



Technical Assistance Report

Project Number: 42122
November 2008

People's Republic of Bangladesh: Preparing the Primary Education Sector Development Program (Financed by the Japan Special Fund)

CURRENCY EQUIVALENTS

(as of 22 October 2008)

Currency Unit	–	taka (Tk)
Tk1.00	=	\$0.0146
\$1.00	=	Tk68.520

ABBREVIATIONS

ADB	–	Asian Development Bank
BNFE	–	Bureau of Nonformal Education
DPE	–	Directorate of Primary Education
ECE	–	early childhood education
EFA	–	education for all
EMIS	–	education management information system
MDG	–	Millennium Development Goal
MOE	–	Ministry of Education
MOPME	–	Ministry of Primary and Mass Education
NGO	–	nongovernment organization
NPA II	–	National Plan of Action II
NSAPR	–	National Strategy for Accelerated Poverty Reduction
PEDP II	–	Second Primary Education Development Program
PESDP	–	Primary Education Sector Development Program
PPP	–	public–private partnership
SLIP	–	school-level improvement plan
TA	–	technical assistance
UPEP	–	upazila primary education plan

TECHNICAL ASSISTANCE CLASSIFICATION

Targeting Classification	–	Targeted intervention (addressing MDGs 2 and 3)
Sector	–	Education
Subsector	–	Education sector development
Themes	–	Inclusive social development, capacity development, governance
Subthemes	–	Human development, institutional development, financial and economic governance

NOTE

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

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I. INTRODUCTION

1. The Asian Development Bank (ADB) has provided broad-based assistance to the Government of Bangladesh for the education sector covering primary, secondary, and nonformal education. A Primary Education Sector Development Program (PESDP) is included in the country strategy and program for 2006–2010¹ and was confirmed with the Government during the Country Programming Mission held 23 April–11 May 2008. The program preparatory technical assistance (TA) Fact-Finding Mission conducted during 8–29 June 2008 reached an understanding with the Government and interested development partners on the rationale, scope, outcomes, outputs, methodology, implementation arrangements and schedule, financing plan, and terms of reference for the TA. The design and monitoring framework is in Appendix 1.

II. ISSUES

2. **Education Structure.** Formal school education consists of early childhood education (ages 3–5)² in formal schools, 5 years of primary education (grades 1–5), 3 years of lower secondary education (grades 6–8), 2 years of secondary education (grades 9–10), and 2 years of higher secondary education (grades 11–12). Nonformal education programs do not necessarily follow the structured system, may have varying duration, and may or may not confer a certification of the learning achieved. The Ministry of Primary and Mass Education (MOPME) is responsible for primary education and nonformal education while the Ministry of Education (MOE) is responsible for secondary education, technical education and vocational training, and tertiary education. Under MOPME, the Directorate of Primary Education (DPE) is responsible for 4 types of formal primary schools out of the existing 10 types and the Bureau of Nonformal Education (BNFE) is responsible for nonformal education. Some primary schools (*ibtedaye madrasahs*, primary schools attached to high schools) are under MOE. However, the institutional framework to enforce government regulation is lacking for kindergartens, and nonregistered and nongovernment schools with large enrollments. The National Curriculum and Textbook Board, under the MOE, is responsible for curriculum and textbooks for both primary and secondary education. The primary education system requires consolidation, coordination, and flexibility within a common framework, given the 10 types of schools and their unequal outcomes, and the involvement of different institutions particularly under two ministries.

3. **Government Priority.** The Government in its Education for All: National Plan of Action II (NPA II), 2003–2015,³ has highlighted the need to improve quality while retaining the focus on equitable access to basic education. That need is also reflected in the Government's Poverty Reduction Strategy Paper,⁴ as the poor and rural children often do not have equal access to quality teaching and learning, compared to their more affluent urban counterparts. The Government wants PESDP to be built on NPA II and the achievements of the Second Primary Education Development Program (PEDP II)⁵ to support its ongoing commitment to education for all (EFA). MOPME, DPE, BNFE, and other stakeholders have emphasized the need for a comprehensive approach to achieve EFA goals within a long-term sustainable vision for equitable access to quality education. It was recognized that basic education should cover up to

¹ ADB. 2005. *Country Strategy and Program (2006–2010): Bangladesh*. Manila.

² Government primary schools have an informal "baby" class for preschool-age children who come to school with their older siblings; private schools, with English as a medium of instruction, have playgroup and nursery classes, but early childhood education is not yet officially recognized as a layer of formal education.

³ Ministry of Primary and Mass Education, Government of the People's Republic of Bangladesh. 2007. *Education for All: National Plan of Action II*. Dhaka.

⁴ Planning Commission, Government of the People's Republic of Bangladesh. 2005. *Bangladesh: Unlocking the Potential: National Strategy for Accelerated Poverty Reduction*. Dhaka (October).

⁵ ADB. 2003. *Report and Recommendation of the President to the Board of Directors on a Proposed Loan to the People's Republic of Bangladesh for the Second Primary Education Development Program*. Manila.

grade 8, but an expanded basic education to grade 8 requires analyzing implications on (i) financing, (ii) institutional arrangements, and (iii) management capacity.

4. Progress in the Second Primary Education Development Program. Considerable progress has been made in improving access to free compulsory formal and nonformal primary education through a combination of stipend, scholarship, school feeding, and other special initiatives in addition to regular support to formal and nonformal education. The primary education gross and net enrollment rates increased from 93.7% to 98.8% and 87% to 91%, respectively, between 2005 and 2007, and the Millennium Development Goal of gender parity in primary and secondary education has been achieved. Teacher recruitment and deployment procedures have improved, leading to the recruitment of more qualified teachers (around 50% with bachelor's degree or higher qualification against the minimum requirement of higher secondary certificate). In 2007, the proportion of female teachers in government primary schools increased to 50% from 40% in 2004. The development of a new certificate-in-education training has started and will be piloted from July 2009, while *upazila* (subdistrict) resource centers are being strengthened to improve in-service teacher training. Key performance indicators have been established for overall monitoring. The first round of national student assessment was conducted in 2006 and the second round is planned in 2008 to monitor student achievement in different subjects in grades 3 and 5.

