



# Technical Assistance Report

---

Project Number: 47312-001  
Regional—Capacity Development Technical Assistance (R-CDTA)  
December 2014

## Education and Skills for Employment in Central and West Asia

(Financed by the Japan Fund for Poverty Reduction)

This document is being disclosed to the public in accordance with ADB's Public Communications Policy 2011.

Asian Development Bank

## ABBREVIATIONS

ADB	–	Asian Development Bank
CWA	–	Central and West Asia
DMC	–	developing member country
OECD	–	Organisation for Economic Co-operation and Development
TA	–	technical assistance
TVET	–	technical and vocational education and training

## NOTE

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

<b>Vice-President</b>	W. Zhang, Operations 1
<b>Director General</b>	K. Gerhaeusser, Central and West Asia Department (CWRD)
<b>Director</b>	B. Wilkinson, Public Management, Financial Sector, and Trade Division, CWRD
<b>Team leader</b>	J. Asanova, Senior Education Specialist, CWRD
<b>Team members</b>	J. Colasito, Operations Assistant, CWRD M. I. Martin, Associate Project Officer, CWRD
<b>Peer reviewer</b>	W. Kubitzki, Principal Social Sector Specialist, Southeast Asia Department

In preparing any country program or strategy, financing any project, or by making any designation of or reference to a particular territory or geographic area in this document, the Asian Development Bank does not intend to make any judgments as to the legal or other status of any territory or area.

## CONTENTS

	<b>Page</b>
CAPACITY DEVELOPMENT TECHNICAL ASSISTANCE AT A GLANCE	
I. INTRODUCTION	1
II. ISSUES	1
III. THE CAPACITY DEVELOPMENT TECHNICAL ASSISTANCE	2
A. Impact and Outcome	2
B. Methodology and Key Activities	3
C. Cost and Financing	4
D. Implementation Arrangements	4
IV. THE PRESIDENT'S DECISION	5
APPENDIXES	
1. Design and Monitoring Framework	6
2. Cost Estimates and Financing Plan	8
3. Outline Terms of Reference for Consultants	9

## CAPACITY DEVELOPMENT TECHNICAL ASSISTANCE AT A GLANCE

<b>1. Basic Data</b>		<b>Project Number: 47312-001</b>	
<b>Project Name</b>	Education and Skills for Employment in Central and West Asia	<b>Department /Division</b>	CWRD/CWPF
<b>Country Borrower</b>	REG N/A	<b>Executing Agency</b>	Asian Development Bank
<b>2. Sector</b>	<b>Subsector(s)</b>	<b>Financing (\$ million)</b>	
✓ Education	Secondary		0.60
	Technical and vocational education and training		0.40
		<b>Total</b>	<b>1.00</b>
<b>3. Strategic Agenda</b>	<b>Subcomponents</b>	<b>Climate Change Information</b>	
Inclusive economic growth (IEG)	Pillar 2: Access to economic opportunities, including jobs, made more inclusive	Climate Change impact on the Project	Low
	Pillar 3: Extreme deprivation prevented and effects of shocks reduced (Social Protection)		
Regional integration (RCI)	Pillar 4: Other regional public goods		
<b>4. Drivers of Change</b>	<b>Components</b>	<b>Gender Equity and Mainstreaming</b>	
Governance and capacity development (GCD)	Institutional development	Some gender elements (SGE)	✓
Partnerships (PAR)	Bilateral institutions (not client government) Official cofinancing		
<b>5. Poverty Targeting</b>		<b>Location Impact</b>	
Project directly targets poverty	No	Not Applicable	
<b>6. TA Category:</b>	B		
<b>7. Safeguard Categorization</b>	Not Applicable		
<b>8. Financing</b>			
<b>Modality and Sources</b>		<b>Amount (\$ million)</b>	
<b>ADB</b>		<b>0.00</b>	
None		0.00	
<b>Cofinancing</b>		<b>1.00</b>	
Japan Fund for Poverty Reduction		1.00	
<b>Counterpart</b>		<b>0.00</b>	
None		0.00	
<b>Total</b>		<b>1.00</b>	
<b>9. Effective Development Cooperation</b>			
Use of country procurement systems		No	
Use of country public financial management systems		No	

