

Resettlement Due Diligence Report

Project Number: 46535-001
January 2015

TAJ: Proposed Grant – Strengthening Private Sector Participation in Technical and Vocational Education and Training Project

Prepared by Ministry of Labor, Migration and Employment for the Asian Development Bank.

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Background

1. The TVET system in Tajikistan is largely supply-driven. Most of the course offerings and structure and contents are outdated resulting in mismatch between the skills mix of graduates and the demands of the labour market. The system likewise lacks reliable mechanisms for quality-assurance and the flexibility required for effective response to the fast-changing needs of the labour market and the economy. Absence of effective arrangements for engaging industry and private sector partners limits opportunities to attract private sector resources to the system.

Introduction

2. The project comprises four outputs: (i) TVET system methodology modernized; (ii) physical learning environment upgraded in selected TVET institutions; (iii) delivery capacity enhanced and access to relevant TVET increased; and (iv) governance and management of TVET system strengthened. The private sector (employers and private training providers) and development partners will be actively involved in delivering these outputs in partnership with the public sector.

3. **Output 1: TVET system methodology modernized.** Under this output, the project will develop competency standards and assessment tools aligned to an adapted European Qualification Framework (EQF) and CBT curriculum and learning materials that are gender-inclusive, and train competency assessors for 17 occupations following guidelines and procedures developed in consultation with key stakeholders. The occupations were selected based on government development priorities, labour market survey conducted during project preparation, and inputs from key stakeholders. An implementation plan for the development of the CBT components has been developed involving industry sector working groups, training providers, and development partners. Guidelines and manuals will be prepared to promote future sustainability for the important tasks related to competency standards, qualifications and curriculum development. During project implementation, industry leaders in the 5 priority sectors will be supported to establish formal Industry Associations. The Center for Training Methodology and Monitoring of Education Quality (CTMMEQ) under the MOLME will take the lead in the development process as this is among its primary responsibilities. The project will provide the necessary support to build the capacity of the CTMMEQ through staff development, physical facilities upgrading, and a learning resource center for uploading and compiling relevant materials such as standards, curriculum, learning materials and references and making them accessible to a broad base of users. This will mainstream project activities to the regular activities of MOLME thus ensuring its sustainability after project completion.

4. **Output 2: Physical learning facilities in selected TVET institutions upgraded.** The developed CBT curriculum and learning materials will be piloted in the selected 21 lyceums and 7 ALCs. Of those selected for project support, 11 are specialized lyceums, e.g., specialized lyceum for agriculture, construction, tourism, etc., established by the government in the priority sectors. The project will strengthen the core programs of these lyceums such that over time they become Centers for Excellence and serve as resource centers for other lyceums in their respective sectors in the regions. The other lyceums are non-specialized and offer diverse programs needed in their respective regions. They were selected based on a set of criteria and procedures agreed upon by MOLME and ADB. In the case of ALCs, however, the selection was done simply by MOLME officials responsible for the management of ALCs since only one was to be selected in each region or zone. The project will upgrade the physical learning and teaching facilities of selected lyceums and ALCs including modern training equipment needed to support the delivery of CBT curriculum carefully taking into consideration environmental and social

safeguards requirements. The design of rehabilitation works will consider opportunities for introducing the integration of modern technologies and techniques for local energy and water supply, efficiency measures that ensure optimal energy and water use. To increase access of female students to formal TVET particularly those from remote areas, the project will support upgrading of female student-friendly dormitory facilities.

5. **Output 3: Access to quality TVET programs improved.** The project will support training of the teachers and masters of the selected TVET institutions on effective delivery of CBT curriculum. An in-service teacher training plan focuses on providing existing teachers and masters with a clear understanding of the CBT methodology and the development of required competencies in student-centered training delivery as well as the practical knowledge and skills in respective technology area of specialization through industry internships. The Engineering Pedagogical College in Dushanbe (EPCD) of the MOLME is mandated to take the lead in the implementation of the pre-service and in-service teacher training for primary vocational education system. The project will strengthen the capacity of the college in carrying out this task through staff development, physical facilities upgrading, and a learning management system to deliver teacher training courses using information and communication technology-based learning and blended classroom techniques. To increase access to relevant and quality TVET, the project will develop and implement a Market-Responsive and Inclusive Training Program (MRITP) designed to make the project more inclusive by extending its reach to the disadvantaged and vulnerable as well providing flexibility in responding to urgent skills needs of major investment projects.