5. Equitable Access to Quality Primary Education. Despite substantial progress, specific segments of the population, particularly the poor, minority ethnic groups and people in remote and vulnerable locations,⁶ do not have access to education of acceptable quality that ensures achievement of at least the minimum learning outcomes specified in the curriculum. The desired improvements in quality education for these groups have been slow to materialize. The system still faces large wastage due to high repetition (average 12%) and dropout rates (13%) in grades 1–4. Student absenteeism remains high (19%), especially for boys. Equitable access to quality primary education requires accelerating the implementation of strategies and action plans prepared under PEDP II for gender issues, vulnerable children, children with special needs, and tribal children. The plans will (i) enroll around 2 million–3 million out-of-school children, and (ii) ensure much higher primary cycle completion with minimum learning outcomes for all. Access and quality issues need further review to address the learning needs of disadvantaged groups. There is also a need for effective coordination between different types of institutions and programs within an integrated basic education framework, and an integrated database and school mapping. An initial poverty and social analysis is included in Appendix 2.

6. Quality of Teaching and Learning. NPA II notes major weaknesses in indicators of classroom achievement and a growing quality divide between rural and urban schools. Building on PEDP II, further reforms in education quality should focus on (i) an integrated curriculum framework and its renewal, with greater focus on core competencies including life skills; (ii) bridging formal and nonformal education, which targets mainly the rural and urban poor, through equivalency and through partnership and coordination arrangements; (iii) textbook renewal with improvements in instructional design, including simplifying textbooks and ensuring use of supplementary materials; (iv) developing a teacher education and professional development framework and building on the new certificate-in-education training to establish teacher competencies, linking different training and mechanisms to accredit and monitor training; and (v) taking the whole school approach forward within a shared vision of effective learning outcomes to target improvements in classroom teaching and learning.

⁶For example, char (islands), haor (vulnerable lowland), urban slums, etc.

7. **Management Capacity.** Key issues in management can be clustered around three major areas: (i) the need to differentiate the regulatory function of the Government (ensure that all school-age children complete the primary cycle with acceptable learning outcomes) from its service delivery function. This may include recognizing the involvement of other education providers than the government; (ii) improving management by addressing capacity constraints at all levels so as to improve service delivery; and (iii) institutionalizing improved results framework and results-based management with strong research support for evidence-based planning, budgeting, and analytical reporting.

8. **Aid Harmonization.** There were concerns about the involvement of many development partners in PEDP II, their internal requirements, and lack of harmonization that burden the Government with program implementation. Building on the lessons learned from PEDP II (para. 12), further harmonization and reduction in transaction costs are necessary to streamline the internal requirements of development partners and to use the Government's common policy and financing framework to allow interested development partners to decide on the funding arrangements according to their priorities.

9. **Decentralization.** DPE has staff and infrastructure in place down to upazila level and has made some progress in decentralization under PEDP II. The planning function has been decentralized at the upazila and school levels with the implementation of the school-level improvement plan (SLIP) and upazila primary education plan (UPEP). However, there is a need to strengthen the current decentralized framework to ensure effective and efficient service delivery and local accountability. Further, there is a need to introduce a policy of decentralized management and commensurate capacity development at district, subdistrict, and school levels through integrated planning, budgeting, and monitoring.

10. **Education Financing.** In the past 5 years, the budget allocation to education has been around 15% of the total government budget. The allocation to primary education in the education budget has increased from less than 40% in 2004 to over 45% in 2008. The share of the total primary education budget from the revenue budget has increased from 50% in 2000 to 65% in 2007. A considerable amount of the development budget comes from external aid, loans, and grants, which account for around 30% of the government development expenditures on basic education. As part of the financial management reform program, the Government has been implementing a medium-term budgetary framework in MOPME since 2006. Program costing and financing will be based on a list of Government priorities and targets, with corresponding cost estimates, and joint discussions between the Government and interested development partners. The consensus is that allocations to education and especially primary education should increase in combination with (i) more efficient use of resources, and (ii) synergy between public and private resources from all stakeholders to achieve the goals of EFA.

11. **Governance.** DPE has taken important steps to improve governance by combating corruption, financial irregularities, and rent-seeking in the primary education sector. In 2006, it was agreed that governance issues would be addressed incrementally, starting with doable steps. Identified themes were (i) teacher recruitment and deployment, (ii) managing innovative grants, (iii) streamlining procurement, (iv) implementing SLIPs, and (v) information dissemination. At the midterm review of PEDP II (October–November 2007), it was agreed that there was still a need to identify key challenges faced by the subsector, and to outline a way forward and establish good governance. The Governance Report and Action Plan⁷ was finalized

⁷ Directorate of Primary Education. 2008. *Final Draft of PEDP II Governance Report*. Dhaka.

in March 2008 and submitted to MOPME for approval. Implementing the recommendations of the report will assist in mainstreaming governance in PEDP II and future program activities.

12. **Lessons Learned.** Key lessons from education programs, including PEDP II in Bangladesh, suggest the need for the following steps: (i) formulate a common framework for preprimary, primary, secondary, and nonformal education, to facilitate funding arrangements for interested development partners according to their priorities, instead of involving all development partners with different requirements in one program; (ii) reduce transaction costs for the Government and development partners by strengthening harmonization, streamlining procedures, and establishing a stringent code of conduct for development partners and the Government as a partner to lead the program in line with the Paris Declaration; (iii) strengthen the Government's capacity to implement programs that use a new funding modality; (iv) make program design and program documents flexible for essential modifications during program implementation to achieve the program goals and objectives; (v) carefully analyze the trade-offs between improvements in access and quality—since quality improvement is a slower process but requires more direct support to schools and classrooms; and (vi) provide adequate time for preparation, transitional arrangements, and sequencing of reforms.

III. THE TECHNICAL ASSISTANCE

A. Impact and Outcome

13. The TA will assist the Government in preparing a program that will support an inclusive approach to improve the quality, efficiency, and performance of the primary education subsector. The impact of the TA will be measurable progress toward equitable and quality learning outcomes for all eligible school-age children, particularly the poor, ethnic minorities, and those living in remote and vulnerable areas. The TA will have the following outputs: (i) situation analysis and lessons learned; (ii) a macro plan for the PESDP, including a common policy and financing framework and a joint-partnership agreement with options for coordinated financing from the Government and interested development partners including ADB, in a program-based approach; and (iii) a proposed program design with clusters of pooled and parallel financing modalities to support the Government's EFA program through flexible implementation arrangements and targeted capacity development to support quality and equity at the school level.

