

## PROJECT PREPARATORY TECHNICAL ASSISTANCE

### A. Justification

1. Through ongoing technical assistance projects (TAs), the Asian Development Bank (ADB) has assisted the government in defining key priorities for reforming and strengthening secondary education subsector (SES) and technical and vocational education and training (TVET), including identifying core priorities for investments that are expected to be included in the National Education Sector Plan. Additional project preparatory TA is needed to support detailed formulation for a Program suitable for ADB financing in terms of technical, financial, economic, institutional, sector policy, and safeguard dimensions, and to provide capacity development and other support to ensure a rapid start-up to Program implementation. Consultants fielded under this TA will work closely with ADB staff as well as consultants already mobilized under ongoing TAs.

### B. Major Outputs and Activities

2. The TA will (i) review the situation and gap analysis of SES and TVET supported by ADB as part of the Comprehensive Education Sector Review and other ongoing TA, and conduct more detailed assessment of institutional capacity dimensions relevant to the Program; (ii) support finalization of the scope of proposed project investments, with a focus on development of capacity development programs as well as planning for procurements of civil works, equipment, and materials required during the Program's early stages; (iii) conduct due diligence including analysis of governance and procurement capacity dimensions as well as conflict sensitivity, and provide related support; (iv) prepare gender and ethnic group action plans and a communication plan to support reforms; (v) determine detailed implementation arrangements and prepare the project administration manual to guide overall implementation of the proposed Program; and (vi) after Program approval, provide capacity building and hands-on support to ensure rapid Program start-up. The TA will also provide inputs to work led by the ADB processing team and existing consultants, including supporting (i) review and refinement of priority policy reforms indicatively identified for support under the policy loan, and finalize the policy matrix laying out specific policy actions required for tranche disbursement; (ii) additional stakeholder consultations; (iii) preparation of the detailed cost estimates and the financing plan; and (iv) analysis of the Program's economic rationale and financial viability and sustainability.

1. The major outputs and activities are summarized in Table A3.1.

**Table A3.1: Summary of Major Outputs and Activities**

Major Activities	Expected Completion Date	Major Outputs	Expected Completion Date
<b>A. Inception</b>			
1. Consultant mobilization	July 2015	Contracts signed	July 2015
2. Prepare detailed work plan	July 2015		
3. Inception workshop and initial stakeholder consultations	August 2015		
<b>B. Midterm</b>			
4. In-depth dialogue with EA and stakeholders to flesh out design	February 2016	Draft RRP annexed to Fact-finding MOU	March 2016
5. Assess institutional constraints to delivery of Program outputs,	March 2016	Finalized SPRSS, GAP, ethnic group	March 2016

safeguards, gender, ethnic group, and conflict sensitivity issues and responses, etc.		plan, and communication plan to support reforms	
6. Develop institutional capacity building program	March 2016		
7. Inputs to cost estimates, financing plan, and economic and financial assessment	March 2016		
8. Develop detailed implementation Arrangements and prepare PAM	March 2016	Semi-final draft of PAM	March 2016
9. Follow-up inputs and refinements	May 2016		
<b>C. Program start-up support</b>			
10. Support on bidding documents for initial procurements, etc.	October 2016	Draft documents for consultant recruitment	October 2016
11. Implement capacity development program for key proponents	March 2017	Draft documents for initial procurements	December 2016

GAP = gender action plan, PAM = project administration manual; RRP = Report and Recommendation of the President to the Board of Directors; SPRSS = summary poverty reduction and social assessment  
Source: Asian Development Bank

### C. Cost Estimate and Proposed Financing Arrangement

4. The TA is estimated to cost \$1,100,000 equivalent, of which \$1,000,000 will be financed on a grant basis by ADB's Technical Assistance Special Fund (TASF-Others). Disbursement under the TA will be made in accordance with ADB's Technical Assistance Disbursement Handbook (May 2010, as amended from time to time). The government will provide counterpart support in the form of counterpart staff, provision of office space, and other in-kind contributions. The detailed cost estimate is presented in Table A3.2.

