the CBT Development Coordinator |
| 7 | Work with the staff of the CTMMEQ to finalise the guidelines and procedures for the development of the competency standards; | Competency Standards and Assessment Tools Development Specialist |
| 8 | Meet with the DPVEAL of MOLME to propose the formal adoption of the CBT guidelines and procedures | Team Leader; Competency Standards and Assessment Tools Development Specialist; CBT Systems and Quality Assurance Specialist; CBT Development Coordinator |

SOME LEGAL ISSUES TO BE ADDRESSED IN THE INTRODUCTION OF COMPETENCY-BASED TRAINING IN LYCEUMS AND ADULT LEARNING CENTERS

A. Introduction

1. Until the recent transfer to the Ministry of Labor, Migration and Employment (MOLME), the lyceums were the responsibility of the Ministry of Education and Science (MOES). Catering mainly to school students with only modest academic achievement, the lyceums offer one and two year full-time programs. These are seen as an extension of secondary schooling with training programs having a mix of general education and introductory vocational education. State examinations, conducted at the end of the programs, enable the lyceums to award a national Diploma. The MOES has authority over the curriculum for the lyceums and, while the final state examinations are locally set, assumes national responsibility for the final awards to students. This is broadly in line with common international practice where central Ministries of Education take responsibility for national curriculum so as to protect and support the development of young people. Government overview of what is taught in primary and secondary schools is a common international concern.

2. The Adult Learning Centres (ALCs), on the other hand, offer mainly short training programs and are fully under the control of the MOLME. This includes full responsibility for curriculum, student assessment and certification.

B. Policy and Legal Issues

3. Through the project, it is envisaged that representatives of national industry will be convened for the 5 priority sectors to identify the competencies of high performing workers in 17 occupations. These sets of skills will be carefully documented as competency standards to provide a solid basis for the development of curriculum for short training programs and to provide the standard for student assessment. The training programs will be delivered through the 21 project lyceums and the 7 project ALCs. Assessment of students will be against the industry-specified competency standards and will be conducted by assessors from industry.

4. In the ALCs which offer only short courses, it appears that student assessment and certification can be implemented without any legal barriers. However, it will be worth double-checking the law on this matter.

5. In the case of lyceums which offer 1 year and 2 years diploma programs, the curriculum comprises both general education and vocational education components. The project will transform the vocational education component into competency-based training (CBT) curriculum. The CBT curriculum which will be developed based on industry set competency standards are expected to be mostly of around 3 months average duration. That will vary somewhat from occupation to occupation depending upon complexity and skill level. The vocational component can comprise a number of related short courses or same courses with progressively higher competency levels. The 1 or 2 year diploma programs therefore will have general education component in traditional curriculum format and vocational education component in CBT curriculum format. At the end of the program, the students will take the usual state examination to obtain the award for a diploma. At the same time, it is proposed under the project that the student be assessed separately for the potential award of a competency-based skills certificates for each of the short CBT courses comprising the vocational component.

6. This will be a novel development for the lyceums. Students currently receive a generic school-leaver diploma which is a key document for employment (mainly) in Russia. Awarding a certificate of competency in a specific vocational area through a lyceum is quite new. Given the large numbers of migrant workers traditionally absorbed into the Russian economy, employment outcomes from the diploma have been quite high but mostly in unskilled jobs. The award of vocational competency-based certificates offers an opportunity to change the mindset from awarding a general diploma as a ticket to unskilled jobs, to awarding an occupational certificate for skilled employment in the nominated occupational area. It will be important that data gathering make this distinction. Simplified statistics on employment may not necessarily distinguish between occupationally skilled and unskilled (yet still employed) workers.

C. Recommended Actions

7. At the beginning of the project, it is proposed that the MOLME discuss and clarify with the MOES the change in the curriculum structure and format of the 1 and 2 years diploma programs of the lyceums as comprising general education component in traditional curriculum format and vocational education component in CBT curriculum format. The MOES should be asked to agree that the CBT short courses comprising the vocational component delivered as part of the full lyceum programs be separately certificated. The MOLME should issue the short course certificate. The state examinations will remain and the diploma will also be issued by MOES at the conclusion of the full 1 or 2 year program. Successful students would therefore receive the generic diploma as well as an occupationally-specific skills certificate assessed against industry set competency standards.

8. A medium term objective would be to work with the MOES and other central government agencies, to secure the legal right for MOLME to set curriculum, to assess students and to award national certification to lyceum students. This will allow the MOLME to implement a CBT approach through national competency standards for the complete lyceum training programs. That would also provide the chance to review the nature of the general education component in the lyceums and to address more fundamental issues around the role of lyceum training in national workforce development.