B. Methodology and Key Activities

14. The PESDP will be prepared in two phases: the first phase, to be funded by interested development partners, will cover a rapid assessment and lessons learned from various interventions in basic education, including PEDP II. The analysis will build on achievements and existing gaps to identify what has worked and what should be continued, what needs improvements, what needs to be expanded, and what needs to be avoided. Based on the rapid assessment, the second phase, to be financed by ADB TA with some parallel support from interested development partners, will develop a macro plan for PESDP. The plan will include a common policy and financing framework in line with the Government's NPA II to ensure common learning outcomes for all children regardless of the type of school they attend.

15. In the second phase, the TA will (i) review teacher education and professional development initiatives; (ii) assess curriculum and textbook improvement needs; (iii) analyze institutions, including implications of further decentralization at the field level for managing the EFA program; (iv) design targeted interventions for equitable access; (v) review options for public-private partnership, particularly in strengthening field capacity to support the delivery of services; (vi) analyze financial needs and assess fiduciary risks; and (vii) explore opportunities

for further aid harmonization in line with the spirit of the Paris Declaration. The reviews will propose areas and modalities for reforms and implementation arrangements.

16. The TA will conduct stakeholder workshops and focus-group discussions to (i) verify and support the analysis of the situation; (ii) solicit inputs and feedback on key issues pertaining to quality, equity, and related institutional and financial arrangements; and (iii) prepare a detailed costing plan for PESDP. Stakeholders will include parents, students, members of school management committees, head teachers, teachers, teacher associations, district and upazila education officers, instructors at primary training institutes and upazila resource centers, experts including consultants in PEDP II, and representatives from nongovernment organizations and academic and research institutions.

C. Cost and Financing

17. The TA is expected to cost \$1,139,000 equivalent. ADB will provide \$990,000, financed on a grant basis by the Japan Special Fund, funded by the Government of Japan. ADB will finance national and international consulting services, production of reports, required equipment, car rental, workshops, studies, field surveys, and administrative support services. Government support to the TA, estimated at \$149,000 equivalent, will be in kind, and will include counterpart staff, space for office and meetings, and general office support. Interested development partners will supplement the TA cost for other experts and related requirements. The Government has been informed that approval of the TA does not commit ADB to finance any ensuing program. The cost estimates and financing plan are in Appendix 3.

D. Implementation Arrangements

18. MOPME will be the Executing Agency, and DPE and BNFE the implementing agencies for the TA. A TA steering committee will be established with the secretary of MOPME as chairperson, and with representatives from MOPME, DPE, BNFE, Ministry of Finance, Planning, Economic Relations Division, development partners, and Campaign for Popular Education to provide overall guidance to the TA team. The joint secretary (development) will be the overall coordinator of the steering committee. Other members may be co-opted as appropriate. A development partner task force will also be formed, with a coordinator. The steering committee will meet monthly to (i) monitor TA progress, (ii) facilitate coordination among government agencies, development partners, and other stakeholders, and (iii) support the processing of the ensuing Program within the Government's priorities. The Government will appoint focal points from MOPME, DPE, and BNFE to work directly with the TA team in identified areas. The focal persons will also attend the steering committee meetings as appropriate. MOPME will provide administrative support and designate adequate office space. The office will have utilities, furniture, local telephone services, and internet access. The consulting firm will procure equipment, software, and furniture, as necessary, in accordance with ADB's *Procurement Guidelines* (2007, as amended from time to time). The equipment, software, and furniture will be transferred to the Government upon TA completion.

19. The TA will engage consultants to provide 86 person-months of inputs (international, 23 person-months and national, 63 person-months). ADB will engage the consultants through a firm, using the quality- and cost-based selection method as well as on an individual basis in accordance with the *Guidelines on the Use of Consultants* (2007, as amended from time to time). All TA-financed goods will be procured in line with ADB's *Procurement Guidelines*. Interested development partners will use their respective procedures for consultants that they will finance. The outline terms of reference are in Appendix 4. The TA will be implemented over 6 months with expected commencement in February 2009 and completion in July 2009.

IV. THE PRESIDENT'S DECISION

20. The President, acting under the authority delegated by the Board, has approved the provision of technical assistance not exceeding the equivalent of \$990,000 on a grant basis to the Government of Bangladesh for preparing the Primary Education Sector Development Program, and hereby reports this action to the Board.

DESIGN AND MONITORING FRAMEWORK

Design Summary	Performance Targets and/or Indicators	Data Sources and/or Reporting Mechanisms	Assumptions and Risks
<p>Impact Measurable progress toward equitable and quality learning outcomes especially in basic education for disadvantaged school-age children</p>	<ul style="list-style-type: none"> • Participation, completion, learning achievement, and transition rates improved, especially for children from disadvantaged groups and those in extreme poverty 	<ul style="list-style-type: none"> • Integrated database and agreed-upon set of performance indicators • Published annual statistics • Assessment reports on the Millennium Development Goals and EFA achievements 	<p>Assumptions</p> <ul style="list-style-type: none"> • Program implemented effectively • Government signs loan agreement with ADB and other relevant agreements with other development partners
<p>Outcome Program design agreed upon by the Government, ADB, and interested development partners</p>	<ul style="list-style-type: none"> • Agreed-upon memorandum of understanding between the Government, ADB, and interested development partners during the final review mission 	<ul style="list-style-type: none"> • Memorandum of understanding from fact-finding and appraisal missions 	<p>Assumptions</p> <ul style="list-style-type: none"> • Government's commitment to improve performance of basic education unchanged and reflected in the budgetary allocation. • Effective stakeholder participation and sense of ownership developed with Government leadership
<p>Outputs</p> <ol style="list-style-type: none"> 1. Situation analysis based on rapid assessment including lessons learned 2. Macro plan for PESDP, including a common policy and financing framework and partnership agreement 3. Program design proposal, including funding modalities 	<ul style="list-style-type: none"> • TA inception report • Situation analysis • Midterm report • Draft final report • Final report 	<ul style="list-style-type: none"> • TA review mission aide memoire and back-to-office reports • ADB document registration 	<p>Risk Political change and instability</p> <p>Assumption Interested development partners will finance phase 1 and selected phase 2 activities.</p>

Activities with Milestones	Inputs
<p>Phase 1</p> <ol style="list-style-type: none"> 1. Rapid assessment by October 2008 2. Analysis of funding gap by November 2008 <p>Phase 2</p> <ol style="list-style-type: none"> 1. Inception report within 1 month of consultant fielding 2. Workshops and focus group discussions 3. Situation analysis and synthesis, including lessons learned, within 2 months 4. Analysis of funding modalities within 3 months 5. Costed macro plan for PESDP within 4 months 6. Common policy and financing framework within 4 months 7. Midterm report within 4 months 8. Partnership agreement between the Government and development partners within 4 months 9. Various analyses required for the program design (review of teacher development, curriculum and textbook improvement needs, institutional analysis, etc.) within 4 months 10. Preliminary program design within 5 months 11. Draft final report within 6 months 12. Final report within 7 months 	<ul style="list-style-type: none"> • ADB: \$990,000 • Government: \$149,000 • Parallel funding by development partners • Beneficiaries • Private sector • Others

ADB = Asian Development Bank, EFA = education for all, PESDP = Primary Education Sector Development Program, TA = technical assistance.

