



# Technical Assistance Report

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Project Number: 38559  
August 2006

## Kingdom of Cambodia: Preparing the Education Quality Improvement Project (Financed by the Japan Special Fund)

Asian Development Bank

## CURRENCY EQUIVALENTS

(as of 28 July 2006)

Currency Unit	–	riel/s (KR)
KR1.00	=	\$0.0002420
\$1.00	=	KR4,132.50

## ABBREVIATIONS

ADB	–	Asian Development Bank
ESDP	–	education sector development program
ESP	–	Education Strategic Plan
GER	–	gross enrollment ratio
JICA	–	Japan International Cooperation Agency
MOEYS	–	Ministry of Education, Youth and Sports
NIE	–	National Institute of Education
TA	–	technical assistance
USAID	–	United States Agency for International Development

## TECHNICAL ASSISTANCE CLASSIFICATION

<b>Targeting Classification</b>	–	General intervention
<b>Sector</b>	–	Education
<b>Subsector</b>	–	Education sector development
<b>Themes</b>	–	Inclusive social development, capacity development
<b>Subtheme</b>	–	Human development

## NOTE

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

<b>Vice President</b>	C. Lawrence Greenwood, Jr., Operations Group 2
<b>Director General</b>	R. Nag, Southeast Asia Department (SERD)
<b>Director</b>	S. Lateef, Social Sectors Division, SERD
<b>Team leader</b>	S. Brar, Senior Education Specialist, SERD
<b>Team member</b>	S. Mar, Social Sector/Poverty Officer, SERD

## I. INTRODUCTION

1. The Asian Development Bank (ADB) has provided significant assistance to the education sector in Cambodia. Two education sector development programs (ESDP I and ESDP II) are currently underway. Both programs combine a program loan with an investment project. During the 2005 Country Programming Confirmation Mission,<sup>1</sup> Cambodia's Ministry of Education, Youth and Sports (MOEYS) requested technical assistance (TA) to support sustainable improvements in the quality of school education, in particular at the secondary level, where ADB is a lead funding agency. The project preparatory TA is included in the country strategy and program 2005–2009<sup>2</sup> as a firm 2006 TA, in the amount of \$500,000, to be financed under the Japan Special Fund. The TA framework is at Appendix 1.

2. The TA Fact-Finding Mission<sup>3</sup> visited Cambodia from 20 March to 4 April 2006 and reached understanding with the Government on the goal and purpose, scope of work, implementation arrangements, cost, financing arrangements, and terms of reference of the TA. The TA supports the Education Strategic Plan (ESP) 2006–2010, and the Education Sector Support Program 2006–2010, and is closely aligned with the newly developed National Strategic Development Plan 2006–2010. The ESP is cast within the Government's broader commitment to education reform and is linked to Cambodia's commitment to achieving the Millennium Development Goals and Education for All by 2015.

## II. ISSUES

3. Cambodia has made significant progress in education in recent years. During 1998–2004, primary school enrollment increased by 35%, with gross enrollment and net enrollment ratios of 123% and 91.9%, respectively. During the same period, lower secondary school enrollment increased by 150% and upper secondary enrollment rose by 43%. Despite these increases, enrollment at the lower secondary and secondary levels remains low. The gross enrollment ratio at lower secondary and secondary levels is 33% and 10%, respectively. Combined net enrollment ratio for the secondary level is 21%. Girls and children in ethnic minority areas are significantly underrepresented in secondary grades (7–12). The proportion of females in lower secondary grades (7–9) is about 24.8%, while in upper secondary grades (10–12) it falls to 7.9%; these are among the lowest figures in the region. Gender disparities increase with the level of schooling, due to limited access to secondary schools.

4. Internal efficiency also remains low. More than half (53.2%) of children do not complete the full 6-year primary cycle. Of those that complete primary schooling, 82% transition to lower secondary schools. Transition rates to upper secondary level were about 56% in 2004–2005. Other constraints in achieving targets set by Education for All and the Millennium Development Goals are the significant annual repetition and dropout rates at the primary and secondary levels, which are about 15% and 20%, respectively.

5. Monitoring improvements and education standards remains weak in the absence of (i) systematic and functional linkages and efficient enforcement of school, teacher, and student performance monitoring; (ii) facility development; (iii) need based teacher development and deployment; (iv) curriculum and textbook development, printing, and distribution; (v) student promotion and examination standards; and (vi) timely cash disbursements. Currently, the

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<sup>1</sup> The TA first appeared in *ADB Business Opportunities* on 16 January 2006.

<sup>2</sup> ADB. 2005. *Country Strategy and Program*. Manila.