## I. INTRODUCTION

1. In the past 20 years, the governments of Central and West Asia (CWA) have carried out significant educational reforms to align their education systems to the needs of their changing economies and help them integrate into the global economy. Despite their achievements, CWA countries face challenges in boosting their global and regional competitiveness. A report from the Organisation for Economic Co-operation and Development (OECD) showed that underdeveloped education and training systems represent one of the three major challenges to improving competitiveness in these economies.<sup>1</sup> Some CWA countries are at the middle-income level. If they are to maintain their growth rates, they need to become knowledge-based economies, diversify, innovate, and develop manufacturing and services.

2. The governments of Armenia, Azerbaijan, and Uzbekistan have requested the Asian Development Bank (ADB) to provide regional capacity development technical assistance (TA) to support sector assessment and capacity building in education and skills development, in order to enhance the countries' competitiveness. This regional capacity building TA grant of \$1.0 million has been designed in response to these needs and to the Midterm Review of Strategy 2020.<sup>2</sup> The TA will also support ADB's policy dialogue on the education sector in this subregion. The TA impact, outcome, outputs, implementation arrangements, cost estimates and financing arrangements, and terms of reference for initial consultants were agreed with the respective governments during TA fact-finding in September-October 2014.<sup>3</sup> The design and monitoring framework is in Appendix 1.

## II. ISSUES

3. Since 1991, ADB's developing member countries (DMCs) in the CWA region have undertaken a range of economic and social reforms to support their transition to a market economy. While the existing human capital base in most CWA countries has a number of strengths, such as high literacy rates and high primary enrollment rates, challenges remain. These include skills shortages, reliance on imported labor in some countries and significant outmigration for work in other countries, unemployment, and underdeveloped research and innovation capacity. As a result, these DMCs are less competitive. In secondary education, key challenges include low public spending per student; low quality of education; rural-urban disparities in learning outcomes; a shortage of qualified teachers (especially in rural areas); and significant drop-out, repetition, and non-attendance rates. While governments have pursued education sector reforms, these changes have not led to a better quality of education, as reflected in the performance of some CWA countries in international student achievement tests. As an example, Azerbaijan ranked 64th among 65 countries that participated in OECD's Program of International Student Achievement in 2009.

4. A number of policy areas need attention, such as modernizing the curriculum, textbooks, and teaching materials; improving student assessment, teacher training, and school-based management; strengthening governance and financing; improving results orientation in policy planning; and monitoring and evaluating sector performance. In Armenia, university entrants have tended to choose academic programs in humanities and social sciences, rather than science, technology, engineering, and math, leading to skills shortages. Countries need to strengthen career guidance in secondary education to encourage students to enroll in science,

---

<sup>1</sup> OECD. 2011. *Competitiveness and Private Sector Development: Central Asia Competitiveness Outlook*. <http://www.oecd.org/investment/psd/46973993.pdf>

<sup>2</sup> ADB. 2014. *Midterm Review of Strategy 2020: Meeting the Challenges of a Transforming Asia and Pacific*. Manila.

<sup>3</sup> The TA first appeared in the business opportunities section of ADB's website on 5 September 2014.

technology, engineering, and math programs. Azerbaijan is shifting to a 12-year school system to align it with international standards, and this requires significant reforms and a phased rollout of the changes. In Uzbekistan, the role of information and communication technology in education is being increasingly emphasized, and teacher competencies in this area need to be strengthened.