INITIAL POVERTY AND SOCIAL ANALYSIS

Country/Project Title:	Bangladesh: Primary Education Sector Development Program		
Lending/Financing Modality:	Program	Department/ Division:	South Asia Department / Bangladesh Resident Mission and Agriculture, Natural Resources, and Social Services Division

I. POVERTY ISSUES

A. Linkages to the National Poverty Reduction Strategy and Country Partnership Strategy

Based on the country poverty assessment, the country partnership strategy and the sector analysis describe how the project would directly or indirectly contribute to poverty reduction and how it is linked to the poverty reduction strategy of the partner country.

Bangladesh has progressed substantially in improving access to primary education in the last decade. The country has also achieved the Millennium Development Goal (MDG) of gender parity in primary and secondary education. Gross and net enrollments in primary education increased to 98.8% and 91.1%, respectively, in 2007^a. Despite progress, the primary education subsector faces several challenges in achieving the goal of equitable access to quality education for all. Various disadvantaged groups, particularly children from remote and vulnerable areas, the poor, minority ethnic groups, and people in urban slums do not have access to quality schooling. More than 10 types of schools under different institutions operate without a framework for common learning outcomes. It is estimated that 2 million–3 million children are out of school, despite various Government initiatives (stipends, school feeding, special projects). Access to quality education, particularly minimum learning outcomes to all as stipulated in the national curriculum and improved cycle completion for those facing various forms of exclusion, remains limited. Due to poverty induced by natural calamities and other shocks, many families resort to nonformal and *madrashah*^b education, which do not follow a common standard framework.

In its draft National Strategy for Accelerated Poverty Reduction (NSAPR) for 2009–2011, the Government identified education as key to poverty reduction. The NSAPR aims at ensuring completion of quality primary education for all children irrespective of social, geographic, gender, ethnic differences as well as differential physical and mental capabilities. The Government's National Plan of Action II (NPA II), 2003–2015, is committed to the education for all (EFA) program and highlights the need for improving quality while retaining the focus on equitable access to basic education. The NSAPR and the NPA II reinforce the Government's Compulsory Primary Education Act of 1990. The NSAPR provides for different specific initiatives to ensure equitable access to quality education, retention, and equity at the primary level for all: primary education stipend for children from poor families; expanding nonformal education targeted to the extremely poor and those in remote areas; reducing the education divide in terms of contents and standards between different streams; covering underserved areas; improving the equity of outcome through allocation of appropriate resources; having a need-based program for the physically challenged and other vulnerable children; and introducing the school feeding program.

The Second Primary Education Development Program (PEDP II) under the Ministry of Primary and Mass Education (MOPME), the first subsector-wide approach jointly financed by the Government and 11 development partners, including the Asian Development Bank (ADB) as the lead development partner, is addressing several aspects of the EFA goals. The Government, together with the development partners, will develop a follow-on program based on the lessons learned and the Government's priorities articulated in NPA II, NSAPR, and other related documents. The program preparatory technical assistance (TA) will undertake an assessment including lessons learned, develop a macro plan for universal primary education and a proposal for the Primary Education Sector Development Program (PESDP) for the Government, to be supported jointly by interested development partners. The PESDP will aim to reinforce the ongoing reforms within a well-developed policy framework based on lessons learned from PEDP II. The design will specifically address the inclusive education agenda with a focus on deepening reforms to address the needs of the poor and other excluded groups. The TA will consider coverage of underserved areas, special measures to encompass various vulnerable groups and children with special needs, and ways to expand the coverage of the stipend program.

B. Targeting Classification

1. Select the targeting classification of the project:

General Intervention Individual or Household (TI-H); Geographic (TI-G); Non-Income MDGs (TI-M1, M2, etc.)

2. Explain the basis for the targeting classification: (TI – M2)

While substantial progress in expanding access to primary school has been achieved, (i) around 2 million–3 million school-age children are estimated to be out of school; (ii) a significant portion of students drop out before completing the primary cycle due to various constraints they face at home and school; and (iii) a large percentage of those that complete the primary cycle leave with insufficient learning achievement. ADB's country strategy and program for Bangladesh (2006–2010) identified a low overall level of human development, including functional literacy as a key poverty indicator. The country strategy considered

improvement of quality and relevance of primary education for the poor, women, and other excluded groups as a key priority. It also emphasized partnership with nongovernment organizations (NGOs) and support for modernizing the *madrasah* school curriculum. The TA will develop a program to support the Government in achieving target 3 of primary education for all children and as identified in MDG-2, which is in line with the country strategy.

C. Poverty Analysis

1. If the project is classified as TI-H, or if it is policy-based, what type of poverty impact analysis is needed? Not applicable
2. What resources are allocated in the PPTA/due diligence?

ADB together with the Government and interested development partners will allocate resources to undertake the required assessments. Consultants with experience in PEDP II, existing assessments, and experience of different stakeholders including other education providers will (i) identify the causes of exclusion and possible remedial measures; (ii) identify measures for ensuring minimum learning outcomes for all children in all types of school; (iii) identify and recommend specific positive measures for various groups to enroll in and complete primary education; (iv) identify needs and suggest means of effective partnership with other primary education providers, including NGOs, for inclusive education; (v) suggest ways to facilitate convergence and equivalence between various streams; (vi) suggest means for effective targeting for the stipend program; (vii) identify areas of improvement of the inclusive education framework and related action plans and their implementation; and (viii) develop a proposal for the Government as a follow-on to PEDP II.

3. If GI, is there any opportunity for pro-poor design (e.g., social inclusion subcomponents, cross subsidy, pro-poor governance, and pro-poor growth)?