**Table A3.2: Cost Estimates and Financing Plan**  
(\$'000)

Item	Total Cost
<b>Asian Development Bank<sup>a</sup></b>	
1. Consultants	
a. Remuneration and per diem	
i. International consultants (25 person-months)	575.0
ii. National consultants (20 person-months)	60.0
b. International and local travel	95.0
c. Reports and communications	10.0
2. Equipment (computer, printer, etc.) <sup>b</sup>	12.0
3. Workshops, training, seminars, and conferences <sup>c</sup>	
a. Facilitators	34.0
b. Training program	80.0
4. Miscellaneous administration and support costs <sup>d</sup>	40.0
5. Contingencies	94.0
<b>Total</b>	<b>1,000.0</b>

<sup>a</sup> Financed by the Asian Development Bank's Technical Assistance Special Fund (TASF-Others)

<sup>b</sup> Equipment (to be turned over to the government implementing agencies upon TA completion)

Type	Quantity	Cost
laptop computers for MOE and MOST	6	\$9,000
peripherals (e.g., printer, scanner, etc.)	2 sets	\$3,000

<sup>c</sup> Workshops, training, seminars, and conferences

Purpose	Venue
Series of stakeholder workshops for design phase	tbd
MOE and MOST capacity building workshops	Naypyitaw and tbd.

<sup>d</sup> Includes translation, secretarial, and/or research assistants and vehicle rental, as well as transport, accommodation and other non-salary expenses for counterpart staff for participation in field visits

Source: Asian Development Bank

## D. Consulting Services

5. The TA will mobilize 25.0 person-months (pm) of international consultant inputs, and 20.0 pm of national consultant inputs, who will work closely with the ADB processing team and consultants mobilized under ongoing TAs and will provide inputs to Program design and start-up support as outlined in paras. 7-9. ADB will engage consultants as individuals, in accordance with ADB's *Guidelines on the Use of Consultants* (2013, as amended from time to time). The consultants may procure minor equipment through shopping in accordance with ADB's *Procurement Guidelines* (2015, as amended from time to time). Upon TA completion, equipment procured under the TA will be transferred to the Ministry of Education and Ministry of Science to support Program implementation. To augment the inputs by the individual consultants, ADB may mobilize additional resource persons as needed, in accordance with ADB procedures.

**Table A3.3: Summary of Consulting Services Requirement**

International Name of Positions	Person-months	National Name of Positions	Person-months
Expert on Institutional Capacities for Education Sector Reform	11	Specialist on Social Development and Conflict-Sensitive Approaches	10
Expert on Social Impacts and Communications	8	Procurement Specialist	10
Expert on Education Sector Procurement	6		

HRD = human resource development

Source: Asian Development Bank

6. Initial outline terms of reference for project preparatory TA consultants are in paras. 7-9.

7. **Expert on Institutional Capacities for Education Sector Reform** (international, 11 person-months). The Expert will have experience in projects directly supporting SES and TVET reforms in similar country contexts, and mastery of ADB project preparation requirements. Working closely with the ADB processing team and consultants mobilized under existing TAs, his/her tasks will include (i) coordinate and oversee the inputs of the consultants noted in paras. 8-9, including preparation of the project administration manual (PAM) and due diligence- and safeguards-related documents; (ii) ensure extensive consultations with relevant government and non-government stakeholders and DPOs; (iii) coordinating inputs from the other consultants, assess the institutional capacities of MOE, MOST, and other key agencies (e.g., NSSA), including assessing MOE and MOST financial management and governance capacities and risks; (iv) plan and lead the team's implementation of a multi-modal capacity development program for MOE and MOST during the TA, to support subsequent strong project management and implementation of the Program; (v) formulate a follow-on capacity development plan for implementation during the Program; and (vi) develop a M&E framework for the Program.