6. **Output 4: Governance and management of TVET system strengthened.** The project will support: (i) the strengthening of the secretariat of the Coordinating Council for Vocational Education and Training; (ii) the establishment of industry advisory committees in selected TVET institutions; (iii) the establishment of industry working groups and later Industry Associations in the 5 priority sectors; (iv) training in modern TVET management for selected TVET institutions; (v) the provision of equipment for the Scientific Research Institute on Labour, Migration and Employment under the MOLME to support its work in conducting annual labour market assessments; (vi) social marketing program; and (vii) the development of project M&E/MIS. The project will carry out baseline, tracer, and evaluation studies. A Skills Conference is planned for year 4 to allow participating training providers, industries and Industry Sector Working Groups to showcase activities and achievements that support the implementation of a CBT approach to workforce development.

7. Under Output 2, the rehabilitation works will take into consideration the following:

8. The project will support 29 institutions (21 lyceums, 7 adult learning centres and one college). The civil works will be conducted and equipment be provided according to the occupations offered to these institutions.

9. The priority sectors (5) and occupations (17) which will be supported by the project are as follows:

A) Agriculture

- 1) Farmer
- 2) Bookkeeper in farming
- 3) Agricultural tractor operator-mechanic
- 4) Vegetable and fruit processing worker

B) Construction

- 1) Mason
- 2) Fitter-plumber
- 3) Finisher
- 4) Gas and electric welder

C) Energy

- 1) Building electrician
- 2) Industrial electrician

D) Tourism and service

- 1) Sewer
- 2) Hairdresser/stylist
- 3) Domestic appliance repair and maintenance technician
- 4) Cook-confectioner
- 5) Seller

E) Transport and communication

- 1) Truck driver
- 2) Heavy equipment operator-mechanic

10. The rehabilitation will entail civil works of the following within the existing campuses:

Number of classrooms to be rehabilitated in 21 lyceums are 83

Number of workshops to be rehabilitated are 54

Number of toilets and shower rooms for rehabilitation are 84/50

Number of dormitories for rehabilitation is 7

11. These are the dormitories of the following lyceums:

- a) Technical Agricultural lyceum in Shahristan, Sughd region
- b) Technical Vocational Construction Lyceum in Khujand
- c) Technical Vocational lyceum in Vakhsh, Khatlon region
- d) Technical Vocational Construction lyceum in Kulyab, Khatlon region
- e) Technical Vocational Sewing lyceum in Dushanbe
- f) Technical Vocational Construction Lyceum in Dushanbe
- g) Technical Vocational lyceum in Shahrinav

12. These 7 dormitories will be wholly rehabilitated. The toilets and shower rooms as well as laundries will be also taken into account in the dorms per each floor.

13. Details of the occupations offered to each of the lyceum with details of proposed rehabilitation works:

A. Technical Vocational Construction lyceum in Dushanbe

Priority occupations offered to this lyceum for project support:

- a. Mason
- b. Finisher
- c. Fitter-plumber

Number of classrooms to be rehabilitated – 3 (need to repair)
 Number of workshop to be rehabilitated – 3 (need to repair)
 Number of toilets and shower rooms for rehabilitation – 5/2 (in the educational building)

14. This dorm consists of 3 blocks representing one building. One of them will be wholly rehabilitated. The capacity of this block is 160. The currently number of students residing here is 157 (male). The current condition is bad.