PESDP will cover all children of all districts of the country. The existing inclusive education framework and four action plans (gender, disability, tribal, and other vulnerability) developed under PEDP II will be reviewed, lessons from other streams will be considered, and a realistic and refined framework for the next phase will be suggested. The program design will ensure that the poor and excluded groups benefit and will consider (i) effective targeting of stipend programs to include all excluded groups; (ii) expanding education coverage to all poor and vulnerable children; (iii) developing action plans with specific support, including infrastructure for different groups based on differential needs identified (char and haor areas, minor disability, tribal children, street children, urban slums, gender, etc.); (iv) improving the capacity of teachers and staff in addressing inclusive education needs; (v) means to ensure learning outcomes for all poor and vulnerable children; (vi) instructional materials and other essential items for education; and (vi) resource requirements to ensure inclusive education.

II. SOCIAL DEVELOPMENT ISSUES

A. Initial Social Analysis

Based on existing information:

1. Who are the potential primary beneficiaries of the project? How do the poor and the socially excluded benefit from the project?

Generally, all school-age children will be the primary beneficiaries. In view of the number of out-of-school children and low student achievement, it is essential to adopt specific measures considering the differential needs of various groups of children. A complete school mapping exercise will be undertaken to map all types of schools—formal, nonformal, and *madrasah*—to assess their coverage. Assessing the inputs and learning outcomes of various types of schools will provide empirical foundation for policy intervention and ensure convergence and equivalence in quality among the different streams. A comprehensive database to monitor performance against EFA and MDG goals and also access and achievement of the various groups is essential. A broader quality assurance mechanism for all schools covered under NPA II, including a reliable mechanism for monitoring, is required. The PPTA will suggest measures to address those issues in the program design, including a framework for inclusive education and action plans to meet the needs of the poor and other excluded groups.

2. What are the potential needs of beneficiaries in relation to the proposed project?

The children of Bangladesh need access to quality education. Many children from different communities and remote locations are yet to access primary education. Slow learners and children with special needs require special attention to ensure their right to quality education. Children of poor families are considered an economic force and often compelled to provide child labor. The children of some professionals and other groups, such as sex workers, are not considered equal. All these children need special attention and provision to access and complete primary education.

3. What are the potential constraints in accessing the proposed benefits and services, and how will the project address them?

Many families can afford the general primary education system for their children. Yet, a large number of families cannot afford to send their children to school. Therefore, the existing provision of free schooling, books, uniform, stipend for the poor will ensure schooling for children from low-income families. Besides, the program will refine and ensure the implementation of an

inclusive education framework developed under PEDP II that will enable other poor and excluded groups benefit from the program. The innovative grants scheme and school-level improvement plans (SLIPs) initiated under PEDP II will be refined and strengthened to support equitable access to primary education for the most vulnerable groups. Support for targeted capacity development and technical assistance will be provided to the Executing Agency to help it in facilitating and managing the participatory process in education management and promotion of inclusive education.

B. Consultation and Participation

1. Indicate the potential initial stakeholders.

The initial stakeholder is the Government of Bangladesh. The Ministry of Primary and Mass Education (MOPME) will be the Executing Ministry and the Directorate of Primary Education (DPE) will implement PESDP. The Bureau of Nonformal Education (BNFE) and other government ministries and agencies will also be involved. The Local Government Engineering Department will be responsible for infrastructure development activities. Interested development partners will support the Government in the design and subsequent implementation phase. Partnership arrangements will be determined to establish effective engagement of NGOs in ensuring education for various excluded groups.

2. What type of consultation and participation (C&P) is required during the PPTA or project processing (e.g., workshops, community mobilization, involvement of non-government organizations and community-based organizations, etc.)?

Different types of consultation and participation will be required at different levels. During the TA, continuous dialogue and collaboration will be maintained in a planned manner with the development partners, and various government ministries and departments to develop and agree on a macro framework and coverage of the PESDP. NGOs will be involved to capture good practices and design a partnership mechanism for working together under the framework. At the community level, consultation and workshops will be required for social, gender, and environmental assessments; and assessment of the requirements for inclusive education and for developing action plans and strategies. The TA will review the existing participation mechanisms of PEDP II (teacher associations, school management committee, parent-teacher associations, SLIPs and *upazila* [subdistrict] primary education plan [UPEP] development, and field-level institutions) and suggest ways for effective partnership and participation during the implementation phase.

3. What level of participation is envisaged for project design?

Information sharing Consultation Collaborative decision making Empowerment

4. Will a C&P plan be prepared? Yes No Please explain.

Involvement of the Government, development partners, community, teacher associations, NGOs, and other stakeholders is essential for the success of PESDP. Community participation to ensure inclusive education is emphasized by the NSAPR. The TA will examine the lessons from PEDP II, which through introduction of SLIPs and UPEPs, promotes a community-oriented framework for primary education. An effective, practical, and inclusive participation strategy will be developed for PESDP based on the findings and considering the needs and interests of diverse group of stakeholders and beneficiaries. Means to strengthen the linkages, complementarities, and cooperation with the various agencies, development partners, and education providers will be pursued to ensure that the benefits from the PESDP intervention are maximized.

C. Gender and Development

1. What are the key gender issues in the sector/subsector that are likely to be relevant to this project/program?

- Gender equality in enrollment at the primary level has been achieved. Parity in the proportion of female teachers has also been achieved in government primary schools. But educational attainment and dropout rates for girls are important issues. Girls' education as a means to women's empowerment is not widely shared yet. Early marriage is still prevalent in Bangladesh. Education of girls in remote locations and from different excluded groups is discouraged. Girls are often used as supporting workforce in households and that hinders their educational progress. At times girls are discouraged to attend schools due to social insecurity and perceived poverty more than actual poverty.
- In some areas, more girls than boys are in schools. There is a need to identify such areas and adopt measures that will ensure that all boys of school age attend school.
- Gender equality in the teaching force in government primary schools has been achieved, but efforts are needed to promote women's participation in other schools and in education management.

2. Does the proposed project/program have the potential to promote gender equality and/or women's empowerment by improving women's access to and use of opportunities, services, resources, assets, and participation in decision making? Yes No Please explain.

Building on the ongoing efforts, PESDP has high potential to promote gender equality by ensuring enrollment, retention, and learning achievement of girls from all communities. The TA will assess the effectiveness of integrating gender aspects in the ongoing PEDP II and identify ways to maximize the impact of the policies and measures promoting girls' participation and gender equality. Women will benefit from the teacher recruitment under the PESDP. Women will play a significant role in education management at the community level through school management committees and parent-teacher associations. A realistic gender action plan with adequate resource provisions will be prepared as part of the inclusive education framework during the TA.