5. Although many CWA countries have started improving technical and vocational education and training (TVET) systems, the challenges that remain are considerable. Given the skills shortages in most CWA economies, better skills diagnostics are required to meet current job requirements, anticipate future demands for labor, and improve competitiveness. TVET systems need to be modernized to identify and meet market demand by developing closer partnerships with the private sector. Countries need a more systematic approach to evidence-based policy making, including the regular conduct of tracer studies of TVET graduates and employer surveys, and development of quality assurance and qualifications systems. Strengthening TVET systems, combined with labor market policies, provision of employment services, and entrepreneurship training, can contribute to a decrease in youth unemployment and improvements in national competitiveness and productivity. Gender aspects of education, training, and labor market outcomes are also a key crosscutting issue in this subregion. Armenia, Azerbaijan, and Uzbekistan have achieved gender parity in secondary education. However, educational choices at the postsecondary level and labor market outcomes exhibit gendered patterns, with women overrepresented in humanities and social science programs and in lower-paying public sector jobs (health and education), and men dominating in technical fields of study and in higher-paying jobs, including manufacturing, computer sciences, and construction. Changes need to be made so as to improve women's employability and salaries.

6. Lack of capacity in the government limits opportunities to improve education systems. To harness human capital, education leaders in CWA countries need to promote policies that address relevance, quality, access, and equity, and improve education's link to economic development and labor market needs. CWA countries can also benefit from capacity building in education sector evidence-based policy making, research, and knowledge approaches.

7. In the past, ADB has supported education sector development in selected CWA countries. Given the persistent challenges in education and skills development, and the growing relevance of and demand for ADB assistance in education advisory support and capacity building, the TA has been designed to respond flexibly to individual country needs. Using an incremental approach to engagement with CWA countries in the education sector, the TA focuses on three CWA countries—Armenia, Azerbaijan, and Uzbekistan.<sup>4</sup> These countries were selected based on their specific request for TA support in the education sector.

### **III. THE CAPACITY DEVELOPMENT TECHNICAL ASSISTANCE**

#### **A. Impact and Outcome**

8. The TA impact will be improved education and skills development systems aligned to employment requirements in Armenia, Azerbaijan, and Uzbekistan. Performance indicators for 2022 include (i) an increase of 10% in the number of skilled employees entering the workforce; and (ii) an increase in employer satisfaction with the knowledge, skills, and attitudes of new employees. The outcome of the TA will be the increased knowledge and capacity of Armenia,

---

<sup>4</sup> A no-objection in writing will be obtained from the governments of the participating countries before the commencing or financing of proposed activities in the participating countries.

Azerbaijan, and Uzbekistan to adopt appropriate policies and investments for education and skills development. The performance indicator is updated national education and TVET sector plans, reflecting the strengthened analytical and planning capacities of government agencies involved in education and skills development.

## **B. Methodology and Key Activities**

9. **Output 1: Thematic analytical studies and knowledge products completed.** The TA will support studies in two priority subsectors in the three participating countries. Under output 1, each country will select from these two subsectors a total of three topics for assessment on the basis of specific country needs. The first subsector is “Achieving Education Quality,” with a focus on the quality, access, equity, and relevance of basic and secondary education. The topics may include the following: (i) educational management; (ii) cost effectiveness and efficiency of education financing; (iii) results-based planning and effectiveness of the education management information systems; (iv) pre-service and in-service teacher training; (v) teacher certification; (vi) curriculum reform and provision of learning and teaching materials; (vii) assessing learning outcomes; (viii) information and communication technology for education, including teacher training, affordability, and use in the classroom; (ix) teaching of science, technology, engineering, and math; (x) fostering non-cognitive skills in students; and (xi) accreditation, inspection, supervision, and monitoring of progress in educational institutions.

10. The second subsector is “Modernizing Vocational Education,” which may include the following topics: (i) integration of TVET, labor market policies, and employment services for youth and adults; (ii) industry involvement, occupational standards, national qualifications frameworks, entrepreneurship, and enterprise-based training; (iii) skills demand mapping and forecasting; (iv) inclusive growth and skills development for disadvantaged groups, including short-term and informal training; (v) addressing demand for skilled workers in the growing sectors, including extractive industries; (vi) TVET governance, management, and coordination; (vii) regional cooperation and skills development, including assessing regional demand for a skilled workforce; balancing the regional and national demand for and supply of skills; developing methods for reducing the risks of a mismatch; and developing regional indicators and benchmarks related to relevance, equity, and efficiency in reorganizing and optimizing TVET systems; (viii) public–private partnerships in education and innovative financing mechanisms; (ix) information and communication technology for TVET, including online and distance learning; and (x) training programs to support low-carbon and green growth.