D. On TVET Teachers and Masters

9. The introduction of CBT represents a paradigm shift in workforce skills acquisition. Theory and practice are now merged. The prime focus is now on competency. A suitable generic and simple definition of competency could be:

The possession by workers of what they are expected to know and to be able to do together with the capacity to apply that skill and knowledge to new situations and environments.

10. This definition stresses that competency is much more than the possession of knowledge or of a set of individual work-related skills. This integrated approach can underpin the requirements of modern team-based management practices, and in particular the transfer of significant responsibilities to front-line workers. In defining competency, prime considerations are the need to determine attributes rather than list atomised skills and the desirability of including broader more generic or core competencies, such as the ability to work in teams, to problem solve and to use new technology. It is also important to focus on the ability to apply the building blocks of competency in specified but also unexpected contexts and with a demonstrated commitment to ongoing learning and improvement.

11. The current situation in Tajikistan is that TVET theory and practice are kept separate. It is understood that lyceum teachers and masters are recruited direct from year 11 and

given training in technical skills before beginning their careers as teachers or as masters (practical demonstrators). During the three years training they have an internship for practical experience in industry. Teachers for the Technical Colleges are drawn from universities. This is not a system designed to produce work-ready TVET graduates and high performing workers. Teachers and masters should have solid industry work experience and consequently be in a position to provide realistic training for their students. At the very least there needs to be a major component of industry work experience within the Pedagogical College program.

12. Far better is the model used elsewhere, where experienced and high performing workers and supervisors are recruited into TVET teaching. These experienced industry practitioners are then given training in teaching, learning and assessment. With this model there would clearly be a need to lift teachers' salaries so as to attract experienced workers into TVET teaching from industry. This has fiscal implications for government and for the owners of private training centers. There may however be savings as the roles of teachers and masters are merged. Merging the two roles is appropriate when CBT is the training modality, given that CBT does not stress theoretical competence but workplace competence. With this approach, TVET teachers would be recruited with advanced TVET qualifications in the skill areas in which they would be teaching. They would then be offered pedagogical training. There are good international models available to guide developments in Tajikistan.

13. To achieve such a change in the delivery of TVET in Tajikistan, it will require significant investment in TVET teacher training, in particular for the lyceums and technical colleges. New institutions (or dedicated units within existing training institutions) may need to be created to invest in a sustained manner in the vocational, technical, pedagogical and TVET management skills within the public and private sectors, to build capacity and to promote the up - skilling of TVET teachers (and industry trainers) in the management of quality, and in competency-based training and assessment. The institutions will need to have resources to place existing teachers in industry to increase their hands-on technical skills.

14. It is proposed that these issues be carefully looked into by the MOLME during the project and that there be an analysis of the required changes in existing laws and regulations to progressively dismantle the current teacher-master system and move to establishing a unified and technically qualified TVET teaching force.

REGIONAL RESOURCE CENTERS

A. Introduction

1. The project will support the capacity building and facilities upgrading of 21 lyceums and 7 adult learning centers (ALCs) located in all 4 regions of the country and in Dushanbe city and the implementation of their programs. Among the major programs will be the competency assessment and certification of graduates as well as “walk-in” workers particularly the returning migrants who want the skills they acquired through work experience or other means such formal or informal training formally recognized and certificated.

2. In addition, a project component called the Market Responsive and Inclusive Training Program (MRITP) will also be implemented nationwide with the participation of public and private training providers including training centers, industry associations, enterprises, and NGOs. The MRITP is designed to make the project more inclusive by providing training opportunities to the disadvantaged and vulnerable and, at the same time, give the project flexibility to respond to urgent skills needs of major investment projects.

3. In order to facilitate the implementation of competency assessment and certification and the MRITP and other project activities, 4 project institutions, one in each region, excluding Dushanbe since the central management will be there, will be designated as Regional Resource Centers (RRCs). The management of the Ministry of Labor, Migration and Employment (MOLME) has designated the following institutions as RRCs:

- ALC in Kanibadam
- Technical Vocational Lyceum in Kurgan-Tube
- Technical Vocational Construction Lyceum in Kulyab
- Technical Vocational Lyceum in Shahrinav

4. The selection of project institutions to be designated as RRC by MOLME was based on strategic location, population density, and capacity in terms of available facilities and staff. Two RRCs were designated in the Khatlon region as it has the largest number of people (about 3 million) accounting for 36% of the country’s population.