<sup>3</sup> The Mission comprised Sukhdeep Brar, Team Leader/Senior Education Specialist, SESS, and Sophea Mar, Project Implementation Officer, CARM.

ministry has only 68 trained secondary inspectors, who lack the means to monitor 25,107 secondary teachers in 810 schools. Teacher quality is also hampered by inadequate qualifications. For example, 34.5% of teachers in remote areas, 6.4% in rural areas, and 4.2% in urban areas have not studied beyond the primary level. Schools at all levels face a shortage of textbooks and teacher's guides. In 2004–2005, only 24.5% of teachers at the primary level and 2.6% at the lower secondary school had received teacher's guides.

6. Over the past 5 years, the Ministry of Education, Youth and Sports (MOEYS) has made considerable progress in implementing education sector planning and reforms, including (i) reduction in cost barriers, (ii) effective enrollment campaigns, (iii) introduction of school operating budgets and remedial classes, (iv) substantial increases in the Government's recurrent spending on education, and (v) growing policy-led support. These reforms have yielded considerable improvements in equitable access to basic education.

7. MOEYS has gradually shifted attention to strengthening the quality and efficiency of the education sector. This includes improving (i) student learning achievement standards, (ii) teacher and staff performance, (iii) rationalizing teaching time, (iv) core textbooks, (v) the pupil-teacher ratio, and (v) the pupil-class ratio. A policy to (i) improve the student flow rate, (ii) increase the promotion rate, and (iii) improve the transition rate from one level of education to another has been introduced and implemented. Curriculum is also periodically reviewed to respond to the educational needs within the country as well as to reflect global trends. There has also been substantial growth in spending by the Government, development partners, and NGOs, which aims at quality improvement, particularly in (i) basic education supplies; (ii) instructional materials; and (iii) operational budgets in postsecondary institutions, including teacher training, school management training, reform of grade 9 and grade 12 examination processes, and testing of primary school standards. The quality of the teaching services continues to gradually improve.

8. Development agencies and bilateral funding agencies provide substantial support to the education sector in Cambodia. The World Bank and ADB are the two major funding agencies and, from 2002 to 2007, will together provide 42% of the total project financing for education. Other funding agencies supporting education include European Commission, Japan International Cooperation Agency (JICA), Swedish International Development Cooperation Agency, United Nations Populations Fund, United Nations Children's Fund, and United States Agency for International Development (USAID). ADB has provided substantial support to education. Under ESDP I and II, ADB has provided program support for the Government's priority action program and for expanding access to basic, lower secondary, and upper secondary education through school facilities development. It has also provided support for policy reform and governance and regulatory reform for decentralization of education. ESDP I provided some support for curriculum development and textbooks, but ESDP II focuses entirely on program lending for the priority action program and civil works for expanding access to secondary education.

9. Despite the extensive external assistance, the Government's management and institutional capacity for carrying out the reform program remains severely constrained and dependence on external TA is high. Even though substantial progress has been made in expanding access to education and implementing reforms that strengthen the sector, some key areas—which must receive attention if education quality is to be sustained—have been neglected or received only partial support. The capacity needs of the Government's institutions and agencies need to be assessed and strengthened to ensure the reforms undertaken in the

education sector are sustainable in the long term. There are substantial unmet needs in the areas elaborated below.

10. **Teacher Training.** A tier of teacher training institutions has responsibility for preservice training of teachers at different levels. The provincial and regional teacher training centers are responsible for preservice training of primary and lower secondary teachers, respectively. The National Institute of Education (NIE) is responsible for preservice training of upper secondary teachers. The capacity of the teacher training institutions to improve teacher skills and competencies through in-service training needs to be strengthened, to match the changes in curriculum at the school level. Improved pedagogical skills are necessary if the quality of teaching and learning is to improve significantly. The demand for teachers is growing at all levels and will continue to grow rapidly as enrollments expand at the lower and upper secondary levels. An assessment needs to be made regarding (i) redefinition of the role of NIE and developing it as a national institution capable of providing leadership for teacher development and pedagogical research; (ii) ability of the teacher training institutions to meet the demand for additional teachers; (iii) the possibility of accrediting courses offered by institutions other than the existing training institutions, thereby expanding training opportunities; (iv) the potential for networking among the training institutions, with the goal of better management and delivery of training; and (v) development of a teacher management information system to facilitate the planning and management of teacher-related issues. The staff development, deployment, and management capacity of the training institutions needs to be assessed, to allow the design of inputs that provide phased, systematic capacity development. The World Bank is providing support in this area, through a focus on in-service teacher training and development of teacher competencies for basic education.

11. **Curriculum Development and Textbooks.** Substantial support for curriculum development has been provided by funding agencies, in particular JICA and USAID. However, there are subject areas, particularly at the secondary level, for which curriculum has not been updated. The Government has adopted the National Curriculum Policy, and it is important that the curriculum for all subjects be updated and a framework established for periodic review of school curriculum. There is also a need to examine and establish linkages between (i) curriculum development; (ii) teacher training, examinations, and assessment; and (iii) the timely printing, distribution, and supply of textbooks.