11. An initial desk review will be conducted for the three priority topics selected by each participating country. This review will include the governments’ education sector development strategies; success factors and lessons from ADB and other development partner-funded projects in CWA countries; capacity-building programs provided by ADB and other organizations; employer, labor market, and household surveys; a review of impact evaluation studies related to education and TVET, gender assessments, and other relevant material. Surveys and focus group discussions will include gender dimensions. The desk review will be followed by a visit to each participating country to meet with key stakeholders, including policy makers and private sector and industry representatives, to validate the desk review findings. This consultation will help to clarify constraints to improvement in the education and skills development sector, including capacity gaps and critical strategic issues, and to identify innovative areas where ADB can provide support.

12. The TA will support the preparation of working papers and knowledge products that reflect the thematic issues and common concerns identified through the studies. The knowledge

products will focus on good practice and innovative solutions. They will be disseminated to relevant government agencies, educational institutions, and other stakeholders, and will be discussed in workshops and seminars. Assistance from ADB to support the development of specific education projects will be explored. The analytical work can provide valuable input to country program strategies for the participating countries. Under the TA, an advisory group of education and labor market experts will be established, with the experts being engaged as resource persons. Periodic consultations will be carried out with the members of the advisory group, including during workshops and through online discussion panels.

13. **Output 2: Capacity-building programs developed and delivered.** The TA will deliver at least three subregional and national seminars and capacity-building programs for education policy makers in the participating countries. The topics covered will be identified through the analytical work under output 1 and through policy discussions with key stakeholders. The topics will address shared emerging issues and concerns, such as developing relevant education policies and strategies and upgrading TVET systems for better employability. Other CWA countries that are already receiving or have requested ADB education support will be invited, on a selective basis, to engage in the consultation process and share their experiences. Seminars will provide an opportunity to improve cooperation by bringing together key policy makers from education, labor, finance, and other relevant ministries, and other key stakeholders (private sector representatives and members from academia and research institutions) to exchange ideas and learn from each other.

14. Capacity building will be achieved by drawing on the expertise of policy makers from developed and developing ADB member countries or consultants with a significant policy-making background. Capacity-building activities will be held in host institutions in the participating countries and in other facilities where needed. The TA will fund the travel expenses of resource persons and a limited number of participants from each country who meet the eligibility criteria that will be developed under the TA. Participating CWA countries may send additional eligible participants, who will need to pay their own travel costs and related expenses. The TA will explore the delivery of capacity development programs through videoconferencing facilities at resident missions, online and blended learning, and other cost-effective technological platforms. The TA will bring together a wide range of stakeholders in the countries to create public space for informed dialogue, stronger ownership, and more innovative solutions in education.

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

15. The TA is estimated to cost \$1,000,000, which will be financed on a grant basis by the Japan Fund for Poverty Reduction and administered by ADB. The detailed cost estimates and financing plan are in Appendix 2.

### **D. Implementation Arrangements**

16. ADB will be the executing agency for the TA, with the Public Management, Financial Sector, and Trade Division of the Central and West Asia Department acting as the focal point and coordinator of consultant inputs. The division will consult on TA-related issues with relevant resident missions, other divisions within the Central and West Asia Department, and with the education community of practice. A national steering committee, which will be set up in each participating country, will comprise representatives of the ministries responsible for education and skills development and the private sector. Each steering committee will endorse (i) three



strategic priorities for assessment, (ii) work plans, and (iii) capacity-building plans. The design and monitoring framework will be used to monitor implementation progress (Appendix 1).