B. General Functions

5. In addition to their regular education and training activities, the RRCs will serve as the focal point for coordinating and supporting the following activities of the project in their respective regions:

- **Assessment and Certification.** The strategy for developing and implementing an assessment and certification system is given in Attachment 1. In general, the main functions of the RRCs for this activity are as follows:
 - Serve as information center on matters related to competency assessment and certification including application/registration procedures, schedule and venue of assessment, assessment fees, etc., and venue for orientation of workers;
 - Mobilize or recruit industry experts in the region to be trained and accredited as competency assessors and provide training venue;
 - Provide venue for assessment and certification for occupations or trades where it has the necessary equipment or arrange the activity in other lyceums or ALCs where they are better suited venue for certain trades or occupations;

- Maintain a database on the results of assessment and certification activities in the region.
- **Market Responsive and Inclusive Training Program (MRITP).** The main functions of the RRC for this activity are as follows:
 - Serve as information center for MRITP in the region disseminating information campaign materials and conducting orientation to potential beneficiaries and training providers and the community in general;
 - Distribute and collect forms for expression of interest (EOI) and request for proposal (RFP) for training providers in the region interested to participate in the tender of MRITP;
 - Monitor implementation progress and training outcomes of contracts awarded and maintain a database of MRITP in the region.
- **Other services.** As a resource center, the RRC will provide technical assistance by way of teachers/masters training, development of curriculum and learning materials, provision of small tools and equipment, etc., to other lyceums and ALCs in the region not supported by the project. This will expand the capacity primarily of the ALCs to respond to the urgent need for basic training and skills upgrading including entrepreneurship training for self-employment.

C. Staffing

6. Each RRC will be assigned a full-time RRC Coordinator who will be assisted by existing staff. The existing staff will be trained on how to handle their added responsibilities. The terms of reference of the RRC Coordinator is as follows:

RRC Coordinator (4 National – 60 person-months each). The RRC Coordinator will serve as focal person in coordinating project activities particularly, but not limited to, the competency assessment and certification of graduates and “walk-in” workers and the implementation of Market Responsive and Inclusive Training Program (MRITP) in the region. The Coordinator must have at least 10 years of experience in management position of an educational and training institution and/or industry. The Coordinator will report to both the Director of the lyceum or ALC designated as RRC in the region and to the Project Manager of the PAG at the central office of MOLME in Dushanbe. The Coordinator will carry out the following duties and responsibilities:

- (i) Assist the ICT Officer of the PAG in developing a data base for assessment and certification, MRITP and other project activities in the region linked to the central data base in the PAG and training of the RRC staff how to operate the data base;
- (ii) Link with information centers for returning migrants to identify occupations of most returning migrants and identify migrants who had gained expertise working abroad;
- (iii) Together with the Industry Partnership Specialist, mobilize/recruit industry experts in the region to be trained as competency assessors and assist in organizing the training;
- (iv) Identify other lyceums or ALCs in the region that could serve as assessment centers for trades or occupations that could not be done in the RRC;

- (v) In coordination with the Competency Standards and Assessment Tools Development Specialist, arrange training of RRC staff on how to manage assessment and certification activities;
- (vi) In coordination with the Competency Standards and Assessment Tools Development Specialist, arrange training of industry experts (this may include expert returning migrants) to develop assessment tools and to conduct the assessment;
- (vii) Prepare schedule of assessment and certification to be conducted in the region, disseminate information, and conduct orientation sessions for workers;
- (viii) With the assistance of RRC staff, organize the conduct of assessment and certification in the designated venues and ensure that record of results are entered in the RRC data base;
- (ix) Coordinate with Curriculum and Learning Materials Development Expert and CTMMEQ to design the training program for returning migrants based on competency gap identified in the assessment process;
- (x) Disseminate information materials on MRITP prepared by the social marketing firm engaged by the project and conduct orientation to potential beneficiaries and training providers;
- (xi) In coordination with the MRITP Coordinator and the Procurement Specialist of the PAG, invite public and private training providers in the region to submit proposals for MRITP programs being tendered for delivery;
- (xii) In coordination with the Monitoring and Evaluation (M & E) Specialist of the PAG, monitor implementation of the awarded MRITP contracts in the region;
- (xiii) Prepare monthly progress report on the project activities in the region in accordance with the approved reporting format of PAG.

D. Budget

7. A total of \$2.5 million will be provided to support the RRCs in carrying out their additional functions (Table 1). Except for the refurbishment of administrative areas and meeting/orientation rooms and provision of computer hardware and software for databases, the budget for rehabilitation of workshops and provision of equipment for training and assessment and certification are already included in the allocation for facilities upgrading of selected lyceums and ALC among which are the RRCs. Included in the budget is the capacity building of the Department of Primary Vocational Education and Adult Learning (DPVEAL) of MOLME which will serve as the Central Resource Center (CRC) in Dushanbe particularly on assessment and certification function.

