



Technical Assistance Report

Project Number: 35312
December 2006

Lao People's Democratic Republic: Sector-Wide Approach in Education Sector Development

CURRENCY EQUIVALENTS

(as of 1 December 2006)

Currency Unit	–	kip (KN)
KN1.00	=	\$0.00010155
\$1.00	=	KN9,847.50

ABBREVIATIONS

ADB	–	Asian Development Bank
DEB	–	district education bureau
EFA NPA	–	Education for All National Plan of Action
ESDF	–	Education Sector Development Framework
GER	–	gross enrollment ratio
Lao PDR	–	Lao People's Democratic Republic
LSE	–	lower secondary education
MOE	–	Ministry of Education
NER	–	net enrollment ratio
PES	–	provincial education service
USE	–	upper secondary education

TECHNICAL ASSISTANCE CLASSIFICATION

Targeting Classification	–	General intervention
Sector	–	Education
Subsector	–	Education sector development
Themes	–	Inclusive social development, capacity development, governance
Subthemes	–	Human development, institutional development, organizational development, public governance

NOTE

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

Vice President	C. Lawrence Greenwood, Jr., Operations Group 2
Director General	A. Thapan, Southeast Asia Department (SERD)
Director	S. Lateef, Social Sectors Division, SERD
Team leader	S. Brar, Senior Education Specialist, SERD

I. INTRODUCTION

1. The Asian Development Bank (ADB) has provided significant assistance to the education sector in the Lao People's Democratic Republic (Lao PDR). Other development partners have also provided significant support to the Lao PDR for primary education. In 2006, ADB will support a sector development program that will focus on (i) policy reforms for sector development, and (ii) investment support for lower secondary education. During the 2006 Country Programming Confirmation Mission,¹ the Ministry of Education (MOE) of the Government requested complementary advisory technical assistance (TA) to help develop a framework for education sector development. The TA is included in the country strategy and program 2006–2010² as a firm 2006 advisory TA, in the amount of \$500,000, to be financed by ADB's Technical Assistance Special Fund. The design and monitoring framework is in Appendix 1.

2. The TA Fact-Finding Mission³ visited Vientiane from 1 to 3 November 2006 and reached an understanding with the Government on the impact, outcome, outputs, implementation arrangements, cost, financing arrangements, and terms of reference of the TA. The TA supports the Education Sector Development Plan 2006–2010, and is closely aligned with Education for All National Plan of Action (EFA NPA). The TA is cast within the Government's broader commitment to education reform and is linked to the Government's commitment to achieving the Millennium Development Goals and Education for All by 2015.

II. ISSUES

3. The Government recognizes that education and literacy are prerequisites for sustained economic growth and poverty reduction. This idea is reflected in all its planning and visionary documents. However, despite the reiteration of commitment and the progress in expanding access, the education sector still faces several challenges. These include (i) differentiated access due to socioeconomic and geographic barriers, (ii) low internal efficiency, (iii) weak capacity for planning and management of education delivery, and (iv) budgetary resource constraints.

4. The Lao PDR has made substantial gains in expanding access to education. Net enrollment ratios⁴ (NER) for primary education have increased from 63% in 1990 to approximately 79% in 2005. During the same period, gross enrollment ratios⁵ (GER) for lower secondary education increased from 30% to 51%. For upper secondary education, the GER has also shown rapid increases, rising from 26.3% in 2003 to 31% in 2005. Girls' enrollment has also risen rapidly, thus reducing gender differentials. At the primary level, gender differentials in enrollment have dropped by 7.4% since 1996 (from 21.6% to 14.2%). At the lower secondary level, girls' enrollment increased by more than 4% between 2003 and 2005 compared with a 1.9% increase for boys. However, despite the rapid enrollment growth, national enrollment statistics hide the significant disparities caused by gender, ethnicity, economic status, and geographic location.

¹ The TA first appeared in *ADB Business Opportunities* on 24 August 2006.

² ADB. 2006. *Lao People's Democratic Republic: Country Strategy and Program*. Manila.

³ The Fact-Finding Mission was undertaken by Ms. Sukhdeep Brar, senior education specialist, Southeast Asia Social Sectors Division.

⁴ Net enrollment ratio is the ratio of the number of children of official school age enrolled in school to the number of children of official school age in the population.