B. Vocational Polytechnic lyceum in Dushanbe

Priority occupations offered to this lyceum for project support:

- a. Industrial electrician
- b. Building electrician
- c. Gas and electric welder
- d. Fitter-plumber

Number of classrooms for rehabilitation – 4 (in bad condition) (+1)
 Number of workshops for rehabilitation – 2 (need to repair) (+1)
 Number of toilets and shower rooms – 4 (m/f)/2

C. Vocational Sewing lyceum in Dushanbe

Priority occupations to be supported are:

- a. Sewer
- b. Hairdresser/stylist
- c. Seller
- d. Domestic appliance repair and maintenance specialist

Number of classrooms for rehabilitation – 4 (+1)
 Number of workshops/laboratories – 2/1 (+1)
 Number of toilets and shower rooms – 8 (m/f) / 4

15. The dormitory will be rehabilitated wholly. The capacity of the dormitory is 52. Number of students currently living the dormitory is 12/36 (m/f). Toilets and shower rooms will be rehabilitated on each floor. Rehabilitation of 2 toilets, 2 shower rooms per floor and laundries on 2 floors will be carried out. Current condition is deplorable.

D. Technical Vocational Transport lyceum in Dushanbe

Occupations for project support are:

- a. Truck driver
- b. Heavy equipment mechanic

Number of classrooms to be rehabilitated – 4 (in bad condition)
 Number of toilets and shower rooms – 5 (m/f and for teaching staff) / 2

E. Technical Vocational Tourism and service lyceum in Dushanbe

Priority occupations offered are:

- a. Cook-confectioner
- b. Bookkeeper

- c. Seller
- d. Hairdresser/stylist

Number of classrooms – 3 (+1)

Number of workshops – 3 (+1)

Number of toilets and shower rooms for rehabilitation – 8 (m/f)

F. Technical Vocational lyceum in Shahrinav, DRS

Occupations to be supported are:

- a. Bookkeeper
- b. Farmer
- c. Vegetable and fruit processing worker
- d. Tractor operator-mechanic

Number of classrooms for rehabilitation – 3 (need to repair) (+1)

Number of workshops – 3 (+1)

Number of toilets– 4 (m/f)

16. Dormitory will be completely rehabilitated. The capacity of the dormitory is 200 roughly. The original dormitory is in accidental (emergency) state therefore another 2-storeyed building will be turned into dormitory. Toilets and shower rooms will be repaired on each floor for boys and girls respectively.

G. Technical Vocational lyceum in Tajikabad

Occupations to be supported in this lyceum are:

- a. Farmer
- b. Vegetable and fruit processing worker
- c. Sewer
- d. Domestic appliance repair and maintenance specialist

Number of classrooms – 4 (need to repair) (+1)

Number of workshops – 3 (bad) (+1)

Number of toilets - 8 (m/f)

H. Technical Vocational lyceum in Vose, Khatlon region

Occupations to be supported:

- a. Electric and gas welder
- b. Industrial electrician
- c. Bookkeeper
- d. Building electrician

Number of classrooms and workshops to be rehabilitated – 3/3 (1/1)

Number of toilets and shower rooms – 4/2 (m/f)

I. Technical Vocational lyceum in Kurgan-tube, Khatlon region

Occupations to be supported by the project are:

- a. Building electrician

- b. Mason
- c. Finisher
- d. Fitter-plumber

Number of classrooms for rehabilitation – 4 (+1)

Number of workshops – 3 (+1)

Number of toilets and shower rooms – 6/3 (m/f) on each floor – 3-storeyed building

J. Technical Vocational lyceum in Vakhsh, Khatlon region

Occupations for project support are:

- a. Sewer
- b. Agricultural tractor operator
- c. Vegetable and fruit processing worker

Number of classrooms – 3 (bad condition)

Workshops to be rehabilitated – 3

Number of toilets - 4/2 (m/f and teaching staff)

17. Dormitory will be completely rehabilitated. The capacity of the dormitory is 500. Currently the number of students residing here are 20 (m). Dormitory consists of 2 separate blocks. The dormitory selected for rehabilitation is currently empty but has a capacity of 250 students.