Table 1: Budget Support for Regional Resources Centers

| No. | Item | Total for 4 RRCs (\$) |
|-----|--|-----------------------------|
| 1 | Refurbishment of administrative areas for receiving workers, students/trainees inquiring about the services of RRCs | 80,000 |
| 2 | Refurbishment of rooms for conducting orientation on assessment and certification and on MRITP and other activities | 75,000 |
| 3 | Computer hardware and software for the development of databases for assessment and certification and MRITP and training of RRC staff to operate the system | 30,000 |
| 4 | Training for staff of the RRCs so they can establish and manage "walk-in" assessment services | 10,000 |
| 5 | Additional training programs for development of standards and assessment tools and training of a bigger cadre of industry assessors for the 5 priority sectors | 80,000 |
| 6 | Assessment for up to 25,000 "walk-in" workers @\$20 | 500,000 |
| 7 | Provision of top-up training to up to 30% of those assessed who fail to meet the standards @ \$50 | 375,000 |
| 8 | Support to Department of Primary VET and Adult Education of MOLME as Central Resource Center (CRC) in Dushanbe: | |
| | Training for the staff of the department in establishing a national quality assured assessment system | \$10,000 |
| | Funding for annual workshops for assessors to promote national consistency of assessment | \$50,000 |
| | Funding for the department to design and print a national CBT certificate and to program necessary security features | \$50,000 |
| | Additional computers and printers for the department to support the national assessment and certification database | \$50,000 |
| 9 | Technical assistance to other lyceums and ALCs which are not among the project institutions (training of teachers and masters, curriculum and learning materials development, small tools and equipment, etc.) | 1,190,000 |
| | Total | \$2,500,000 |

ASSESSMENT AND CERTIFICATION PROGRAM FOR MIGRANT WORKERS AND TRAINING GRADUATES

A. Background

1. Returning migrant workers (who most likely will have departed as manual laborers) will bring back new skills and knowledge, international work experience, and any accumulated capital additional to remittances already sent home. These benefits from worker migration can be enhanced if Tajikistan has in place systematic policies and procedures to ensure the successful reintegration of the migrant workers into purposeful employment or self-employment, taking full advantage of their new knowledge and skills. These may include national registration and profiling procedures. Advisory services can assist workers to invest any capital wisely - and hopefully productively; and can help them to secure work, or self-employment, so as to make full use of their new skills to support national development. There should be equal access to services for all returning workers.

2. The assessment and certification program recognizes that people gain knowledge and skills through formal, non-formal and informal learning and therefore certification of competence need not require attendance in formal training courses. There is ample international precedent and good practice available to support the general concept of recognizing prior experiential or uncertificated learning. National certification agencies use the Recognition of Prior Learning (RPL) as a process to allow candidates an opportunity to demonstrate their knowledge and skills through evaluation of documentation, together with a series of assessments specifically designed to assist them to display their competence. At the end of the assessment process the candidate can be issued with credit linked to the national vocational qualifications, or can be awarded a full vocational qualification.

B. Objectives

3. The overall objective of the program is to provide a mechanism for formally recognizing the knowledge and skills acquired by workers, particularly the returning migrant workers, through formal, informal or non-formal means in order to enhance their capacity to access opportunities to fully utilize such skills and international work experience for their benefit, their families and their country through wage-employment or self-employment in the domestic or overseas labor markets.

C. Program Components and Activities

4. The assessment and certification program comprises several components and activities that relate with the other components of the project and therefore entails close coordination with the rest of the project.

1. Information Center and Database

5. Information centers will be set up at the central offices of the Ministry of Labor, Migration and Employment (MOLME) in Dushanbe and at the Regional Resource Centers (RRCs) in the four regions of the country. The information center will provide an adequate visitor area where workers and/or their families can inquire, among other things, about:

- Registration procedures and schedule of assessment and certification to have their skills recognized;

- Available training programs for basic skills training or skills upgrading for women, youths, unemployed adults, retuning migrant workers;
- Available jobs or opportunities for apprenticeships in local or foreign enterprises;
- Potential credit providers for those interested to set up business, etc. The center will build and maintain a database on these areas.

6. Specifically for returning migrant workers, the RRC Coordinators will maintain a communication link with public and private agencies or institutions to gather data on their profile. With this profile the RRC coordinator can identify the top occupations of the returning migrants some of which these occupations may already be included in the 17 occupations supported by the project or maybe one of the occupations chosen by a training provider under the MRITP. The RRCs will maintain a database on this and on the other areas mentioned above.

2. Competency Standards

7. Several approaches are used for development of competency standards⁶⁴. To save resources and facilitate labor mobility, a developing country may adapt selected occupational standards from other developed and developing countries for internal use, particularly those that are international in scope.

8. Adaption of selected occupational standards will involve a workshop with industry expert panel to adapt to local standards. Validation of the standards can be done by either observation of workers on the job or field interview of expert workers. Editing of output will be done centrally at the Center for Training Methodology and Monitoring of Education Quality (CTMMEQ) by the language editors.

9. In the implementation plan for development of competency standards and curriculum and learning materials, the Competency Standards and Assessment Tools Development Specialist trains 8-10 facilitators. This number can be increased to 15 facilitators. Aside from staff of CTMMEQ and the Engineering Pedagogical College in Dushanbe (EPCD), facilitators can also be chosen from the Lyceums and ALCs.