⁵ Gross enrollment ratio is the ratio of total enrollment, regardless of age, to the population of the age group that officially corresponds to the level of education shown.

5. Universal access to primary education is still a major challenge. Approximately 23% of primary school-age children are not enrolled in school. Of those enrolled, over 8% drop out. Access to schooling in rural, remote regions continues to be limited. At the primary level, approximately 15% of the villages are still without a school within commutable distance.⁶ About 57% of all primary schools, and an estimated 70–80% of schools in the poorest districts do not offer the full five grades of primary education. Low population densities and remoteness make it difficult to provide cost-effective and sustainable education services in remote, rural areas. Thus, children in the poorest areas, particularly girls and ethnic groups, are distinctly disadvantaged by limited access to education.

6. Girls suffer greater disadvantage from limited access to schools. At the primary level, the NER for girls is 49% in rural areas without access to roads, 72.2% in rural areas with access to roads, and 90.5% in urban areas. Corresponding statistics for boys are 56%, 75%, and 88%, respectively. At the primary level, 48% of girls complete schooling compared with 52% of boys. In rural areas, girls' enrollment grows at a much slower rate than that of boys. This gap affects enrollments in entry grades at the lower and upper secondary levels.

7. The expansion of education has not been matched by corresponding gains in quality. Dropout and repetition rates are high, particularly at the initial stages of primary education. Approximately 33% of students repeat grade 1 and another 19% repeat grade 2. It takes an average of 8 years to complete the 5-year primary education cycle.

8. The rapid expansion of primary education has fueled the demand for lower and upper secondary education. This rapid expansion, under severe financial constraints, has not been matched by an increase in teachers or additional physical facilities. As a result, class sizes are large, with national averages reaching as high as 81 pupils per class in 2004–2005. Overall teacher qualifications are also low. Nationally, 22% of teachers have completed only primary education and over 20% of all teachers have had no training. There is also a serious shortage of text books, learning materials, and teacher guides.

9. Following educational trends in developing economies, the demand for education in all subsectors will continue to grow rapidly. The main challenge will be to meet that growing demand for education, address issues of equity, and improve the internal efficiency of the system to strengthen the quality of education. The Government, in its draft Sixth National Socio-economic Development Plan (2006–2010), lays down for each education subsector targets that are linked to expansion of enrollments as well as improved efficiencies within the system. However, inadequate resources and weak capacity for planning, management, and delivery of education are serious constraints to achieving these targets.

10. External assistance to education in the Lao PDR is substantial and accounts for over 70% of the education expenditures. ADB is a major funding agency in education and has supported four education projects since 1991, three of them focused on primary education. The World Bank has provided support through Education Development Project (EDP) I and II in 1993 and 2004, respectively. The Government of Sweden has financed the Teacher Training Enhancement and Status of Teachers (TTEST) project that produced the National Teacher Education Action Plan. The Government of Japan has provided grant assistance for teacher training and primary school construction. The Government of Australia has provided grants for in-service and preservice training for ethnic teachers and the development of supplementary

⁶ The internationally recommended norm for "commutable distance" for primary school is 1 km from the place of habitation. There are no corresponding norms for lower and upper secondary schools.

learning materials, and was cofinancier for the ADB-supported Basic Education for Girls Project. The United Nations Educational, Scientific and Cultural Organization (UNESCO) helped develop the EFA NPA⁷ that provides a common framework for assistance to basic education.

11. The main focus of external assistance to the education sector has been on expansion of access for primary education, particularly for disadvantaged children in poor, remote areas. While this has resulted in increased enrollments, particularly in the targeted areas, it has also contributed to some of the quality issues enumerated above. Capital investments through external assistance have been disproportionate to the Government's ability to provide for the ensuing recurrent costs. This has resulted in a severe shortage of teachers, textbooks, and learning materials. The Government's inability to pay teacher salaries in a timely manner acts as a deterrent to attracting better qualified teachers. These factors have a serious ongoing negative impact on the quality of education.