12. **Examination Office.** Australian Agency for International Development provided some support to the Examination Office, which ended 2 years ago. There is a further need to (i) examine the demand for assessment and examination reform; (ii) strengthen the capacity of the Examination Office to manage the examination process for a growing student population, and to coordinate it (a) with changes in curriculum development, and (b) for efficient record maintenance; and (iii) gradually upgrade the status of the examination center to that of an examination board.

13. A coordinated and comprehensive approach to strengthening the departments and institutions responsible for teacher training, curriculum development, text book preparation, and examinations is necessary because of their interconnected areas of responsibility. This will also enable a phased capacity-building plan enabling departments and institutions to gradually assume greater responsibility for providing the inputs needed to improve the quality of school education. A monitoring and evaluation system also needs to be developed and integrated into the departmental and institutional work plan. The TA is fully consistent with ADB's support to the education sector in Cambodia.

### **III. THE TECHNICAL ASSISTANCE**

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

14. The impact of the project preparatory TA is expected to be strengthened capacity for better quality school education. The TA will accomplish this by: (i) assisting the MOEYS to undertake a comprehensive review of areas that support quality in education, including assessment of institutional and management capacity of departments and institutions responsible for teacher training, curriculum development, textbook preparation and distribution, and examinations; and (ii) preparing a feasibility study for ADB support to strengthen capacity of the above departments and institutions to enhance the quality of school education.

15. The project preparatory TA will result in the design of a proposed project, based on a feasibility study, with the following potential components: (i) building institutional capacity of the teacher training institutions, including the NIE, and the departments and/or agencies responsible for curriculum development, textbook preparation, and examinations; (ii) developing a policy framework for teacher development, based on a review of the policies and institutional frameworks to support teacher development and issues related to recruitment, deployment, qualifications, professional development, and career growth; (iii) developing curriculum to fill gaps and create linkages to teacher training and textbook development; (iv) improving the assessment and examination system; and (v) strengthening the capacity of management systems for education delivery, including school management, teacher performance, and monitoring. Each of these potential components will include strategies for adequately addressing relevant issues related to gender and ethnic groups. An initial poverty and social analysis is at Appendix 2.

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

16. The project preparatory TA is consistent with, and supports, MOEYS' policies and programs as enunciated in the ESP and Education Sector Support Program 2006–2010. It will (i) carry out a comprehensive analysis in the identified areas; and (ii) prepare a feasibility study for ADB support for the education sector in Cambodia, focusing particularly on support for enhancing the quality of secondary education wherever subsector-specific inputs may be necessary. It will take into account other Government activities, as well as the activities of other development partners involved in the education sector. The TA will also actively engage with officials in the relevant line agencies and other stakeholders. The TA will hold focus group discussions, meetings, workshops, etc. to ensure that the proposals contained in the feasibility study have broad stakeholder consensus.

17. In the first phase, the TA will undertake an analysis of institutional and management capacity constraints and needs. This will include a review of the roles and responsibilities of departments and institutions involved in (i) teacher training, (ii) curriculum development, (iii) examinations and assessment, and (iv) textbook provision. In the second phase, the TA will prepare a feasibility study, which includes a design for a proposed project for ADB support. The feasibility study and proposed project will have two objectives: (i) strengthening institutional capacity, and (ii) filling critical gaps in identified areas.

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

18. The TA is expected to cost \$600,000, of which ADB will provide \$500,000. The TA will be financed on a grant basis by the Japan Special Fund, funded by the Government of Japan. The Government's support to the TA, estimated at \$100,000, will be in-kind and will include (i) office accommodation and utilities, (ii) remuneration of counterpart staff, and (iii) support for

meetings, etc. The Government has been advised that approval of the TA does not commit ADB to financing any ensuing project. Cost estimates and the financing plan are at Appendix 3.

#### **D. Implementation Arrangements**

19. MOEYS will be the Executing Agency. A steering committee will provide overall guidance to the TA. The steering committee will be chaired by the secretary of state and will include representatives from Ministry of Finance, relevant MOEYS officials, and heads of MOEYS line agencies concerned. MOEYS will also appoint working groups for the major TA components. Members of the working groups will be drawn from MOEYS and the line agencies concerned. The working groups will (i) assist the TA team to arrive at the most feasible options for improving the quality of school education, and (ii) ensure that these are in accordance with MOEYS' policies and priorities. The TA team will work closely with respective MOEYS line agencies, and report directly to the secretary of state. The Government will provide suitably qualified counterpart staff to facilitate the consultations to be undertaken by the TA.