8. **Expert on Social Impacts and Communications** (international, 8 person-months) and **Specialist on Safeguards and Conflict-Sensitive Approaches** (national, 10 person-months).

The consultants will have expertise in analysis and project design related to social development and equity issues affecting females, the poor, ethnic groups, and other disadvantaged groups in the education sector in Myanmar and/or similar contexts (preferably including both SES and TVET in conflict-affected countries).<sup>17</sup> Building on prior ADB-supported analysis in Myanmar, their tasks include: (i) conduct analysis and in-field participatory consultations to further assess equity issues in SES and TVET in Myanmar, including supply- and demand-side factors affecting access, quality, and learning outcomes; (ii) provide inputs to the ADB team to support finalization of poverty and social analyses, including disaggregated analysis of social impacts and benefits of the proposed Program; (iii) identify priority interventions and procedures to promote participation by and benefits to women, the poor, ethnic groups, and other disadvantaged groups under the Program, including developing the gender action plan and ethnic group plan; (iv) conduct due diligence on resettlement dimensions; (v) provide inputs to the Program design (including an annex to the PAM) to ensure conflict-sensitivity; (v) develop a communications plan to support targeted reforms; and (vi) provide related capacity building.

9. **Expert on Education Sector Procurement** (international, 6 person-months) and **Procurement Specialist** (national, 10 person-months). The consultants will be experienced in procurement of goods and services under similar internationally-supported projects (preferably including SES and TVET) and provision of related capacity development. Their collective tasks include: (i) support the Program design team and government counterparts to develop lists of goods and services to be procured under the Program, and prepare the initial procurement plan; (ii) provide related inputs in a suitable format (e.g., spreadsheets with detailed annotation) for the PAM and for the ADB team's incorporation into the detailed cost estimates; (iii) assess MOE and MOST procurement capacity and risks; (iv) provide extensive training, mentoring, and reference materials; and (iv) draft bidding documents for initial packages.

## E. Implementation Arrangements

10. The executing agency and implementing agencies will mirror that for the proposed Program. MOE and MOST will provide qualified counterpart staff, adequate office accommodations for the consultants and working meetings, and other in-kind inputs. To facilitate implementation, an advance payment facility will be established with MOE. Disbursements will be done in accordance with ADB's *Technical Assistance Handbook* (May 2010, as amended from time to time). The Government was advised that approval of the TA does not commit ADB to financing any ensuing loan/grant.

11. The proposed TA processing and implementation schedule is listed in Table A3.4.

**Table A3.4: Technical Assistance Processing and Implementation Schedule**

<b>Major Milestones</b>	<b>Expected Completion Date</b>
Concept clearance/PPTA approval	end May 2015
TA commencement	start July 2015
Midterm report	October 2015
Core final report (draft as input to Fact-finding)	mid-March 2016
Supplementary capacity building report	end February 2017
TA completion	end March 2017

Source: Asian Development Bank

<sup>17</sup> The expert will also have experience with project preparation requirements of ADB or similar organizations.

## OUTLINE OF INDICATIVE PROGRAM OUTPUTS

1. Sustained Asian Development Bank (ADB) support to Myanmar’s Comprehensive Education Sector Review (CESR) since 2012—including through 2 ongoing technical assistance projects (TAs)—has helped to identify key challenges and priorities for the post-primary education subsectors, in particular the secondary education subsector (SES) and technical and vocational education and training (TVET).<sup>18</sup> These TAs are also currently supporting reforms of the SES curriculum, which is expected to be introduced into schools nationwide during the period SY2017/18 - SY2020/21 with support under the proposed Preparing Youth for the Workplace Program (PYWP). A third TA is helping to pilot test new TVET modalities—including competency-based modular short courses (CBMSCs)—which are expected to be replicated and expanded to other skill areas under the proposed Program.<sup>19</sup> These 3 ongoing TAs are now supporting the government’s formulation of the National Education Sector Plan (NESP), which will provide an overarching umbrella for the PYWP as well as other key programs that will operationalize the government’s reform agenda for the education sector (including TVET).