3. Could the proposed project have an adverse impact on women and/or girls or to widen gender inequality?

Yes No Please explain

III. SOCIAL SAFEGUARD ISSUES AND OTHER SOCIAL RISKS

Issue	Nature of Social Issue	Significant/Limited/ No Impact/Not Known	Plan or Other Action Required
<u>Involuntary Resettlement</u>	Limited resettlement impacts are anticipated in PESDP. Mostly existing schools will be renovated or new classrooms will be built on the existing school property, government land, existing rights-of-way, or lands owned by the local government. In consultation with the Executing Agency, PESDP will establish criteria to reduce subprojects having major resettlement impacts. The TA team will prepare a resettlement framework and sample resettlement plans for use where resettlement impacts may arise.	Limited	<input type="checkbox"/> Full Plan <input type="checkbox"/> Short Plan <input checked="" type="checkbox"/> Resettlement Framework <input type="checkbox"/> No Action <input type="checkbox"/> Uncertain
<u>Indigenous Peoples</u>	Some districts, especially the Chittagong Hill Tracts and those bordering with India and Myanmar in the north and eastern parts of the country, have indigenous people inhabitants. The action plan for the development of indigenous children under PEDP II will be reviewed and refined as appropriate, based on implementation experience to ensure indigenous children's access to primary education as part of the inclusive education framework. If indigenous peoples are negatively affected by infrastructure development activities, they will be compensated according to the resettlement plan.	Not Known	<input checked="" type="checkbox"/> Plan <input type="checkbox"/> Other Action <input type="checkbox"/> Indigenous Peoples Framework <input type="checkbox"/> No Action <input type="checkbox"/> Uncertain
Labor <input checked="" type="checkbox"/> Employment Opportunities <input type="checkbox"/> Labor Retrenchment <input type="checkbox"/> Core Labor Standards	The program will significantly increase employment opportunities for teachers, other administrative staff, and local people. In addition, short-term labor opportunities in infrastructure activities will be created for the poor.	Significantly positive	<input type="checkbox"/> Plan <input type="checkbox"/> Other Action <input checked="" type="checkbox"/> No Action <input type="checkbox"/> Uncertain
Affordability	No significant issue about affordability is anticipated. Still, this aspect will be examined by the TA team.	Not Known	<input type="checkbox"/> Action <input checked="" type="checkbox"/> No Action <input type="checkbox"/> Uncertain
Other Risks and/or Vulnerabilities <input type="checkbox"/> HIV/AIDS <input type="checkbox"/> Human Trafficking <input checked="" type="checkbox"/> Others (conflict, political instability, etc.), please specify	Natural and other calamities can cause problems or damage to ongoing or completed subprojects. PEDP II has adopted four designs to meet challenges posed by flooding and cyclones. Building on this experience, the EA will continue to be vigilant about site selection and use of designs to mitigate risks. The TA team will review the existing subproject selection criteria and suggest modifications, if needed.	Not Known	<input type="checkbox"/> Plan <input checked="" type="checkbox"/> Other Action <input type="checkbox"/> No Action <input type="checkbox"/> Uncertain

1. Do the TOR for the PPTA (or other due diligence) include poverty, social and gender analysis and the relevant specialist/s?
 Yes No If no, please explain why.

2. Are resources (consultants, survey budget, and workshop) allocated for conducting poverty, social and/or gender analysis, and C&P during the PPTA/due diligence? Yes No If no, please explain why.

ADB = Asian Development Bank, BNFE = Bureau of Nonformal Education, C & P = consultation and participation, DPE = Directorate of Primary Education, EFA = education for all, MDG = Millennium Development Goal, MOPME = Ministry of Primary and Mass Education, NPA II = National Plan of Action II, NSAPR = National Strategy for Accelerated Poverty Reduction, PEDP II = Second Primary Education Development Program, PESDP = Primary Education Sector Development Program, SLIP = school-level improvement plan, TA = technical assistance, UPEP = *upazila* primary education plan.

^a School Survey Report, PEDP II, 2007, Dhaka.

^b *Madrasah* is the Arabic word for any type of school, secular or religious (of any religion). In Bangladesh, *Madrasah* means religious/Islamic school/university.

COST ESTIMATES AND FINANCING PLAN

(\$)

Item	Amount
A. Asian Development Bank Financing^a	
1. Consultants ^b	
a. Remuneration and Per Diem	
i. International Consultants	475,000
ii. National Consultants	220,000
b. International and Local Travel	92,000
c. Reports and Communications	5,000
2. Equipment ^c	13,000
3. Car Rental	12,000
4. Seminars, Workshops, Meetings, and Resource Persons ^d	60,000
5. Surveys, Research, and Data Collection ^e	10,000
6. Miscellaneous Administration and Support Costs	4,000
7. Contingencies	99,000
Subtotal (A)	990,000
B. Government Financing	
1. Office Accommodation and Transport	55,000
2. Remuneration and Per Diem of Counterpart Staff	64,000
3. Contingencies	30,000
Subtotal (B)	149,000
Total	1,139,000

^a Financed by the Japan Special Fund, funded by the Government of Japan.

^b A lump sum amount for individual consultants is included in this total amount.

^c Equipment includes computers (4), printers (2), facsimile machine (1), scanner (1), and related furniture. Equipment will be transferred to the Ministry of Primary and Mass Education on completion of the technical assistance.

^d This includes 3 workshops in Dhaka, 12 workshops at the field level, including other focus group meetings.

^e This is to facilitate various analytical work.

Source: Asian Development Bank estimates.

OUTLINE TERMS OF REFERENCE FOR CONSULTANTS

A. Introduction

1. The design work for the Primary Education Sector Development Program (PESDP) will take more than 7 months to complete. It has two phases. It is expected to start in January 2009 and complete in July 2009. Except for Norway, all 11 development partners involved in Primary Education Development Program II (PEDP II) expressed interest in supporting activities before and during the implementation of the program preparatory technical assistance (TA); however, no firm commitment to finance specific activities had been received by the time fact-finding for the TA ended on 29 June 2008. The phase 1 activity (start in January 2009), includes activities that will be undertaken by some development partners as described below. Phase 2 (February–July 2009) will be supported by Asian Development Bank (ADB) and comprises major activities required for designing the program, including reviewing and confirming some of the activities and findings in phase 1. The TA will be implemented in a flexible manner. The scope and financing of activities will be adjusted to accommodate contributions from other development partners as appropriate. In case development partners do not support some activities in phase 1, or if additional activities for designing the program are needed during TA implementation, a lump sum amount has been allocated for individual consultants¹ to be fielded as necessary during phase 2. The TOR of the consultants may be revised, whenever necessary, to ensure maximum utilization of the Technical Assistance and to avoid duplication with the provisions of the existing programme/projects.