10. After the training of these facilitators in second quarter of year 1, five of these facilitators will be assigned to facilitate workshops for the development of the competency standards and assessment tools of the 17 selected occupations as planned. In parallel, the other 10 facilitators will be assigned to lead the development of competency standards and assessment tools for the top occupations of returning migrants.

3. Assessment Tools

11. The members of the industry expert panel who were invited in the adaption of the international standards to local standards will also be invited to assist in the development of assessment tools. An important component of the training of facilitators for the development of assessment tools and training of assessors will be the use of RPL as an assessment strategy. The international expert on competency standards and assessment tools may adapt international practices in the use of RPL. An example is the use of prior learning toolkit

⁶⁴ http://www.unevoc.unesco.org/e-forum/A_Framework_for_Defining_Training_Standards.pdf

by Scotland⁶⁵.

12. RPL is known by many names in different countries. It is APL (Accreditation of Prior Learning), CCC (Crediting Current Competence), or APEL (Accrediting Prior Experiential Learning) in the UK, RPL in Australia and New Zealand, and PLAR (Prior Learning Assessment and Recognition) in Canada (although different jurisdictions within Canada use RPL and RCC (Recognition of Current Competence). France has a more sophisticated system in which assessment is known as 'Bilan de competences', 'Bilan des competences approfondi', or 'Validation de Acquis des Experiences (VAE)'. Regardless of the title, all are the same and all are RPL⁶⁶.

4. Training of Assessors

13. The regional ALCs will be able to draw industry assessors from the central pool established at the MOLME. To fast track the training of competency assessors, training will be conducted immediately right after development of assessment tools. Training of facilitators for assessment tools development and assessors training will be done centrally at the CTMMEQ. Workshops for the development of assessment tools and training of assessors will be done simultaneously at the CTMMEQ and at the four RRCs.

14. With the assistance of the international and national expert on industry partnership and in coordination with other government ministries, CTMMEQ and RRCs will invite as many possible candidate competency assessors. Other possible candidates as competency assessors are expert returning migrants. The RRC coordinators will communicate with the CBT workshop coordinator on preparation for the conduct of the workshops.

15. The international expert on CBT systems implementation and quality assurance will train RRC staff on the systems and procedures for the conduct of assessment and preparation of reports to ensure validity, reliability and fairness of the assessment process.

16. Assessors must be committed to on-going training and be prepared to take part in updating training as required. They should also be committed to maintaining knowledge and relevant experience in the area in which they assess or in assessment. Assessors may also need to take part in national consistency of assessment training and related moderation of assessment activities. Assessors should identify any conflicts of interest they may have from assigned assessment activities. Assessors may be called upon to assist with the resolution of appeals against assessment decisions.

5. Assessment Centers

17. Based on the list of occupations where competency standards have been developed, the RRC Coordinators in consultation with the Department of Primary Vocational Education and Adult Learning (DPVEAL) will identify and designate suitable lyceums and ALCs in their respective regions as assessment centers for specific trades or occupations. The RRC may augment the workshop facilities of the designated assessment centers with additional tools and equipment as necessary.

6. Conduct of Assessment

⁶⁵ http://www.sqa.org.uk/sqa/files_ccc/RPLToolkitUpdatedDecember2010.pdf

⁶⁶ [en.wikipedia.org/wiki/ Recognition of prior learning](http://en.wikipedia.org/wiki/Recognition_of_prior_learning).

18. The RRC coordinator shall conduct orientation to candidates for assessment on the procedure to be followed for RPL. The candidates will be assisted in the preparation of their individual competency profile. On assessment day the assessor will validate this profile through other methods of assessment such as demonstration of practical skills or as defined in the assessors guide.

19. After the assessment the RRC coordinator will be responsible for ensuring confidentiality of all rating sheets used during the assessment. The RRC coordinator will also ensure that all reports are properly prepared and transmitted to the DPVEAL of MOLME.

20. In assessing entrepreneurial skills, two sets of cross-cutting skills are critical in many industries and occupations: business skills and employability skills. The range of skills to be addressed in basic business skills could support both direct employments in service and retail industries. Skills identified include marketing, bookkeeping, administration, purchasing, customer services, and computer skills.

21. The CBT Coordinator at the PAG office can coordinate with the Tajikistan universities for existing assessment tools for entrepreneurship skills. If available, these can be adopted for assessment of entrepreneurial skills. There are also available on line assessment of entrepreneurial skills which can be adopted for this purpose.

7. Top-up Training Provision

22. Top-up training opportunities will be necessary for “walk-in” workers who do not achieve all the competencies in a qualification. That is normal and it is expected that up to 25% of workers will require some short training so that, upon re-assessment, they are able to be awarded the full national qualification.