17. ADB inputs will include consulting services and training. All consultants under the TA will be recruited on an individual basis. Individual consultant recruitment is proposed for all positions to facilitate selection of the best combination of thematic experts in the shortest time, and to enable tailoring of TA support to each country's sector reform policies. The TA will require 23 person-months of international and 35 person-months of national consulting services to (i) carry out surveys and assessments, (ii) prepare working papers, conduct consultations on the results, and discuss follow-up actions, and (iii) prepare and deliver capacity-building activities. Consultants are expected to have considerable experience in education and skills development. The TA will also use short-term resource persons to provide specific expertise as needed. The outline terms of reference are in Appendix 3.

18. Consultants and resource persons will be engaged by ADB in accordance with ADB's Guidelines on the Use of Consultants (2013, as amended from time to time). The TA will be disbursed in accordance with ADB's *Technical Assistance Disbursement Handbook* (2010, as amended from time to time). The TA is expected to begin in February 2015 and to be completed by February 2017. Good practice and lessons will be disseminated through policy dialogue with relevant institutions, and in seminar and training materials and knowledge products published under the TA. The TA will be implemented in close cooperation with the participating countries, resident missions, and Japanese embassies in the participating countries.

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

19. The President, acting under the authority delegated by the Board, has approved ADB administering technical assistance not exceeding the equivalent of \$1,000,000 to be financed on a grant basis by the Japan Fund for Poverty Reduction for Education and Skills for Employment in Central and West Asia, and hereby reports this action to the Board.

### DESIGN AND MONITORING FRAMEWORK

<b>Design Summary</b>	<b>Performance Targets and Indicators with Baselines</b>	<b>Data Sources and Reporting Mechanisms</b>	<b>Assumptions and Risks</b>
<p><b>Impact</b> Improved education and skills development systems aligned to employment requirements in Armenia, Azerbaijan, and Uzbekistan</p>	<p>The number of skilled employees entering the workforce increases by 10% by 2022 (baselines will be identified in 2015)</p> <p>Increased employer satisfaction with the knowledge, skills and attitudes of new employees by 2022 (baselines will be identified in 2015)</p>	<p>Reports from ministries of education, ministries of labor, and national statistics offices of each country</p> <p>Employer surveys</p>	<p><b>Assumptions</b> The governments maintain their commitment to education sector development</p> <p>The governments will provide timely investment to help generate increased employment</p>
<p><b>Outcome</b> Increased knowledge and capacity of Armenia, Azerbaijan, and Uzbekistan to adopt appropriate policies and investments in education and skills development</p>	<p>Updated national education and TVET sector plans, reflecting strengthened analytical and planning capacities of government agencies involved in education and skills development by end of 2017</p>	<p>Governments' annual reports and sector plans</p>	<p><b>Assumptions</b> Good coordination among key stakeholders including the ministries of education and labor</p> <p>The governments implement the TA recommendations effectively</p>
<p><b>Outputs</b> 1. Thematic analytical studies and knowledge products completed</p>	<p>Thematic analytical studies finalized by Q1 2016</p> <p>At least three working papers prepared by Q4 2016</p>	<p>Consultant reports</p>	<p><b>Assumptions</b> Participating countries agree on capacity-building programs</p> <p>Governments agree to enhance education policies and systems based on the results of the analytical studies</p>
<p>2. Capacity-building programs developed and delivered to education policy makers</p>	<p>At least three regional or in-country capacity building programs delivered to at least 20 government officials by Q1 2017</p>	<p>Consultant reports</p>	<p><b>Risk</b> Inadequate or delayed provision of necessary data</p>

<p><b>Activities with Milestones</b></p> <p><b>1. Thematic analytical studies and knowledge products</b></p> <p>1.1 Conduct surveys and assessments of regional capacity-building needs in regard to education and skills development by Q4 2015</p> <p>1.2 Design capacity-building activities by Q1 2016</p> <p>1.3 Prepare and disseminate working papers by Q4 2016</p> <p><b>2. Capacity-building programs</b></p> <p>2.1 Conduct roundtables on education sector development with key stakeholders by Q4 2015</p> <p>2.2 Deliver capacity-building programs by Q1 2017</p>	<p><b>Inputs</b></p> <p><b>Japan Fund for Poverty Reduction:</b></p> <p><b>\$1,000,000</b></p>
--	--

TA = technical assistance, TVET = technical and vocational education and training.  
Source: Asian Development Bank.