B. Phase 1: Activities Funded by Development Partners

2. A number of activities will be carried out in January 2009 and will be funded by interested development partners. Some activities may continue beyond this stage and overlap with phase 2 activities. Interested development partners will use their respective procedures to recruit consultants and will closely work with the Government, particularly the Ministry of Mass and Primary Education (MOPME), Department of Primary Education (DPE), and Bureau of Nonformal Education (BNFE), as well as ADB, to produce phase 1 outputs that will feed into the phase 2 activities. Phase 1 will involve (i) rapid assessment and stocktaking; (ii) finance and economic analysis; (iii) comprehensive national framework for all school education; (iv) integrated national education policy framework; (v) education management information system and research capacity for policy development (vi) early childhood education. (vii) nonformal education; (viii) assessment and monitoring; and (ix) innovation and improvement grants.

C. Phase 2: The ADB Program Preparatory Technical Assistance

3. ADB will engage the consultants through a firm, using quality- and cost-based selection criteria, as well as on an individual basis in accordance with the *Guidelines on the Use of Consultants* (2007, as amended from time to time). Under a firm, 7 international (18 person-months) and 13 national consultants (46 person-months) will be engaged. A pool of international (5 person-months) and national (17 person-months) consultants are also included in consultant category to be employed as individual consultants as required, or if there is a need to extend the work of existing consultants. Therefore, to implement the TA, ADB will employ a total international (23 person-months) and national consultants (63 person-months), for a total of 86 person-months. They will work as a team to achieve the tasks noted in the respective terms of references. At this stage, other interested development partners may finance consultants in

¹ The amount is included in the consultant category in the cost table.

parallel to undertake additional analysis of the basic education subsector and supplement the TA work. The Government will provide a qualified counterpart team of at least three specialists to assist the TA consultants. The consultants will provide their own equipment.

4. The TA team will submit (i) an inception report within 1 month of the fielding of consultants, including a TA implementation plan; (ii) a preliminary report including situation analysis and lessons learned within 2 months; (iii) a preliminary design including a common policy, financing, and monitoring framework within 4 months; and (iv) a final report within 7 months. The team will work closely with the PEDP II consultants to ensure a shared understanding and progress of the interventions.

- (i) **Specialists in Education Planning, Management, Monitoring and Evaluation— Team Leader and Deputy Team Leader** (1 international, 6 person-months; 1 national, 6 person-months). The team leader will (a) coordinate the work of all TA consultants; (b) be responsible for the timely preparation and dissemination of all reports and outputs; (c) lead in identifying and analyzing key sector parameters including sector growth rates, challenges, coverage targets, performance and constraints in meeting EFA goals; and will determine the inputs and reforms required and the associated costs of financing such a package; (d) from the rapid assessment, other consultants' inputs, the prioritized list noted in the proposed National Plan of Action II (NPA II), and in accordance with the PEDP II Macro Plan, synthesize the individual outputs to carefully analyze the trade-off between equity and quality and develop a simple and coherent policy framework encompassing key priorities (quality, equity, management, financing, monitoring and evaluation, regulatory and legal aspects) for the subsector; (e) within the sectorwide approach framework, develop a coherent program design with proposed reforms and interventions including institutional arrangements, capacity development, and entry points and modalities for technical assistance needs; and (f) propose that key reforms be sequenced and piloted where scaling up needs to be done cautiously, and propose further development where gaps are evident.
- (ii) **Education Quality Improvement Specialists** (1 international, 2 person-months; 1 national 2 person-months for curriculum and instructional materials; 1 national for 2 person-months for teacher development). The consultants will (a) review all reports on "learning quality" and identify priorities and options to strengthen policies, institutional arrangements, and human resource capacity to develop and implement a national primary teacher quality framework with focus on recruitment and managing teacher supply and demand, quality of teacher training programs, classroom performance monitoring, teacher registration and support for primary education cadre development, policy matters such as minimum standards for teacher quality and equivalence with other providers; (b) identify national and local expectations and explore options for developing a national basic education curriculum framework, articulating knowledge and skills in mapping nonformal, formal, and other types of programs; (c) improve the quality of basic instructional learning materials, including textbooks, for articulation with the curriculum, for incorporating authentic examples and illustrations, etc.; (d) advise on cost-effective options, without compromising quality, for providing teaching resources, such as primary education journals, information technology to support primary training institutes; and (e) build the capacity of upazila (subdistrict) resource centers.
- (iii) **Access and Inclusive Education Specialists** (1 international, 3 person-months; 1 national, 4 person-months). The consultants will (a) review relevant reports, the

inclusive framework, and initiatives such as PEDP II access and inclusive activities, Reaching Out-of-School Children project, Basic Education for Hard-to-Reach Urban Working Children project, stipends, school feeding program, Chittagong Hill Tracts, and related support in reference to indigenous and tribal children, etc., and assess impact on the poor considering their vulnerability (dropping out and nonparticipation); (b) review the implication of the above for policy options and measures to improve the school-level improvement plans (SLIPs) and upazila primary education plans (UPEPs) and as a vehicle to promote community and NGO involvement in planning and decision making to improve the effectiveness of inclusive programs in schools; (c) review ECE programs and suggest options for DPE to develop a national policy and regulations to ensure equity and equivalence in minimum standards; (d) propose mechanisms for private partners to deliver services within a national framework; and (e) propose reforms to ensure synergy between different initiatives particularly at the service delivery level through integrated planning, budgeting, capacity development, and monitoring.