12. In 2004, MOE adopted the EFA NPA which, based on enrollment projections, has estimated the need for additional school facilities, teachers, teaching learning materials, etc. with supporting budgetary estimates up to 2015. However, it is limited by its focus on basic education. It also does not provide an assessment of the institutional and management capacity needed to manage the expansion of education. A policy framework to operationalize the Government's education goals is also lacking. Since 2002, MOE has been working with the Swedish International Development Agency (Sida) to develop a sector-wide approach, but is constrained by weak capacity and a lack of clarity as to what constitutes such an approach. ADB's Basic Education Sector Development Program that extends assistance to lower secondary education and supports policy reforms aimed at strengthening systemic capacity for planning, budgeting, and management for school education that will help MOE move toward a more holistic sector-wide approach to education sector development

13. MOE recognizes the need for improved sector-wide planning to address some of the key deficiencies of the education sector and, in particular, to ensure a more balanced approach to education development. As a first step, MOE is attempting to restructure itself internally to harmonize the implementation structures for externally assisted projects. The development agencies also recognize the need for more strategic and long-term planning to ensure a coordinated and balanced approach to education sector development. There is also a growing recognition that haphazard investments have contributed to some of the problems that the sector confronts today and external assistance needs to be better coordinated. A sector-wide framework for education sector development will address these key concerns and allow development agencies to adopt a longer-term strategy for support to the education sector in their niche areas in close coordination and cooperation with MOE and other development agencies.

III. THE TECHNICAL ASSISTANCE

A. Impact and Outcome

14. The impact of the advisory TA will be a strengthened capacity for education sector development. The TA will accomplish this by assisting MOE to develop a sector-wide framework for education by analyzing enrollment trends and the impact these will have on sector issues. The TA will assess the projected expansion of enrollments at the primary, lower, and upper secondary level and the impact this expansion will have on the demand for physical facilities; teachers; textbooks and learning materials; institutional and management capacity at all levels of education management and delivery, and establish priorities to match resource availability.

⁷ MOE. 2004. *Lao PDR National Plan of Action for Education for All, 2003–2015*. Vientiane.

15. The TA will result in a sector-wide framework for developing the school sector based on projected enrollment expansion. The framework will have the following outputs: (i) an assessment of the projected growth of enrollments at the primary, lower secondary, and upper secondary levels taking into account the projections for dropout rates, repetition rates, etc. to determine the final flow rates from one subsector to the next; (ii) projected demand for new schools/classrooms and laboratories and libraries, additional teachers, learning materials, text books, etc.; (iii) the institutional capacity required in MOE, line agencies,⁸ teacher training institutions, and other key areas such as examinations, etc., to manage the projected expansion of different levels of the school sector; (iv) planning and management capacity, including data systems, and monitoring and evaluation systems, that needs to be developed to meet the projected expansion; (v) an action plan for coordinating activities that support the quality of school education (curriculum revisions, development of textbooks and supporting learning materials and teacher guides, in-service teacher training, and student assessment and examinations); (vi) assessment of financial sustainability of education in the medium and long term; and (vii) a comprehensive matrix of policy actions necessary to support education reforms in the medium and long term. The TA will also examine issues of supply of and demand for teachers and identify gaps. The role of the private sector in providing education as well as teacher training may be explored. The TA will also assess projected enrollments in a 3-year kindergarten program and the feasibility of its introduction nationwide as opposed to a 1-year preschool addition to primary education.

16. The framework will cover a period of 10 years with three phases, with each phase being self-sufficient in inputs necessary to support the expansion of enrollments anticipated to occur during that phase. The framework will allow (i) comprehensive projection of the education sector's resource requirements, (ii) coordinated and complementary external assistance, and (iii) more balanced sector development.

B. Methodology and Key Activities

17. The TA will carry out a comprehensive analysis of the demand and supply issues based on current and projected enrollments across the school sector. Among the issues are (i) the requirements of additional schools, classrooms, libraries, and laboratories; (ii) the demand for additional teachers, textbooks, learning materials, etc.; (iii) institutional capacity required to deal with the expansion of the education sector; and (iv) the preparation of a phased 10-year framework for education sector development. The framework will take a three-phase approach allowing for review and correction as necessary. The phasing will be discussed and incorporated in the inception report. The TA will take into account other activities and initiatives of the Government, as well as the activities of other funding agencies involved in the education sector. It will particularly build on the EFA NPA and extend education sector development to include upper secondary education. The TA will also actively involve officials in the relevant line agencies, development partners, and other stakeholders through focus group discussions, meetings, workshops, etc., to ensure that the framework has broad stakeholder consensus. Representatives of development partners will be invited to participate in all group discussions, major meetings, and workshops.