**COST ESTIMATES AND FINANCING PLAN**  
(\$'000)

<b>Item</b>	<b>Amount</b>
<b>Japan Fund for Poverty Reduction<sup>a</sup></b>	
1. Consultants	
a. Remuneration and per diem	
i. International consultants	483.00
ii. National consultants	70.00
iii. Resource persons	20.00
b. International and local travel	70.00
c. Reports, translation, and communications <sup>b</sup>	10.00
d. Miscellaneous administration and support costs	10.00
2. Training, seminars, and conferences	120.00
3. Surveys and assessments	177.00
4. Contingencies	40.00
<b>Total</b>	<b>1,000.00</b>

<sup>a</sup> Administered by the Asian Development Bank. The Government of Japan approved the financing of this TA on 17 June 2014.

<sup>b</sup> Includes all translation activities, necessary policy documents for desk review, production of knowledge products, road maps, and interpretation for the workshops.

Source: Asian Development Bank estimates.

## OUTLINE TERMS OF REFERENCE FOR CONSULTANTS

### A. Objectives

1. The technical assistance (TA) will require an estimated 23 person-months of international and 35 person-months of national consulting services to (i) carry out surveys and assessments, (ii) prepare working papers, and (iii) prepare and deliver capacity-building programs. Consultants are expected to have at least 10 years of experience in education sector development. An individual national consultant with project management experience, preferably in the education sector, will be hired for 18 person-months to provide technical and administrative support for TA activities. Additional experts, both international and national, will be hired to provide analytical and capacity-building support. All consultants will be recruited on an individual basis to facilitate the selection of the best combination of thematic experts in the shortest time. The country of assignment for national consultants will be the country of which they are a national, with the exception of the national project coordinator, who will undertake regional tasks to assist the international experts. The outputs of the consultants will be consistent with the design and monitoring framework. National consultants will be responsible for the quality of national language versions of the knowledge products, and international consultants for the quality of the English versions.

**Table A3: Indicative Consulting Services Inputs**

Position	Person-Months
<b>A. International consultants</b>	
Secondary education policy experts	6.0
Technical and vocational education policy experts	6.0
Pool of international consultants	11.0
<b>Subtotal (A)</b>	<b>23.0</b>
<b>B. National consultants</b>	
Secondary education policy experts	5.0
Technical and vocational education policy experts	5.0
Project coordinator	18.0
Pool of national consultants	7.0
<b>Subtotal (B)</b>	<b>35.0</b>
<b>Total (A+B)</b>	<b>58.0</b>

Source: Asian Development Bank.

2. Indicative terms of reference for the experts are as follows:

### B. Individual Consultants

3. **Secondary education policy experts** (international, 6 person-months and national, 5 person-months). The experts will preferably have 10 years of experience in education sector reform and analysis. They will have in-depth knowledge of key aspects of educational reform and experience in similar assignments that require sector assessments and preparation of knowledge products in a team setting. Work experience in the Central and West Asia (CWA) region will be an advantage. Detailed tasks include the following:

- (i) review Asian Development Bank (ADB) and other development partner support for educational sector development in three CWA countries (Armenia, Azerbaijan, and Uzbekistan), and identify good practices, success factors, and lessons;