K. Technical Vocational Construction lyceum in Kulyab, Khatlon region

Occupations for project support are:

- a. Mason
- b. Finisher
- c. Fitter-plumber
- d. Gas and electric welder

Number of classrooms and workshops for rehabilitation – 4/3 (bad condition). (1/1)

Workshops are situated on a separate 2-storeyed building, the 1st floor will be rehabilitated and roof be replaced.

Number of toilets and shower rooms – 6/3 (m/f and teaching staff) in the educational building, 2/1 in the workshop.

18. Dormitory will be fully rehabilitated. Its capacity is 400. Current number of students living in the dormitory is 68/12 (m/f). Toilets, shower rooms and laundries will be rehabilitated on each floor.

L. Vocational Agricultural lyceum in Kulyab, Khatlon region

Offered occupations are:

- a. Agricultural tractor operator
- b. Farmer
- c. Vegetable and fruit processing worker

Number of classrooms for rehabilitation – 3 situated on the educational building

Number of workshops – 3
 Number of toilets – 3/3 (m/f)

M. Technical Vocational lyceum in Shahritus, Khatlon region

Occupations to be supported by the project are:

- a. Gas and electric welder
- b. Industrial electrician
- c. Bookkeeper

Number of classrooms and workshops for rehabilitation – 4/2 (in bad condition) (1/1)
 Number of toilets be repaired – 3/3

N. Vocational Agricultural lyceum in Shahristan, Sughd region

Selected occupations in this lyceum are:

- a. Vegetable and fruit processing worker
- b. Agricultural tractor operator
- c. Farmer
- d. Bookkeeper

Number of classrooms for rehabilitation – 4 (need to repair)
 Number of workshops – 4
 Number of toilets and shower rooms – 8 (m/f) /4

19. Dormitory in this lyceum will be fully rehabilitated. The capacity of the dormitory is that of 600 students. Currently the number of living in the dormitory is 100/92 (m/f). Toilets, shower rooms and laundries will be repaired on each floor.

O. Technical Vocational lyceum in Penjikent, Sughd region

Occupations for project support are:

- a. Domestic appliance repair and maintenance technician
- b. Sewer
- c. Hairdresser/stylist
- d. Industrial electrician
- e. Seller

Number of classrooms to be rehabilitated – 4 (bad condition) (+1)
 Number of workshops – 4 (+1)
 Number of toilets – 3/3 in the educational building

P. Technical Vocational lyceum in Istaravshan, Sughd region

Occupations to be supported are:

- a. Mason
- b. Finisher
- c. Cook-confectioner
- d. Gas and electric welder

Number of classrooms – 5

Number of workshops – 4

Number of toilets and shower rooms for rehabilitation are 6/3 (m/f and teaching staff)

Q. Technical Vocational Construction lyceum in Khujand, Sughd region

- a. Mason
- b. Finisher
- c. Fitter-plumber
- d. Building electrician

(An additional occupation – Fitter-plumber is not included because it is already available in the list.)

Number of classrooms for rehabilitation – 5

Number of workshops – 4 (need to repair)

Number of toilets and shower rooms – 6/3 (m/f and teaching staff)

20. Dormitory in this lyceum will be wholly rehabilitated. Total capacity is 270. Current number of students living here is 63/12 (m/f). Toilets, shower rooms and laundries will be rehabilitated on each floor.

R. Vocational Polytechnic lyceum in Khujand, Sughd region

Occupations offered:

- a. Electric and gas welder
- b. Heavy equipment mechanic
- c. Domestic appliance repair and maintenance technician

Number of classrooms for rehab – 6

Number of workshops – 4

Number of toilets and shower rooms to be rehab - 6/3 (m/f)

S. Vocational Oil and Gas lyceum in Isfara, Sughd region

- a. Industrial electrician
- b. Electric and gas welder
- c. Domestic appliance repair and maintenance technician
- d. Bookkeeper

Number of classrooms and workshops to be repaired – 5/3 (1/1)

Number of laboratory – 1

Number of toilets and shower rooms – 5/3 (m/f and teaching staff)

T. Vocational Agricultural lyceum in Mastchoh, Sughd region

Occupations to be supported are:

- a. Agricultural tractor operator
- b. Farmer
- c. Vegetable and fruit processing worker
- d. Bookkeeper

(An additional occupation – Agricultural tractor operator is not included because it is already available in the list.)