C. Cost and Financing

18. The TA is expected to cost \$600,000 equivalent, of which ADB will provide \$500,000. The TA will be financed on a grant basis by ADB's TA funding program. The Government's

⁸ Line agencies include departments and institutions.

support to the TA, estimated at \$100,000 equivalent, will be in kind and will include (i) office accommodation and utilities, (ii) remuneration of counterpart staff, and (iii) support for meetings, etc. The cost estimates and financing plan are in Appendix 2.

D. Implementation Arrangements

19. MOE will be the Executing Agency. A steering committee will provide overall guidance to the TA. The steering committee will be chaired by the minister of education and will include representatives from Ministry of Finance, Ministry of Foreign Affairs; relevant MOE officials, and directors of MOE line agencies. MOE will also appoint working groups for the core areas of the TA's outputs. Members of the working groups will be drawn from MOE and relevant line agencies. The working groups will work closely with the consultant team to project growth trends, and assess the needs of the education sector to support the growth trends and to develop a framework for phased and complementary expansion with supporting inputs to improve and sustain the quality of education. The TA team will work closely with all relevant line agencies and departments of MOE, and MOE will provide suitably qualified counterpart staff to facilitate the consultations to be undertaken by the TA team.

20. A team of five international and five national consultants will be recruited to provide specialist services totaling 36 person-months (19 person-months international and 17 person-months national). The consultants will be recruited following ADB's *Guidelines on the Use of Consultants* (2006, as amended from time to time), using the quality- and cost-based selection method and a simplified technical proposal. The specialists will have expertise in (i) institutional capacity building; (ii) teacher development and training; (iii) school curriculum development and textbooks; (iv) assessment and examinations; and (v) education policy, management, and finance. The outline terms of reference are in Appendix 3. All procurement under the TA will be carried out in accordance with ADB's *Procurement Guidelines* (2006, as amended from time to time). Upon TA completion, the equipment will be handed over to MOE.

21. The TA will be implemented over an 8-month period. It will start in March 2007 and end in October 2007. The team leader will submit an inception report to ADB within 1 month of start-up. This will be followed by a national workshop to (i) clarify the TA's purpose and strategy, (ii) discuss the issues to be addressed, and (iii) obtain feedback from all relevant stakeholders and counterpart staff. The TA team will undertake extensive consultations at the national, regional, provincial, and district levels to ensure adequate participation and consultation during the development of the framework. Consultations will be in the form of workshops, meetings, and discussion groups, etc., to ensure broad stakeholder participation. The TA team will prepare an interim report based on an assessment of institutional and management capacity in identified areas and submit it to ADB by the end of month 3. A draft final report will be prepared by the end of month 6. The draft will be presented at a national workshop. Using the feedback received, the report will be finalized in the form of a 10-year framework for education sector development in three phases and submitted to ADB.

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 the Lao People's Democratic Republic for the Sector-Wide Approach in Education Sector Development, and hereby reports this action to the Board.

DESIGN AND MONITORING FRAMEWORK

Design Summary	Performance Indicators/Targets	Data Sources/Reporting Mechanisms	Assumptions and Risks
<p>Impact A better managed education system</p>	<p>An education sector development framework is developed and accepted by MOE</p>	<p>Final TA report</p>	<p>Assumption</p> <ul style="list-style-type: none"> • Strong Government commitment to education reform <p>Risk</p> <ul style="list-style-type: none"> • Weak commitment to reform, and lack of agreement among government departments and development partners on priorities for education development
<p>Outcome Improved planning, management and resource allocations for the education sector</p>	<p>The education sector development framework is accepted and adopted by MOE and its development partners active in the education sector</p>	<p>TA final report and recommendations</p>	<p>Assumption</p> <ul style="list-style-type: none"> • Effective support from MOE and its line agencies
<p>Output A 10-year, phased framework for education sector development</p>	<p>Assessment and analysis of projected enrollments for primary, LSE, and USE based on current enrollments and flow rates completed</p> <p>Estimate of enrollments in 3-year kindergarten program and the feasibility of its introduction nationwide as opposed to a 1- year preschool addition to primary education</p> <p>Costed estimates of the demand for additional schools, classrooms, libraries and laboratories at the primary, LSE, and USE, demand for additional</p>	<p>TA progress report TA recommendations</p>	<p>Assumption</p> <ul style="list-style-type: none"> • Available counterpart staff, effective TA team, and steering committee <p>Risk</p> <ul style="list-style-type: none"> • Weak coordination and support from MOE's line agencies