20. A team of seven international and seven national consultants will be recruited to provide specialist services totaling 37 person-months (18 person-months of international and 19 person-months of national consultant services). The recruitment of consultants will be carried out in accordance with ADB's *Guidelines on the Use of Consultants* (2006) following the quality- and cost-based selection method and using a simplified technical proposal. The specialist services will encompass expertise in (i) institutional capacity building, (ii) teacher development and training, (iii) school curriculum development and textbooks, (iv) examination reform, (v) information and communication technology, and (vi) gender and ethnic minority issues. Indicative terms of reference are at Appendix 4.

21. The TA will be implemented over an 8-month period. It will commence in September 2006 and end in April 2007. The TA will submit an inception report within 1 month of start-up. This will be followed by a national workshop to (i) clarify the TA purpose; (ii) discuss the issues to be addressed; and (iii) ensure close coordination among the stakeholders, counterpart staff, and the TA team. To ensure adequate participation and consultation during the development of the feasibility report, regional, provincial, and institutional interviews, meetings, and workshops will be held, with all stakeholders given the opportunity to participate. The TA will prepare an interim report based on an assessment of institutional and management capacity in identified areas by the end of third month. A draft report will be prepared by the end of the sixth month. This will be presented at a national workshop. Based on feedback received, the report will be finalized in the form of a feasibility report by the end of the TA implementation period. The feasibility report will include components, costs, management, and implementation arrangements, and an implementation plan with all supporting materials in a format acceptable to ADB. All procurement by the TA will be carried out in accordance with ADB's *Procurement Guidelines* (2006).

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

22. The President, acting under the authority delegated by the Board, has approved the provision of technical assistance not exceeding the equivalent of \$500,000 on a grant basis to the Government of Cambodia for preparing the Education Quality Improvement Project, and hereby reports this action to the Board.

## DESIGN AND MONITORING FRAMEWORK

Design Summary	Performance Targets/Indicators	Data Sources/Reporting Mechanisms	Assumptions and Risks
<b>Impact</b> Improved quality of education in Cambodia		TA report and recommendations	<b>Assumption</b> Strong commitment and support from the Government for the TA
<b>Outcome</b> A fully costed feasibility study with holistic strategies to improve education quality through institutional capacity building and systems development.	Proposed strategies and policies are fully incorporated in future project interventions that support enhancement of education quality in Cambodia	TA final report and recommendations	<b>Assumption</b> MOEYS is committed to reviewing and redefining institutional roles and responsibilities  <b>Risk</b> Faltering commitment and lack of agreement among government departments for institutional reform
<b>Outputs</b> Output 1 Assessment of the institutional capacity of the teacher training institutions, including the NIE, and the departments and/or agencies responsible for curriculum development, textbook preparation, examinations; and recommendations for strengthening capacity.  A costed component to build capacity of the abovementioned institutions and departments.	Analytical work on NIE capacity and function completed, and findings shared with MOEYS and its relevant agencies  Analytical work on the capacities and functions of a number of regional and provincial teacher training centers and completed, and findings shared with MOEYS and its relevant institutions  Analytical work on a number of key technical departments of MOEYS, including the Pedagogical Research Department, Teacher Training Department, and Examination Office completed, and findings shared with relevant agencies	TA progress report TA recommendations	<b>Assumptions</b> Effective collaboration among and support from agencies concerned in MOEYS  Available counterpart staff, and effective TA team and steering committee  <b>Risk</b> Inadequate collaboration between different technical departments of MOEYS
Output 2 Review of the policy framework for teacher	Analytical work on policy framework for	TA progress report TA recommendations	<b>Assumption</b> MOEYS is committed to reviewing and refining its

<b>Design Summary</b>	<b>Performance Targets/Indicators</b>	<b>Data Sources/Reporting Mechanisms</b>	<b>Assumptions and Risks</b>
development, and identification of gaps, with recommendations for policy development.	<p>teacher development completed, and findings shared with MOEYS</p> <p>Analytical work on issues related to teacher recruitment, deployment, qualifications, professional development, and career growth completed and shared with relevant agencies in MOEYS</p> <p>Recommendations for supporting interventions for policy development shared with MOEYS and other stakeholders</p>		<p>institutional function</p> <p><b>Risk</b> Lack of commitment from MOEYS and its relevant agencies</p>
<p>Output 3</p> <p>A costed component to fill the gaps in curriculum development and create linkages to teacher training and textbook development, which is based on a comprehensive review.</p>	<p>Recommendations on curriculum and textbook development and teacher training shared with MOEYS and its technical departments</p> <p>Recommendations regarding institutional and functional linkages are developed and shared</p>	<p>TA progress report TA recommendations</p>	<p><b>Assumption</b> MOEYS is committed to reviewing and refining its institutional function</p> <p><b>Risk</b> Inadequate contribution and collaboration from MOEYS and its relevant agencies</p>
<p>Output 4</p> <p>A costed component to improve and/or strengthen the examination and assessment system.</p>	<p>Analytical work on current examination system completed</p> <p>Recommendations on examination reform, and on strengthening capacity of examination office</p>	<p>TA progress report TA recommendations</p>	<p><b>Assumption</b> MOEYS is committed to reviewing and refining its institutional function</p> <p><b>Risk</b> Inadequate contribution and collaboration from MOEYS and its relevant agencies</p>