Number of classrooms for rehabilitation – 5

Number of workshops to be rehabilitated – 4

Number of toilets and shower rooms – 6/3 (m/f and teaching staff)

U. Technical Vocational lyceum in Shugnan, GBAO

Occupations offered to this lyceum are:

- a. Electric and gas welder
- b. Bookkeeper
- c. Industrial electrician
- d. Sewer

Number of classrooms and workshops – 3/3 (1/1)

21. Mainly the civil works relate to classrooms, workshops, toilets, shower rooms and laundries and 7 dormitories. Partly there will be rehabilitation of greenhouses, canteens and laboratories and other rooms (teaching, methodical) but not in all of these lyceums. The roofs will be replaced in those buildings where classrooms or workshops are rehabilitated, which relates to most of the lyceums.

22. Rehabilitation will be carried out during summer holidays.

23. Seven adult learning centres were selected for project support from different regions of our country. These centres do not have dormitories.

A. ALC branch in Vanj, GBAO

Occupations to be supported are:

- a. Cook-confectioner
- b. Sewer
- c. Bookkeeper

Total number of classrooms for rehab – 3 (+1)

Total number of workshops (small) – 2 (+1)

B. Branch of Vocational and Entrepreneurial Centre Branch of Vocational and Entrepreneurial Center in Tavildara, DRS

Occupations be supported are:

- a. Sewer
- b. Cook-confectioner
- c. Hairdresser/stylist

Number of classrooms for rehab – 7

Number of toilets – 1/1

C. ALC branch in Kanibadam, Sughd region

Occupations for project support are:

- a. Hairdresser/stylist
- b. Sewer
- c. Gas and electric welder

Number of classrooms – 4 (+1)

Number of toilets – 2/1

D. ALC branch in B. Ghafurov, Sughd region

Occupations offered to this lyceum are:

- a. Cook-confectioner
- b. Gas and electric welder
- c. Hairdresser/stylist

Number of classrooms to be rehabilitated – 4 (+1)

Number of toilets – 2

E. ALC branch in Yavan

Occupations offered in this lyceum are:

- a. Finisher
- b. Gas and electric welder
- c. Seller

Number of classrooms to be rehabilitated – 4 (+1)

F. Branch of Vocational and Entrepreneurial Centre in Nurek

Occupations offered:

- a. Gas and electric welder
- b. Hairdresser/stylist
- c. Industrial electrician

Number of classrooms for rehab – 5

G. ALC branch in Farhor

Occupations offered:

- a. Sewer
- b. Gas and electric welder
- c. Cook-confectioner
- d. Seller

Number of classrooms for rehab – 4 (+1)

24. As for Centre for training methodology and monitoring education quality, Engineering pedagogical college and Research institute there are lists of equipment that will be purchased under the project. With regard to civil works they cover the classrooms, conference hall and toilets (shower rooms).

Conclusion

25. The project will directly benefit 12,280 students from the quality and relevant TVET and adult learning training programs and another 15,000 beneficiaries from the Market Responsive and Inclusive Training Program. Students studying in priority skill areas will benefit from the improved physical and learning environment and quality and relevant curriculum based on competency standards set by industry which will increase their employability. Female students will benefit from the project through increased access in non-traditional courses. Employers will benefit from improved skills of graduates that directly enhance productivity and quality of products and services. Teachers and masters will benefit from the staff development training programs to enhance their skills and knowledge. Managers of selected TVET institutions will strengthen their management skills through management training programs. Even programs not supported by the project will indirectly benefit through the spill-over effects of interventions such as management training, teacher training, the new CBT methodology, and the upgraded common facilities such as the roof, electrical system, toilets, etc., which apply to the whole institution. More importantly, the whole TVET system will benefit from the CBT policies, guidelines and procedures prepared under the project which will serve as drafts for eventual adoption as part of the national policies on skills development.