23. All candidates rated as not yet competent will be directed to an adviser who will provide advice on available training programs to further upgrade the candidate’s skills and knowledge to be able to receive full certification of his skill in the chosen occupation.

24. Returning migrants exhibit a high tendency for self-employment over wage employment.⁶⁷ This is the result of a study done on returning migrants in Pakistan. The returning migrants of Tajikistan may wish to be self-employed after being certified in their area of specialization. To assist those who will opt for self-employment, the MRITP shall include training programs on development of basic business and entrepreneurial skills as eligible for funding.

D. Additional Roles

25. The DPVEAL of MOLME will need to assume management of the national database of CBT certification and be the international reference point for other national authorities seeking to verify the authenticity of Tajikistan TVET qualifications. It is suggested that certificates have a unique number and that the national ID of graduates be noted alongside their name on the parchment.

26. Maintenance and safekeeping of occupational standards and competency assessment tools, curriculum and learning materials will be with the CTMMEQ. Occupational standards, curriculum and learning materials can be considered public documents and can be uploaded in the MOLME website so that it can be accessed at any time. Competency

⁶⁷ Return migrants and occupational change. www.readcube.com/articles/10.1111%2F1467-9361.00059.

assessment tools are controlled documents. To maintain its integrity the assessment tools can be accessed following the procedures set for the conduct of competency assessment.

27. The RRCs will help returning workers navigate the pathways required for their skills to be recognized and provide access to any other services and programs available to them. Employment placement services will require collaborative and strategic actions on the part of Government agencies, employers and employee associations so that there are in place the right processes, information and resources to recognize fairly and accurately the knowledge, skills and work experience of the workers.

28. The RRCs could consequently consider bringing together employers and employee associations, other education and training institutions, and any professional and regulatory bodies. The returning workers may have to pass through one or a combination of these stakeholders in order to successfully re-enter the labor market, or become self-employed, in Tajikistan.

CHANGE MANAGEMENT PLAN FOR THE INTRODUCTION OF CBT

A. Background

1. The introduction of competency-based training (CBT) will be a huge challenge for all stakeholders in primary technical and vocational education and training (TVET). No longer will curriculum be the starting point for training programs. Training programs will be developed from competency standards identified by industry which specify expected workplace performance. Students will be assessed against those workplace performance specifications.

2. The use of CBT approach for education and training is not new. The approach has become the main thrust in an increasing number of countries for the past 25 years including Australia, Sri Lanka, the Philippines, Singapore, Malaysia, the United Kingdom, India, and the United States.

3. The competency or standards based approach is the building block of modern TVET provision. TVET begins and ends with competency standards, which also means that “industry”, being the provider of the standards and the employer of the graduates is the ‘driver of the system’. The standards determine the curriculum and the related courseware, the delivery methods, the assessment and the final certification (Box 1).

Box 1
Key characteristics of competency-based training systems

- training is relevant, up to date and based on endorsed national industry standards;
- devolved responsibilities to the social partners ensure buy-in from government, employers and workers;
- there is increased responsiveness, accountability and innovation by providers of training who commonly offer a customer-friendly modular curriculum;
- the industry standards are open to assessment on or off the job and enable sensible choices to be made regarding the appropriate mix of workplace and classroom training;
- competency based training enhances the mobility of workers among occupations and workplaces;
- national credentials are portable giving workers easier entry and access to qualifications pathways and promoting stair-casing to more advanced levels;
- competency based training allows for multi-skilling, rationalizing of qualifications and opening up wider opportunities for workers;
- competency based training gives status to areas of skill and knowledge formerly not recognized through national standards, such as ethnic crafts and commercial cleaning;
- regular certification of all achievement no matter how modest, promotes equity for previously unsuccessful communities and motivates even greater achievement;
- assessment is possible on and off the job and in recognition of current competencies or prior learning;
- defined competencies facilitate fair, valid and consistent assessment, to the required standard;
- underpinning quality assurance promotes continuous improvement in the workplace.

4. Where assessment takes place in training institutions, learning and assessment can be integrated to suit particular aims, priority and styles of learning. Learners can see what they are aiming at and receive immediate recognition when they have reached the specified standard. Where the learner is being assessed in the workplace, the worker will be aware of the workplace performance required, and the assessors will have skills in both the vocational area being assessed, as well as in competency-based assessment.

5. This competency-based approach removes many of the constraints and assumptions of other assessment systems (Table 1). Specific learning outcomes are assessed, not broad achievements over a whole course which may be reflected in a single grade. Some performances may be assessed in summative tests but others may be observed throughout the learning process. Students should have more than one opportunity to show what they can achieve. Workplace, not just classroom, performance can be assessed.