<b>Design Summary</b>	<b>Performance Targets/Indicators</b>	<b>Data Sources/Reporting Mechanisms</b>	<b>Assumptions and Risks</b>
<p>Output 5</p> <p>A costed component for strengthening capacity of the management systems for education delivery, including school management, teacher performance, and monitoring.</p>	<p>Analytical work on the MOEYS' management system for education delivery completed</p> <p>Recommendations for capacity strengthening and development shared with MOEYS</p>	<p>TA progress report TA recommendations</p>	<p><b>Assumption</b> MOEYS is committed to reviewing and refining its institutional function</p> <p><b>Risk</b> Inadequate contribution and collaboration from MOEYS and its relevant agencies</p>
<p><b>Activities</b></p> <p>Output 1</p> <p>1.1 Assessment of institutional capacity of teacher training institutions, and the departments and/or agencies responsible for curriculum development, textbook preparation, examinations, and recommendations for capacity strengthening.</p> <p>1.2 Review of the roles and responsibilities of the teacher training institutions and recommendations for rationalization.</p> <p>1.3 Recommendations regarding coordination mechanisms among the abovementioned institutions and departments to strengthen linkages.</p> <p>Output 2</p> <p>2.1 Review policies and institutional framework for teacher development and issues related to recruitment, deployment, qualifications, professional development, and career growth.</p> <p>2.2. Recommendations for supporting interventions including development of a policy framework for teacher development.</p> <p>Output 3</p> <p>3.1 Identification of gaps in curriculum development.</p> <p>3.2 Strategies developed to strengthen linkages between curriculum development, teacher training, examinations and textbook preparation and distribution.</p> <p>Output 4</p> <p>4.1 Review of the examination system.</p> <p>4.2 Recommendations for improvements in the classroom assessment and examination system.</p> <p>Output 5</p> <p>5.1 Recommendations for strengthening management system capacity for education delivery, including school management, teacher performance, and monitoring.</p> <p>5.2 Recommendations regarding the use of IT for enhancement of administrative efficiency.</p> <p>5.3 Proposal for strengthening the education management information system and for developing a teacher management information system.</p>			<p><b>Inputs</b></p> <p>ADB financing: \$500,000</p> <p>Government: \$100,000</p> <p>International consultants: \$330,000</p> <p>National consultants: \$38,000</p> <p>Equipment and office supplies: \$13,000</p> <p>Training and workshops, reports, etc.: \$8,500</p>

IT = information technology, MOEYS = Ministry of Education, Youth and Sports, NIE = National Institute of Education, TA = technical assistance.

## INITIAL POVERTY AND SOCIAL ANALYSIS

### A. Linkages to the Country Poverty Analysis

<b>Is the sector identified as a national priority in country poverty analysis?</b>	<input checked="" type="checkbox"/> Yes  <input type="checkbox"/> No	<b>Is the sector identified as a national priority in country poverty partnership agreement?</b>	<input checked="" type="checkbox"/> Yes  <input type="checkbox"/> No
<p><b>Contribution of the sector or subsector to reduce poverty in Cambodia:</b></p> <p>Improving the quality of school education has a direct link to poverty reduction through increased enrollments and the development of a more highly qualified and skilled workforce. Improved education quality will lead to a reduction in dropout and repetition rates, which in turn will lead to improved graduation rates and higher levels of education. The overall outcome will be improved human resources. The social benefits of having a better-educated population are substantial, and include (i) improved health and education; (ii) reduced population growth (educated women tend to have fewer children and allocate a higher percentage of household resources to the education and health of their children); and (iii) greater awareness of topical issues such as environmental conservation, HIV/AIDs, etc. Improving the employment-related skills of the workforce (i) enhances the employability of individuals; (ii) leads to improved earnings; and (iii) enhances national economic competitiveness, all of which have a direct bearing on poverty reduction.</p>			

### B. Poverty Analysis

**Targeting Classification:** General intervention

<p><b>What type of poverty analysis is needed?</b></p> <p>A summary poverty reduction and social strategy will be prepared.</p>
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### C. Participation Process

<b>Is there a stakeholder analysis?</b>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<b>Is there a participation strategy?</b>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<p>A stakeholder analysis and participatory strategy will be conducted and/or prepared during the project preparatory technical assistance, if deemed necessary.</p>		