2. Cooperation to date has yielded initial consensus on the broad scope of the proposed Program. An indicative outline of core thrusts under each of the Program’s 3 outputs is provided below, subject to concerted design dialogue with the Ministry of Education (MOE), Ministry of Science and Technology (MOST), and other agencies as well as potential cofinancing partners.

### **Output 1: policy frameworks and capacities for cohesive, workforce-responsive SES and TVET enhanced**

3. Output 1 would combine cross-cutting policy reform support and investments to rationalize and better link SES and TVET, and build institutional and subsector management capacity of MOE, MOST, and related agencies. Subject to forthcoming joint design dialogue, key policy-related areas to be supported collectively by PYWP’s program and project components are expected to include (i) rationalizing SES and TVET, while supporting a phased shift to more decentralized structures;<sup>20</sup> (ii) strengthening mechanisms and capacities to engage with employers and communities in SES and TVET processes ranging from curriculum and program development to delivery;<sup>21</sup> (iii) developing and institutionalizing clearer learning pathways linking SES, TVET, and higher education; (iv) quality assurance systems and related institutional capacities; and (v) policies and strategies for use of appropriate information and communication technology (ICT) emphasizing efficacy in serving core education sector objectives, sustainability, and equity. In addition to consultant inputs, capacity development, and other support in these policy-related areas, PYWP’s project component is expected to support other cross-cutting areas, potentially including (i) capacity development support to MOE and MOST to jointly identify key competencies that need to be produced by SES and TVET; (ii) support for school network mapping, with a likely focus on SES and TVET institutions to support

<sup>18</sup> These TAs are: (i) ADB. 2012. *Technical Assistance to the Republic of the Union of Myanmar for Support for Education Sector Planning*. Manila (TA 8187-MYA); and (ii) ADB. 2013. *Technical Assistance to the Republic of the Union of Myanmar for Support for Post-Primary Education Development*. Manila (TA 8385-MYA).

<sup>19</sup> ADB. 2014. *Technical Assistance to the Republic of the Union of Myanmar for Support for Skills Development for Inclusive Growth*. Manila (TA 8634-MYA).

<sup>20</sup> It will be critical that Myanmar’s approach to decentralization and provision of autonomy to TVET institutions give careful consideration to capacity constraints and invest in building prerequisite capacities.

<sup>21</sup> This may potentially include support related to policy on private TVET provision—related current legislation covers only basic education—and public-private partnerships (PPPs). While a systematic and longer-term approach to PPPs would be needed in Myanmar’s current context, there may be particular prospects in the case of TVET.

planning including guiding future capital investments;<sup>22</sup> and (iii) strengthening management information systems (MIS), with a potential focus on integrating information on government technical high schools and other TVET institutions.<sup>23</sup>

### **Output 2: new SES curriculum delivered and access expanded**

4. Under the common reform agenda supported by output 1, PYWP's output 2 is expected to represent the only concerted subsector-level DPO support to SES in the coming years, and will assist MOE in implementing foundational reforms as the basis for the longer-term, sequenced strengthening of SES. It will principally focus on improving quality and relevance of SES, with selective support to SES access and management dimensions, supporting higher LSE enrolments (including by increasing the primary-LSE transition rate) as well as USE completion rates (by increasing retention and pass rates). Subject to forthcoming joint design dialogue, output 2 would focus on 2 principle clusters of interventions or sub-outputs noted below, each of which will include linked interventions under PYWP's program and project components.