Table 1: Traditional versus CBT Assessment and Certification

| Traditional Testing & Certification | Competency-based Assessment and Certification |
|---|---|
| Curriculum-based; standards required are not always obvious to learners; | Explicit standards representing nationally agreed performance requirements giving clear guidance to teachers and learners; |
| Assessment of broad outcomes of the training course as a whole; | Assessment of performance against individual standards through the collection of evidence of their attainment; |
| Testing is an integral part of the teaching program; recognition of current competencies not feasible; | Assessment is not dependent on the teaching program; recognition can be given to current competencies regardless of where acquired; |
| End of course testing only; cannot easily be repeated; | Assessment can take place when the candidate is ready; repeat assessment is possible; |
| Testing commonly norm referenced; students ranked; | Assessment is standards referenced; students are compared with the criteria not one another; |
| Certificate issued to students ranked highly; total assessment often reflected in a single mark giving non-specific information to users. | Certificates report attainment of individual competency standards; and provide a clear skills profile open to regular upgrading. |

B. Objective

6. The objective of the change management plan is that the Ministry of Labor, Migration and Employment (MOLME), training institutions and industry stakeholders understand and support the introduction of a new CBT model to promote workforce development in Tajikistan.

C. Key Consultants Involved

7. Several members of the consultant team will be involved in the change management process. Their respective terms of reference are in the Project Administration Manual (PAM). The consultants include:

- **Industry Partnership Specialist (International).** This specialist will provide to the Industry Sector Working Groups and the staff of the Center for Training Methodology and Monitoring of Education Quality (CTMMEQ) an induction program on modern international TVET generally, Sector Councils internationally, and facilitate an understanding of opportunities for the progressive development of a future comprehensive industry-led TVET system in Tajikistan;
- **Industry Partnership Specialist / Deputy Team leader (National);**

- **Competency Standards and Assessment Tools Development Specialist (International);**
- **Competency-based Curriculum and Learning Materials Development Specialist (International/ Team Leader);**
- **Teacher Training Specialist (International).** This specialist will develop and deliver to the staff of the engineering Pedagogical College in Dushanbe (EPCD) a comprehensive introductory training program on the principles and the implementation of CBT;
- **CBT Systems and Quality Assurance Specialist (International);**
- **CBT Development Coordinator (national).** The CBT Development Coordinator will be responsible for the overall coordination of all activities supporting the introduction of CBT within the MOLME. The role will include promoting strong coordination among the PAG, the CTMMEQ and the EPCD. The CBT Development Coordinator will have overall responsibility for coordinating the change management process.

D. Target Stakeholders

8. The following stakeholders will need to be targeted for the change management process:

- **Employers** who should welcome the opportunity to specify workplace requirements and to receive work-ready graduates;
- **Ministry of Labor staff** so that systems and policies within the Ministry are updated to reflect a modern approach to workforce development;
- **Teachers, trainers, and managers in Lyceums and ALCs** who will benefit from a deeper involvement with industry and the increased relevance of their training programs;
- **Students and their parents** who will know that training programs have been developed by industry to industry standards and that graduates will have the skills required for immediate employment.

E. Infrastructure and Equipment Requirements

9. The project will provide infrastructure upgrading and new equipment for the CTMMEQ, the EPCD, 21 Lyceums and 7 ALCs to be able to carry out their respective roles in the introduction of CBT, as follows:

- **CTMMEQ.** The CTMMEQ is to receive all requested infrastructure upgrading, new furniture and equipment to enable it to carry out its critical role in support of the development of the new competency standards, curriculum and associated materials; and to enhance its quality assurance monitoring of all project lyceums and ALCs.
- **EPCD.** The EPCD is to receive all requested infrastructure upgrading, new furniture and equipment to allow it to provide technical training to the industry

standard; and also to support the teaching and learning methodology training which it will provide to all project lyceums and ALCs.

- **21 Lyceums.** The 21 Lyceums will receive infrastructure upgrading and new furniture and equipment to allow them to deliver the new CBT curriculum in their assigned occupations.
- **7 ALCs.** The seven ALCs will receive infrastructure upgrading and new furniture and equipment to allow them to deliver the new CBT curriculum in their assigned occupations.

10. It will be important to ensure that as the competency standards are being developed, industry representatives are fully aware of the new equipment and infrastructure refurbishing being provided so as to promote alignment between the standards and facilities upgrading. Any difficulties should be speedily drawn to the attention of the PAG.

F. Briefings and Orientations

11. The introduction of CBT will involve a series of briefings and orientations (Table 2) designed to create awareness and promote understanding and appreciation of the CBT system on the part of key stakeholders thereby enlisting their full cooperation and support. These activities will be closely coordinated with the social marketing firm that will be engaged by the project.