### D. Gender Development

<p><b>Strategy to maximize impacts on women:</b></p> <p>The technical assistance will (i) assess and analyze (a) access by female staff, teachers and/or trainers to capacity building and/or training opportunities, and resources and services of regional and provincial teacher training centers; and (b) their role in decision making and/or management; (ii) ensure that gender issues are adequately discussed and taken into account in future project design; (iii) recommend, as appropriate, strategies for training and other capacity-building activities targeting female staff, teachers and/or trainers. These recommendations will be incorporated in project components as relevant.</p> <p>A gender action plan will be prepared and gender-related interventions incorporated in identified activities.</p>		
<b>Has an output been prepared?</b>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

### E. Social Safeguards and Other Social Risks

Item	Significant/ Not Significant/ None	Strategy to Address Issues	Plan Required
<b>Resettlement</b>	<input type="checkbox"/> Significant <input type="checkbox"/> Not significant <input checked="" type="checkbox"/> None	No resettlement issues are anticipated. Civil works will be taken up only in existing facilities and no land acquisition is expected.	<input type="checkbox"/> Full <input type="checkbox"/> Short <input checked="" type="checkbox"/> None
<b>Affordability</b>	<input type="checkbox"/> Significant <input checked="" type="checkbox"/> Not significant <input type="checkbox"/> None	The Government's commitment to adequate budgetary support to sustain the reforms will be necessary.	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Labor</b>	<input type="checkbox"/> Significant <input type="checkbox"/> Not significant <input checked="" type="checkbox"/> None	There will be no negative impact in relation to labor laws.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>Indigenous Peoples</b>	<input type="checkbox"/> Significant <input checked="" type="checkbox"/> Not significant <input type="checkbox"/> None	A plan will be prepared as necessary.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>Other Risks and/or Vulnerabilities</b>	<input type="checkbox"/> Significant <input checked="" type="checkbox"/> Not significant <input type="checkbox"/> None	The Government is committed to the proposed project. The only potential risk emanates from weakening of the Government's commitment.	<input type="checkbox"/> Yes <input type="checkbox"/> No

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

<b>Item</b>	<b>Total Cost</b>
<b>A. Asian Development Bank Financing<sup>a</sup></b>	
1. Consultants	
a. Remuneration and Per Diem	
i. International Consultants	330.00
ii. National Consultants	38.00
b. International Travel	25.00
c. Local Travel (including local transport)	5.00
d. Reports and Communications	12.00
2. Equipment and Office Supplies	13.00
3. Workshops, Seminars, Reports, Translation, etc.	8.50
4. Miscellaneous and Administration Cost	13.50
5. Contract Negotiations	5.00
6. Contingencies	50.00
<b>Subtotal (A)</b>	<b>500.00</b>
<b>B. Government Financing</b>	
1. Office Accommodation and Transport	35.00
2. Remuneration and Per Diem of Counterpart Staff	50.00
3. Others	15.00
<b>Subtotal (B)</b>	<b>100.00</b>
<b>Total</b>	<b>600.00</b>

<sup>a</sup> Financed by the Japan Special Fund, funded by the Government of Japan.  
Source: Asian Development Bank estimates.

## OUTLINE TERMS OF REFERENCE FOR CONSULTANTS<sup>1</sup>

### A. International Consultants

#### 1. Team Leader: Education Management and Institutional Capacity Building Specialist (6 person-months)

1. The team leader will be responsible for coordinating the work of all team members, as necessary, for effective implementation of the technical assistance (TA). The team leader will have overall responsibility for the TA outputs including a costed project feasibility report and supporting TA package complete with indicative terms of reference. The team leader will (i) be responsible for a final report that will be submitted in a format satisfactory to the Asian Development Bank (ADB), and (ii) ensure a coordinated approach to interventions is proposed. The final report will incorporate all comments received on the draft final report.

2. The specific responsibilities of the team leader will include

- (i) Review the guidelines and policies that pertain to teacher education, identify areas that are not covered or addressed by current policies and guidelines, and prepare a comprehensive draft policy framework for teacher development supported by an agreed implementation framework.
- (ii) Conduct an analysis of the roles, capacity, and effectiveness of the teacher training institutions, and examine options for establishing a rational institutional framework to plan, design, and deliver quality preservice and in-service teacher training for different education levels.
- (iii) Examine the potential for development of the National Institute of Education into an institution with a wider role in supporting the quality of school education; make suitable recommendations for phased implementation in this regard.
- (iv) Recommend institutional linkages for teacher development.
- (v) Examine how select secondary schools can be strengthened to create a network of institutional support for developing and sustaining teacher competencies.
- (vi) As part of the institutional review, ensure that the team makes recommendations regarding staffing requirements; wherever necessary and possible, identify staff redundancies and the possibility of retraining and redeployment of staff.
- (vii) Work with the team of consultants to review and recommend costed and phased capacity-building inputs for staff in targeted departments and institutions, in their area of expertise, for effective management, planning, design, and delivery of quality education.
- (viii) Ensure that all proposed interventions aimed at strengthening institutional capacity and linkages will cover the entire school sector, while interventions that provide specific support for subsector-related quality improvements will focus on secondary education.
- (ix) Ensure all recommended inputs are sensitive to gender and ethnic minority issues and needs.
- (x) Ensure that the recommendations in the feasibility report have been discussed with all stakeholders, particularly with officials of the departments and line agencies involved, and have full government support.