5. The first sub-output will focus on strengthening the quality and relevance of SES—which is currently a key demand-side factor undermining SES access and completion rates—including via support to MOE's reforms of the SES curriculum, pedagogy, and assessment. Key thrusts are expected to include: (i) development, printing, and distribution of LSE and USE textbooks and teacher guides, which will emphasize critical thinking and other "21<sup>st</sup> century skills", be more vocationally relevant, will align to Myanmar's rapidly evolving socioeconomic context, and will promote equity across gender, ethnic groups, and other dimensions;<sup>24</sup> (ii) in-service teacher training and continuing professional development, to ensure that teachers nationwide are able to deliver the new LSE and USE curricula using student-centered, active learning approaches;<sup>25</sup> (iii) reform of student assessment, including approaches to periodic testing in schools and national LSE and USE completion examinations, to reverse their current effect in reinforcing rote-based pedagogy and learning;<sup>26</sup> (iv) provision of teaching and learning equipment, with a likely priority given to improving teaching and learning in science laboratories as well as school libraries;<sup>27</sup> and (v) capacity development in priority areas and at different levels, ranging central MOE, to local MOE offices (e.g., to ensure school inspection and other local functions promote innovative teaching in schools), and school managers in areas such as community engagement in school-based management, school improvement planning, and school block grant processes.

<sup>22</sup> This support would complement support from other DPOs for primary and pre-primary education and would build on ongoing efforts to collect basic information on existing school locations. School network mapping goes a step further, to map out demand versus existing supply of school facilities (e.g., to identify areas with large numbers of middle school students with no nearby high school or GTHS facilities).

<sup>23</sup> The detailed focus of MIS-related support would incorporate findings from UNESCO's ongoing assessment of MOE's Education MIS, as well as dialogue with other DPOs to ensure consistency and a clear division of labor.

<sup>24</sup> This would build on ongoing ADB support—in partnership with Australia via 2 cofinanced TA projects (TA 8187 and TA 8385) and in close cooperation with Japanese assistance for primary education curriculum reform—to MOE to develop the SES curriculum reform strategy, curricular frameworks, and detailed contents for the new LSE and USE curricula.

<sup>25</sup> Subject to further dialogue with MOE and clarity on emerging support from other DPOs, this may also include pre-service teacher training as well as strengthened policies and mechanisms for teacher utilization and deployment (e.g., to address the current shortage of qualified science teachers in poorer rural areas).

<sup>26</sup> Output 2 may additionally support other dimensions, including development of policies to curb private tutoring, as well as the pilot testing and introduction of instruments such as sample-based assessments of student learning outcomes (ASLO).

<sup>27</sup> Output 2 may also provide limited support for minimalist ICT equipment, prioritizing support to improved teaching across all subjects and models with low total cost of ownership (TCO), including maintenance and power consumption.

6. The second sub-output will provide more focused interventions to tackle both supply and demand-side deterrents to access. Support to address supply-side constraints to physical access is expected to include (i) support to MOE to develop new LSE and USE model school designs and standards, to ensure that new school structures are efficient (high quality and at modest cost), minimize maintenance costs and are robust to disasters, and are accessible to disabled children; and (ii) construction and upgrading of classrooms and dormitories—with a potential focus on upgrading existing branch and affiliated schools and incomplete middle schools (in Myanmar, termed “post-primary schools”)—based on the new standards and model designs. The program design stage will consolidate existing information on school locations and under-supply of classrooms to identify a first batch of areas for prioritized support during the early stages of the PYWP, while a second batch of areas to be targeted later during implementation will be to be finalized based on completion of the more rigorous school network mapping under output 1. Demand-side interventions to address cost barriers and promote increased enrolment and completion may include (i) scale-up and evaluation of needs-based stipends, in joint dialogue with World Bank, Australia, and/or other DPOs providing related support;<sup>28</sup> and/or (ii) launch of social marketing and other initiatives to promote increased LSE and USE enrolment and completion of girls and boys.