- (iv) **Management and Capacity Development Specialists** (1 international, 2 person-months; 1 national, 6 person-months). The consultants will (a) review the organizational and institutional analyses reports and experiences of the entire education sector and other sectors (health, local government, etc.) and determine the key issues and existing gap, the status of decentralization and devolution in the basic education subsector; (b) propose options for strengthening the results-based management monitoring and decision-making process, standard operating procedures, and expedite decision making particularly at DPE, BNFE, and MOPME to ensure the necessary synergy to jointly address EFA goals; (c) from lessons in PEDP II, identify key leadership capacity constraints and suggests ways to support, streamline, strengthen, and decentralize; (d) propose interventions including institutional arrangements, capacity development, and technical assistance options, differentiating the roles, responsibilities and mutual accountabilities, associated value addition, increasing capacity through public-private partnership (PPP), incentives, use of information communication technology, etc.; (e) propose options to strengthen the EMIS to support data- and evidence-based planning, management and performance auditing; and (f) from PEDP II experience, propose arrangements for implementing the Program, including development partner coordination and for improving the roles and responsibilities of the program liaison unit.
- (v) **Public–Private Partnership Specialists** (1 international, 1 person-month; 1 national, 2 person-months). Drawing on relevant partnership experiences in Bangladesh and other countries, the consultants will (a) review the arrangements for improving social services in Bangladesh including established procedures, standard agreements, reporting and governance mechanisms, quality of service, partnership durations, and exit strategies; (b) identify areas for PPP and determine how such PPP can be operational for direct service delivery, selected technical support, assessment and evaluation, social mobilization, research, communication, etc.; and (c) review current legal arrangements and requirements, and recommend a regulatory policy and procedures that may be necessary to facilitate PPP with DPE.
- (vi) **Decentralization Specialist** (national, 3 person-months). The consultant will (a) review progress made on SLIP and UPEPs under PEDP II and analyze strengths and weaknesses, identify critical elements to support institutionalization of SLIPs and UPEPs as regular instruments to provide direct funding to schools to improve quality,

equity, and management; (b) review the capacity of SLIP and UPEP cells and the DPE's human resource development plan and identify options for strengthening knowledge and skills for nationwide implementation; (c) develop a 5-year plan for institutionalizing SLIPs and UPEPs and increasing the absorptive capacity of participating schools to evolve into effective schools; (d) review current policies and regulations for working with districts, upazilas, and schools, and suggest options for reforming them to further support the implementation of SLIPs and UPEPs; and (e) propose mechanisms to include other innovative schemes to provide resources to schools and communities to enable them to plan and implement programs for improving the quality of education based on their needs.

- (vii) **Infrastructure and school Mapping Specialist** (national, 6 person-months). The consultant will (a) review the infrastructure needs, school mapping, and geographic information system, and propose a school mapping exercise covering all children and all types of institutions providing basic education in one district; (b) identify in the mapping exercise the demand for new and additional facilities to enroll out-of-school children and review infrastructure needs to meet the requirements for a single shift; (c) prepare a priority list of facilities for repair and maintenance in existing schools and determine if there is need to rationalize the system; (d) from experience in one district, develop a manual of procedures to replicate similar mapping in other districts; (e) develop a cost- and time-bound strategic plan to complete school mapping in all districts, including the training requirements for a team to implement the action plan; (f) review current designs for local suitability and cost-effectiveness, explore options for using local material and community labor; and (g) extending the PEDP II work, develop a detailed plan for implementing and institutionalizing the maintenance program for existing infrastructure and give the associated funding requirements.
- (viii) **Public Finance Economist** (1 international, 3 person-months; 1 national, 6 person-months). The consultants will (a) review and assess the macroeconomic context and its implication for the PESDP and EFA based on NPA II; (b) review the public education expenditure, medium-term budget framework, and any other policy document related to primary education financing and identify areas that need to be strengthened to ensure sufficient and continuing support for the program and EFA; (c) prepare a sustainable subsector financing plan for primary education based on public expenditure analysis, enrollment projections, and minimum service standards; (d) evaluate the cost-effectiveness of different policy options that will most efficiently implement the program; (e) indicate areas for long-term improvement in subsector financial planning and management in the context of broader government planning, budgeting, and financial management systems; (f) identify adjustment costs arising from policy actions proposed under the program; prepare an economic and financial justification for PESDP, and analyze subsector financing as part of the overall sector analysis under the direction of the team leader; and (g) prepare detailed cost estimates for PESDP, in the COSTAB format and compatible with the Government's development program pro forma requirements.
- (ix) **Financial and Fiduciary Risk Management** (1 international, 1 person-month; 1 national, 2 person-months). The consultants will (a) review the World Bank country financial accountability assessment and the public financial management reforms supported by the Department for International Development of the United Kingdom; (b) review and assess the budget processes, fund and cash flow management, financial reporting and internal control for the primary education subsector; (c) from a results-

based management perspective, review the budgetary control process, including establishment of ceilings, comparison with actual expenditure, timely reporting, and adherence to budget guidelines; analyze the impediments to effective decentralization of financial powers to schools; and propose options for achieving this objective; (d) assess the financial management capability of MOPME and DPE in accordance with guidelines in the Financial Management Analysis of Projects and with particular reference to internal control, staffing requirements and skills, accounting hardware, software and training needs; (e) assess the capacity of external auditors to provide timely report in accepted auditing standards; and (f) identify and incorporate innovative features from the World Bank's sector-wide approach in the health sector.

- (x) **Gender or Social Development Specialist** (national, 3 person-months). The consultant will (a) review inclusive education activities within MOPME, focusing on mainstreaming gender and the disadvantaged, and related mechanisms to assess the impact of the interventions on gender equality; (b) conduct a full social analysis to ascertain social and gender issues affecting the sector to enable formulation of a gender strategy including a program-specific gender action plan; (c) through consultation with students, teachers, management, development partners, school management committees, and parent–teacher associations, identify options to improve equality of women and the disadvantaged, e.g., to modify curriculum contents for students and teachers' education to make them inclusive, develop grievance protocol for resolving discrimination against minority or ethnic groups and children with disability; and (d) from the PEDP II experience of developing public awareness, identify targeted support using disaggregated data to increase the effectiveness of interventions.
- (xi) **Resettlement Specialist** (national, 2 person-months). The consultants will (a) review the Government's policies and guidelines and assess DPE and Local Government Engineering Department's current practice under PEDP II and other relevant procedures for the resettlement of displaced people; (b) prepare a resettlement framework as required in line with ADB's policies on resettlement and considering policies on indigenous peoples and gender and development; (c) define mechanisms for disclosing resettlement information to affected persons and redressing grievances; (d) propose options for screening sample subclusters and prepare resettlement plans for selected subclusters that will require land acquisition, change in land use, relocation, or restricted access resulting in permanent or temporary socioeconomic impacts.
- (xii) **Stakeholder Consultation Specialist** (national, 2 person-months). The consultant will review the needs identified in the inception report, and propose and facilitate the required workshops and seminars.
- (xiii) **Pool of International** (5 person-months) **and National** (17 person-months) **Consultants**. The length of service of consultants may be extended and the type of expertise modified depending on a mutual agreement between MOPME and ADB. Individual consultants, e.g., an environmental specialist, may be hired, if needed, using funds for the pool of international and national consultants.