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<sup>1</sup> All specialists, international and national, will be expected to have substantial professional expertise and experience to support the responsibilities elaborated in the indicative terms of reference. Specialists should also be willing to undertake, within reasonable limits, any additional tasks related to their expertise that may be assigned.

- (xi) Hold periodic consultations with funding agencies to ensure complementarities and to avoid duplication.
- (xii) Any other tasks assigned by the ADB task manager.

## **2. Specialist in Education Finance (3 person-months)**

3. In collaboration with other team members, stakeholders, and counterpart staff, the consultant will prepare a project analysis, including project costs, according to ADB's *Guidelines for the Economic Analysis of Projects and Criteria for Subsidies*, and using COSTAB software. The consultant will make projections for enrollments and corresponding demand for additional teachers for lower secondary and upper secondary levels. The specialist will prepare detailed component costs for the project feasibility report and provide a supporting economic analysis and justification for these investments.

## **3. Teacher Training and Curriculum Development Specialist (3 person-months)**

4. In collaboration with counterpart staff, TA team members and key stakeholders, the consultant will (i) undertake a review of issues that impact teaching quality; (ii) identify specific areas for strengthening of teacher competencies; (iii) identify training needs to improve the quality of teaching in teacher training institutions; (iv) identify specific training needs to improve teacher competencies in model and/or resource schools, and particularly to support the use of equipment and facilities provided to model schools; (v) prepare a costed implementation plan for improving teacher training and supervision, and the instructional support system; and (vi) develop a component to review the content and methodology of training programs and supporting teaching materials. In addition to inputs relating to capacity building for teacher training institutions, which will cover the school sector as a whole, the primary focus of specific interventions aimed at improving the quality of teacher training and supporting materials will be secondary education. The specialist will also support the team leader in identifying capacity-building needs and inputs for the teacher training institutions.

5. In undertaking their work, the consultant, in conjunction with the national expert, will ensure adequate consultations are held with all stakeholders, including development partners, to enable them to fully understand the nature of ongoing interventions, thus avoiding duplication and assuring complementarities.

## **4. Specialist in Curriculum and Instructional Materials Development (2 person-months)**

6. In collaboration with other team members, counterpart staff and other stakeholders, the curriculum development specialist will (i) undertake an assessment of the department for curriculum development and the pedagogical research department; (ii) make recommendations for an integrated and strengthened institutional structure for curriculum development; and (iii) take stock of the work undertaken by other development partners in curriculum development, identify areas where curriculum has not been reviewed and/or revised, and prepare a costed plan for review of curriculum and supporting teaching materials in the identified areas at the secondary level.

## **5. Specialist in Information Technology and Information System Development (1.5 person-months)**

7. The specialist will (i) review the management information systems in use in the education systems and recommend costed inputs to strengthen these; (ii) assess the financial and other

resources needed for a teacher management information system; (iii) analyze the requirements for integrating computers in teacher education programs at the primary, lower, and upper secondary levels; (iv) examine how computer education and computer literacy can be introduced in the model schools; (v) examine how computers might aid the instructional process and skills development in the model and/or resource schools chosen to participate in a network for strengthening teacher competencies; (vi) determine the hardware and software requirements for a standard computer laboratory; (vii) recommend ways of using information technology to build institutional capacity; and (viii) explore feasible options, in consultation with potential beneficiary institutions, to make the computer labs self-supporting in terms of operations and maintenance costs.

8. In consultation with other team members, counterpart staff, and other stakeholders, the specialist will prepare a costed project component for (i) integrating computer technology into teacher training and model and/or resource schools, and (ii) for using information technology for strengthening institutional capacity.

**6. Specialist in Student Assessment and Examination Reform**  
(1.5 person-months)

9. The specialist will (i) review the current system of student assessment, including both external and school-based performance evaluation; (ii) identify areas requiring improvement; (iii) recommend a costed strategy for improving student assessment systems; and (iv) prepare a costed, phased implementation strategy with recommendations for systems and staff development.

**7. Specialist in Textbook Development and Distribution** (1 person-month)

10. The specialist will (i) review the assessments already undertaken by the development partners on textbook development, publication, printing, and distribution; (ii) consult with line agencies and departments concerned; and (iii) recommend strategies for ensuring coordination of textbook revision with changes in curriculum, and for timely printing and distribution. The specialist will also estimate the projected cost of development, publication, printing, and distribution of textbooks based on enrollment scenarios and projections.