Table 2: Briefings and Orientations

| No. | Activity | Responsibility |
|-----|---|--|
| 1 | The project Inception Workshop will provide an initial opportunity for high-level presentations on CBT to key stakeholders | Team Leader |
| 2 | Briefings to industry leaders as Industry Sector Working Groups are being established | Industry Partnership Specialists |
| 3 | Briefings to newly established Industry Sector Working Groups and the staff of the CTMMEQ | Competency Standards and Assessment Tools Development Specialist and the Industry Partnership Specialist (International) |
| 4 | Briefing to all staff at the EPCD | Teacher Training Specialist |
| 5 | Briefing and work with the CTMMEQ Quality Monitoring Team to ensure understanding of CBT and to develop CBT implementation monitoring indicators for lyceums and ALCs | CBT Systems and Quality Assurance Specialist |
| 6 | Briefings to staff of the MOLME, particularly the Department of Primary Vocational Education and Adult Learning | Team leader and CBT Development Coordinator |
| 7 | Briefings to curriculum and learning materials development groups as they begin their work following the drafting of the competency standards | Competency based Curriculum and Learning Materials Development Specialist |

| | | |
|----|--|--|
| 8 | Briefings to teachers, trainers and managers in lyceums and ALCs and members of Industry Advisory Committees | CBT Development Coordinator with Industry Partnership Specialist (National) as institutional advisory groups are being established |
| 9 | Briefing to students and their parents and local industry | Industry Partnership Specialist (National) as institutional advisory groups are being established |
| 10 | Briefings to media and the public generally | Team leader and Deputy Team Leader through the PAG Communications Officer |
| 11 | Employers and national industry in the 5 priority sectors | Industry Partnership Specialist (National) as the Sector Associations are being formed |

Training on Project Financial Management

A. Introduction

1. This training was planned in response to the observation that staff in MOLME do not have exposure to the financial management policies and procedures as outlined in the ADB Loan Disbursement Handbook and the ADB Statement of Expenditure (SOE).

B. Objectives

2. The objective is to facilitate an increase in knowledge and skills for external financial reporting and facilitating access to financial software that will enable further enhancement of skills and knowledge in timely accurate financial reporting.

C. Methodology

3. The proposed approach is the delivery of 20 minute presentations on transactional and reporting requirements followed by workshop activities and report backs

D. Estimated Cost

Table 1: Estimated Cost of Training on Financial Management

| Training Program/ Topic | Participants | Duration | No. of Participants | Estimated Cost (\$) |
|--|---|-----------------|----------------------------|----------------------------|
| Government of Tajikistan Financial Reporting requirements accounting laws and regulations and Tajikistan accounting standards. | PAG staff and MOLME staff involved in financial disbursement of ADB project funds | One day | Fifteen | 225 |
| ADB procedures in procurement, disbursement, project management and preparation of Statements of Expenditure. | PAG staff and MOLME staff involved in financial disbursement of ADB project funds | One day | Fifteen | 225 |
| Training in the use of accounting systems to prepare financial reports. The relevant system will be a local version of Quickbooks or otherwise Microsoft Excel | PAG staff and MOLME staff involved in financial disbursement of ADB project funds | One day | Fifteen | 225 |
| Total | | | | |

Assuming \$5/head for food and venue

Training on Procurement

A. Introduction

1. MOLME procurement officers do not have any experience on international organizations procurement methods and do not have any

B. Objectives

2. Strengthen the capacity of the Procurement Unit of MOLME to undertake procurement along international guidelines and in particular ADB's guidelines.

3. National bidders do not have much knowledge of preparing a responsive bid and none regarding bidding for tenders following international organizations guidelines. The Pre-bid meeting will assist interested bidders to prepare a compliant bid and potentially result in wider completion by reducing the number of rejected bids.

C. Methodology

4. On the job-training will be delivered by the International Procurement Consultant and his National Counterpart to MOLME procurement officers during the process of procurement activities.

5. For pre-bid meetings, the PAG procurement consultants will prepare a presentation that details requirements to ensure that bidders do prepare a responsive bid. In particular, the presentation will key expose matters relating but not limited to bid security, bid validity, qualification requirements and key documents to be provided, previous experience of bidders and supporting documentation, preparation of bid and bid price, if alternative bid are accepted – how to prepare an alternative, etc.

D. Estimated Cost - None

Table 1: Estimated Cost of Training on Procurement

| Training Program/ Topic | Participants | Duration | No. of Participants | Estimated Cost (\$) |
|---|---|--|---------------------|---------------------|
| On-the –job training on Procurement process including preparation of bid documents, bidding, contract award and contract administration | Counterparts of the procurement unit of MOLME | Throughout the procurement activities of the project | N/A | None |
| NCB for Goods and Works – pre-bid meeting to expose requirements to ensure that bids prepared are responsive. | Representatives of bidders | Half day for each bid package | N/A | None |
| Total | N/A | N/A | N/A | 0.00 |