### **Output 3: new TVET programs introduced and access expanded.**

7. In parallel with output 2 and under the common reform agenda supported by output 1, PYWP’s output 3 will include linked interventions under PYWP’s program and project components. The main focus is expected to be on the replication and diversification of CBMSCs under MOST, though joint design dialogue will explore potential focused coverage of other institutions.<sup>29</sup> The detailed scope will be based on design dialogue with MOST and potential cofinancing DPOs, as well as close coordination with other DPOs expecting to support TVET in Myanmar (see also below). In particular, it is expected that PYWP’s policy matrix will embed a common core policy matrix for TVET that would be jointly formulated with the government and other DPOs, thereby supporting unified policy dialogue and alignment of DPO support behind a common reform agenda.

8. Subject to forthcoming joint design dialogue, support focus on the development of revised or new programs and curricula with strengthened quality and relevance. The Program is expected to support 3 tiers or types of program (outlined below), with a principal focus on the first (CBMSCs targeted at disadvantaged youth and unskilled workers):

- (i) **competency-based modular short courses (CBMSCs) for disadvantaged youth**—PYWP will also scale-up and replicating CBMSCs being pilot tested under TA 8634 and expanding to other selected skill areas, to be provided at selected GTHSs and other sites (see footnote 22), also allowing for fuller utilization of existing facilities. These CBMSCs will open access to training in basic skills (level 1 and in some cases level 2) to youth and young workers with limited formal education; and
- (ii) **advanced CBMSCs**—PYWP will additionally introduce develop, pilot test, and replicate new programs, which may be somewhat longer in duration and focus on more advanced

<sup>28</sup> ADB has had initial discussions with MOE, World Bank, and Australian counterparts on participating in annual reviews of the new stipend scheme that is being pilot tested in selected townships starting in SY2015/16, as well as joint dialogue on strengthening its design. The PYWP could potentially support an expansion of this program after the initial pilot phase, in coordination with other DPO support.

<sup>29</sup> Via TA 8634 (financed by the Japan Fund for Poverty Reduction), ADB is supporting MOST and the Ministry of Industry (MOI) in developing and pilot testing of CBMSCs, for potential replication under the PYWP.

skills (e.g., skill levels 3 and perhaps 4). These CBMSCs will allow skill upgrading of workers who already have basic skills and work experience, and will also be focused on specific skill areas and based in existing GTHS and other participating TVET institutions;

(iii) **TVET-track USE**—Support to USE curriculum reform under output 2 and to develop new CBMSC programs under output 3 will provide key building blocks for MOST's enhancement of GTHS programs, which are expected to be extended to 3 years in duration alongside MOE's extension of academic-track USE starting from SY2021/22. Namely, GTHS programs combine (a) selected academic subjects from the MOE USE curriculum; and (b) additional vocational courses. PYWP's second output would thus support curriculum reform of the academic component, while development of CBMSCs under PYWP output 3 would provide modules in selected skill areas for inclusion in new GTHS vocational course curricula, potentially augmented by curriculum developed with support from other DPOs (see para. 11 below). Pending further dialogue with relevant agencies and ongoing support by ADB and other DPOs to MOLES and NSSA to develop new or revised skill standards, it is expected that GTHS graduates would be certified in selected skill areas up to level 3 or 4 in the emerging national skill standards system.<sup>30</sup> PYWP will also tap ADB's support to related regional dialogue on skill standard alignment, particularly in the Greater Mekong Subregion (GMS).<sup>31</sup>

9. Support for new CBMSC programs will include (i) program scoping and curriculum development, in close dialogue with employers and other ministries, and aligned with learning pathways developed under output 1; (ii) development, printing, and distribution of teaching and learning materials; (iii) provision of equipment and materials for workshops, classrooms, and resource libraries; (iv) in-service teacher training and continuing professional development for faculty in targeted TVET institutions and skill areas;<sup>32</sup> (v) linked support to MOST and the National Skill Standards Authority (NSSA) under the Ministry of Labor, Employment, and Social Security (MOLES) to develop or enhance skill standards in skill areas covered by the CBMSCs, in close coordination with related assistance from Germany, Switzerland, and other DPOs; and (vi) support for skill/competency assessment and certification of individuals, and accreditation of TVET institutions to provide specific courses, to be linked to the revised skill standards.