- (ii) examine issues, strategies, policies, and institutional factors related to access and equity, quality and relevance, sector management efficiency, and financing of education in the three countries;
- (iii) review existing reports and analytical work produced by the government, education scholars, and development partners, including the United States Agency for International Development; World Bank; Global Partnership for Education; European Union; Organization for Economic Cooperation and Development; United Nations Educational, Scientific, and Cultural Organization; United Nations Children's Fund; and Open Society Institute;
- (iv) assess the countries' sociopolitical context of education in close consultation with the government and other development partners;
- (v) organize and coordinate consultations, including focus group discussions, with stakeholders. The stakeholders should include senior officials of relevant ministries (e.g., ministries of education, labor, planning and finance) and local stakeholders (e.g., civil society, the private sector, researchers, school administrators and teachers);
- (vi) ensure that consultations are conducted in different regions of the three CWA countries (outside of the capital city), including in remote and rural areas and in schools with the official language and the ethnic minority language as the language of instruction;
- (vii) assess the status of and priorities for support to key areas such as pre- and in-service teacher training, curriculum reform, school-based management, financing of education, results orientation in policy analysis and policy planning, management information systems, and crosscutting issues such as gender dimensions of education and training;
- (viii) identify areas requiring further in-depth research and analysis, and determine the institutional strengthening and capacity building needs;
- (ix) prepare sector assessments and action plans to address gaps so as to improve education sector performance;
- (x) assess opportunities and make recommendations to create regional bodies such as institutes for education development, university networks, and other regional cooperation platforms, based on good practices in other parts of Asia and the Pacific and internationally;
- (xi) in consultation with ADB, develop knowledge products, including policy briefs and working papers, in the crosscutting areas identified through sector assessments and policy dialogue, and prepare research and policy recommendations on education sector development in the three countries; and
- (xii) assist ADB in conceptualizing and delivering regional and country workshops in key areas of educational reform.

4. **Technical and vocational education policy experts** (international, 6 person-months and national, 5 person-months). The experts will preferably have 10 years of experience in vocational education reform and analysis. Work experience in the CWA region will be an advantage. Detailed tasks include the following:

- (i) review ADB and other development partner support for vocational education in the three CWA countries and identify good practices in this subregion, success factors, and lessons;
- (ii) examine issues, strategies, policies, and institutional factors related to access and equity, quality and relevance, sector management efficiency, and financing of vocational education in the three CWA countries;

- (iii) review existing reports and analytical work produced by the government and development partners;
- (iv) assess issues related to skills shortages, quality assurance systems at national and training provider levels, national qualifications frameworks, occupational standards and industry qualifications, financing of technical and vocational education and training (TVET), industry involvement, employment services and vocational guidance, entrepreneurship training, apprenticeships and on-the-job training, and labor market policies;
- (v) organize and coordinate consultations, including focus group discussions, with stakeholders. The stakeholders should include senior officials of relevant ministries (e.g., ministries of education, labor, planning and finance), local stakeholders (e.g., civil society, researchers, TVET administrators, vocational instructors, employers), and industry sector bodies and associations;
- (vi) undertake scenario planning for skilled workforce development if required (including analysis of growth-related and replacement-related demand; analysis of fast growing sectors and their demand for occupations and qualifications, including trade and supply chains; projections for growth and long-term investing; skills mapping; and employer surveys) in the three CWA countries. Experts will analyze demand for labor by reviewing labor market studies, private sector needs, and the demand for skilled workers in countries in the region;
- (vii) provide policy recommendations on ways to train low-skilled workers and other disadvantaged groups (e.g., ethnic minorities, women, options for those going abroad for work); ways to spur innovation and technological development through TVET; the potential for twinning arrangements between TVET institutions in the three CWA countries and overseas to foster knowledge transfer and develop a learning culture; and other relevant issues such as labor mobility;
- (viii) assess the possibility for developing indicators and benchmarks related to relevance, equity, and efficiency in reorganizing and optimizing TVET systems. Such benchmarks and indicators would be applied across the subregion of Central Asia and Caucasus;
- (ix) identify areas requiring further in-depth research and analysis, and determine the institutional strengthening and capacity building needs in TVET;
- (x) prepare sector assessments and action plans to address gaps so as to improve TVET sector performance in the three CWA countries;
- (xi) assess opportunities and make recommendations for creating regional platforms, systems, and bodies such as regional TVET centers of excellence and TVET networks; conducting a regional skills demand analysis (including training for migration and labor mobility within the subregion) based on good practices in other parts of Asia and the Pacific region and internationally. The experts will explore the issues of regional demand for a skilled workforce, balancing regional and national demand for and supply of skills, developing methods for reducing the risk of mismatch, and addressing demand for skilled workers in the growing sectors;
- (xii) develop knowledge products including policy briefs and working papers in crosscutting areas identified through sector assessments and policy dialogue;
- (xiii) prepare, in consultation with ADB, research and policy recommendations on education sector development in the three CWA countries; and
- (xiv) assist ADB in conceptualizing, organizing, and delivering regional and country workshops (or workshop panels) in key areas of TVET reform.