**B. National Consultants**

**1. Deputy Team Leader – Education Management and Institutional Capacity Building** (8 person-months)

11. The consultant will (i) provide support to the team leader and assist in the implementation of the TA through liaison with the Government, ADB, TA team, and other stakeholders; (ii) assess the capacity of the institutions and/or agencies involved in teacher development, curriculum, textbooks, and examinations, and in collaboration with the TA team, recommend ways to strengthen institutional capacity; (iii) suggest ways of strengthening management, supervision, and monitoring systems to improve delivery of education services at all levels; and (iv) support the team leader in carrying out their duties, and during the team leader's absence, ensure proper and timely implementation of TA activities.

12. The deputy team leader will be a key facilitator to ensure adequate participation of and consultation with government officials in the TA activities. In consultation with officials concerned in the line agencies, the consultant will prepare a costed component for institutional capacity building that also supports institutional and interagency linkages.

## **2. Teacher Training and Curriculum Development Specialist (3 person-months)**

13. The consultant will work closely with the international expert to (i) contribute, as requested, to the analysis of issues that impact quality of teacher training; (ii) identify specific areas for strengthening teacher competencies; (iii) identify training needs to improve the quality of teaching in teacher training institutions; (iv) identify specific training needs to improve teacher competencies in, and in particular to support the use of equipment and facilities provided to, model schools; (v) prepare a costed implementation plan for improving teacher training, supervision, and the instructional support system; and (vi) develop a component to review content and methodology of training programs and supporting teaching materials.

14. The consultant will provide full support to the international expert in data and information gathering, consultation facilitation, and in the review and design process for identified areas of responsibility.

## **3. Specialist in Curriculum and Instructional Materials Development (2 person-months)**

15. The consultant will work closely with the international expert to (i) undertake an assessment of the department for curriculum development and the pedagogical research department; (ii) make recommendations for an integrated and strengthened institutional structure for curriculum development; and (iii) take stock of the work undertaken by other development partners in curriculum development, identify areas where school curriculum has not been reviewed and/or revised, and prepare a costed plan for review of curriculum and supporting teaching materials in identified areas.

16. The consultant will provide full support to the international expert in data and information gathering, consultation facilitation, and in the review and design process for identified areas of responsibility. The consultant will also provide support to an expert recruited to review assessments undertaken by development partners on textbook development and distribution, assist in making recommendations on implementing a plan for timely preparation, printing and distribution of textbooks, and recommend how the proposed project can support the Ministry of Education, Youth and Sports (MOEYS) in accomplishing this.

## **4. Specialist in Information Technology and Information System Development (1.5 person-months)**

17. The consultant will work closely with the international expert to (i) review the management information systems in use in the education systems; (ii) assess the financial and other resources needed for a teacher management information system; (iii) analyze the requirements for integrating computers in teacher education programs at the primary, lower, and upper secondary levels; (iv) examine ways in which computer education and computer literacy may be introduced in model schools; (v) examine ways in which computers might aid the instructional process and skills development in model schools; (vi) determine the hardware and software requirements for a standard computer laboratory; (vii) recommend ways of using information technology to build institutional capacity; and (viii) explore feasible options, in consultation with potential beneficiary institutions, to make the computer labs self-supporting in terms of operations and maintenance costs. The specialist will also assist MOEYS technical staff prepare a project website, with links to MOEYS' website. The purpose of this website is to promote transparency and good governance by providing information on issues such as procurement procedures.

18. The consultant will provide full support to the international expert in data and information gathering, consultations facilitation, and in the review and design process for identified areas of responsibility.

**5. Specialist in Student Assessment and Examination Reform**  
(1.5 person-months)

19. The specialist will work with the international expert to (i) review the current system of student assessment, including both external and school-based performance evaluations; (ii) identify areas requiring improvement; (iii) recommend a costed strategy for improving student assessment systems; and (iv) prepare a costed, phased implementation strategy with recommendations for systems and staff development.

**6. Poverty, Gender and Ethnic Minority Representation Specialist**  
(2 person-months)

20. The specialist will (i) conduct a detailed poverty impact analysis; (ii) analyze (a) access by female staff, teachers and/or trainers to capacity building and/or training opportunities, and the resources and services of regional and provincial teacher training centers; and (b) their role in decision making and/or management, (iii) ensure that gender issues are adequately discussed and taken into account in future project design; (iv) recommend strategies for training and other capacity-building activities for female staff, teachers and/or trainers; and (v) prepare a summary poverty reduction and social strategy. The specialist will work with MOEYS' Gender Mainstreaming Working Group to review MOEY's gender policy framework and action plan, and examine gender issues in teacher development.

**7. Procurement Specialist (1 person-month)**

21. The specialist, in close cooperation with the consultant team, will prepare a list of indicative procurement packages and a detailed procurement plan for all procurement to be carried out under the proposed project. This procurement plan will be in accordance with ADB's procurement policies, and procedures agreed between the Government and ADB.