10. Output 3 will also selectively address supply- and demand-side obstacles to TVET access. On the supply-side, support to advance physical access is expected to include (i) support to MOST to develop new designs and standards for TVET facilities (ranging from buildings to safety features and equipment), emphasizing efficiency, low maintenance costs, safety, and accessibility to disabled trainees; and (ii) construction and/or upgrading of classrooms, workshops, and dormitories, particularly at existing government technical high schools (GTHS) and potentially also government technical colleges and/or other TVET institutions, based on the new standards and model designs. Project preparatory dialogue will identify a first batch of TVET institutions—which is expected to include an expansion of support to GTHSs in Mandalay, Naypyitaw, Yangon being provided under ongoing TA 8634—for prioritized support during the early stages of the PYWP, with a second batch of institutions to be

<sup>30</sup> With support from ADB and other DPOs, Myanmar is developing a national qualifications framework that (as in many regional neighbors) is expected to include 8 levels, with TVET graduates typically falling in levels 1-4. Level 1 captures workers' mastery of manual skills to perform under close supervision, while level 4 reflects broader and deeper knowledge and skills and the ability to perform tasks with only broad guidance.

<sup>31</sup> Program design will also consider developments related to establishment of an ASEAN Economic Community (AEC) by end of 2015, though it is noted that AEC provisions for human resources tend to focus principally on professional workers (e.g., accountants, engineers, and doctors) rather than TVET skill levels.

<sup>32</sup> Capacity development under PYWP will complement potential support focused on TVET pedagogy (as opposed to technical content) being explored by other DPOs including Germany and Switzerland.



finalized based on unmet demands identified via school network mapping (see output 1). Demand-side interventions to address cost barriers and promote increased demand are expected to include development, pilot testing, and evaluation of needs-based stipends and other support to TVET trainees; and (ii) launch of social marketing, local employer outreach, and other initiatives to promote increased interest among youth, workers, and employers in TVET as well as increased employability of program graduates.

11. Detailed Program design dialogue will help identify specific skill area coverage for vocational courses at GTHS as well as both types of CBMSCs, including to ensure complementarity with support from other DPOs. In particular, GIZ and KfW are currently developing a TVET Reform Programme, which will (among others) support GTHS and develop short-courses in selected areas.<sup>33</sup> Pending continued dialogue and design of both programs, GIZ and KfW have indicated they expect to focus to some degree on metal technology, machining, electrical wiring and perhaps basic electronics, and mechatronics.<sup>34</sup> In turn, PYWP may focus on (i) replication of programs being pilot tested under TA 8634 (centered on building and construction as well as welding and repair and maintenance of motorcycles, tractors, and other small equipment); (ii) expansion to closely linked skill areas, such as carpentry for construction, scaffolding, plumbing, drainage/sewage, masonry, tile work, painting, and operation of selected heavy machinery; and (iii) additional skill areas potentially including ICT network and/or hardware technicians, air conditioning and other household appliances, other selected electronics-related skills, and/or food processing.<sup>35</sup>

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<sup>33</sup> Other examples include the Swiss-supported Vocational Skills Development Program, which includes components on (i) hospitality industry training; (ii) mobile training programs; and (iii) skill standard development.

<sup>34</sup> Mechnronics is a loosely defined composite skill area including elements of electronics, automotive skills, metal working, hydraulics, etc.

<sup>35</sup> All GTHS courses and CBMSC modules will embed workplace safety and first aid. Basic entrepreneurial skills will be similarly integrated and/or added as stand-alone modules.