5. **Deliverables.** The deliverables for the secondary education policy experts and the technical and vocational education policy experts include inception and interim reports on the consultations, surveys, and sector assessments conducted in the countries; knowledge products including working papers and policy briefs on identified key issues; policy recommendations on key issues; and contributions to conceptualizing and delivering workshops and capacity-building programs.

6. **Project coordinator** (national, 18 person-months). The project coordinator will have at least 5 years of project management experience, preferably in the education sector. The coordinator will support international consultants in regional tasks and will be expected to undertake regional travel (to Armenia, Azerbaijan, and Uzbekistan). Detailed tasks include the following:

- (i) help with overall TA administration and coordination of the consultants' work;
- (ii) help organize consultative meetings and workshops, including providing logistical support such as booking venues, accommodation, and meals; sending invitations; arranging for translations; and printing materials;
- (iii) help organize training and surveys; assist with logistical support in report preparation, and in the publication and dissemination of knowledge products;
- (iv) help government counterparts and consultants to submit the required documentation for workshops and other related TA activities;
- (v) assist in identifying a roster of experts on the three CWA countries, who could form an advisory group. The group, consisting of resource persons, will aim to perform general review and advisory functions for the TA. Its members will include leading experts on the three CWA countries, as well as representatives of ADB and other development partners supporting education sector development activities in these countries;
- (vi) be responsible for launching and maintaining an online discussion board, by sending out discussion questions and other communications to the advisory group members in consultation with ADB; and moderating online discussions in consultation with ADB;
- (vii) compile emerging information on educational reform and broader economic and social development trends in Central Asia, including government policies, news releases, assessments and reports by international organizations, and research by academic scholars and think tanks (including information on conferences and new twinning partnerships) and prepare a quarterly digest of such information;
- (viii) assist in identifying relevant venues for publication of ADB's knowledge products and in preparing policy briefs on selected issues in education reform in CWA;
- (ix) manage the knowledge product process and review document quality;
- (x) be responsible for administering and liquidating costs associated with workshops; and
- (xi) participate in ADB missions as required, and undertake other tasks as reasonably assigned by ADB.

7. **Deliverables.** These include monthly updates about project activities; inputs for the inception, midterm review and final reports; quarterly digest of information on education in the three CWA countries; logistical support in organizing workshops and capacity-building programs.



**C. Pool of International and National Consultants** (international, 11 person-months; national, 7 person-months)

8. The pool of international and national consultants will include international experts with extensive expertise in research and consulting assignments in the region, in one or more of the critical thematic areas of education sector development. The issues identified for each of these themes are only illustrative at this stage, as the TA needs flexibility to assign emphasis to the high priority issues that will be identified through sector assessments and policy dialogue. The pool of consultants may include experts with expertise in governance, political economy, economic development, and green growth in CWA, as this would help to situate planned educational assessments and capacity building in broader sociopolitical and economic contexts. Their terms of reference will be defined in consultation with the national steering committees.

9. **Deliverables.** These include inputs to inception, midterm and final reports, sector assessments, policy briefs, knowledge products, and capacity-building workshops.

**D. Resource Persons** (eight individuals, maximum of 10 person-days each)

10. The resource persons will be members of the advisory group. The group will provide guidance for sector assessments, including the methodology, and review the interim reports and final report. Advisory panel members may also selectively participate in TA workshops or seminars as resource persons.