Design Summary	Performance Indicators/Targets	Data Sources/Reporting Mechanisms	Assumptions and Risks
	teachers and for textbooks and other learning materials prepared		
	Analytical work on required and desirable time lines for curriculum review/revisions, provision of revised textbooks, in-service teacher training, and changes to examination and assessment content shared with MOE and recommendations for provision thereof	TA progress report TA recommendations	<p>Assumption</p> <ul style="list-style-type: none"> • Full support and access to all data sources provided by MOE <p>Risk</p> <ul style="list-style-type: none"> • Slow or weak support and access to data and information
	<p>Analytical work on the planning and management needs for an expanded education system completed and shared with MOE</p> <p>Recommendations for strengthening planning and management capacity</p> <p>Analysis of allocations to the education sector, projected resource requirements, and likely resource gaps</p> <p>Recommendations for phased policy formulation to support education sector expansion</p>	TA progress report TA reports and recommendations	<p>Assumption</p> <ul style="list-style-type: none"> • MOE's commitment to review and refine the institutional function <p>Risks</p> <ul style="list-style-type: none"> • Inadequate contribution and collaboration from MOE, and its relevant agencies • Unwillingness of the Government to address policy issues
Activities with Milestones			Inputs
<p>Output 1</p> <p>1.1 Assessment and analysis of projected enrollments, based on current enrollments and flow rates completed, for primary education, LSE, and USE, to the extent possible, segregated by gender and ethnic group.</p> <p>1.2 Estimate of enrollments in 3-year kindergarten program and the feasibility of its introduction nationwide as opposed to a 1-year preschool addition to primary education.</p>			<ul style="list-style-type: none"> • ADB Financing: \$500,000 • Government: \$100,000 • International consultants (\$336,000)

Activities with Milestones	Inputs
<p>Output 2</p> <p>2.1 Estimates of phased and complementary demand for additional schools/classrooms/libraries/laboratories at the primary, LSE and USE, demand for additional teachers and for textbooks and other learning materials.</p> <p>Output 3</p> <p>3.1 Assessment of the institutional capacity required in MOE, line agencies, teacher training institutions, and other key areas such as curriculum and textbook development and examinations, etc., to manage the projected expansion of primary education, LSE, and USE.</p> <p>3.2 Recommendations for phased institutional capacity building for managing an expanding school education system.</p> <p>3.3 Recommendations for staff development at all levels including for school management.</p> <p>Output 4</p> <p>4.1 An action plan for coordinating activities that support the quality of school education (curriculum revisions, development of textbooks and supporting learning materials and teacher guides, in-service teacher training, and student assessment and examinations.</p> <p>4.2 Recommendations for phased and complementary time lines for curriculum development, textbook revision, in-service teacher training and examination and assessment.</p> <p>Output 5</p> <p>5.1 Assessment of the planning and management capacity, including data systems and monitoring and evaluation, required to meet the demands of the education sector.</p> <p>5.2 A phased action plan for strengthening the capacity for planning and management, including data systems and monitoring and evaluation.</p> <p>Output 6</p> <p>6.1 Estimates of resources required to meet the demands from the projected expansion of enrollments.</p> <p>Output 7</p> <p>7.1 A comprehensive policy matrix to support the long-term education reforms.</p>	<ul style="list-style-type: none"> • National consultants (\$36,000) • Equipment and office supplies (\$15,000) • Workshops, seminars, etc. (\$22,000)

TA = technical assistance, LSE = lower secondary education, MOE = Ministry of Education, USE = upper secondary education.

COST ESTIMATES AND FINANCING PLAN
(\$'000)

Item	Total Cost
A. Asian Development Bank (ADB) Financing^a	
1. Consultants	
a. Remuneration and Per Diem	
i. International Consultants	336.0
ii. National Consultants	36.0
b. International Travel	20.0
c. Local Travel (including local transport)	14.0
2. Equipment and Office Supplies	15.0
3. Workshops, Seminars, Reports Translation, etc.	22.0
4. Contract Negotiations	4.0
5. Communications	3.0
6. Contingencies	50.0
Subtotal (A)	500.0
 B. Government Financing	
1. Office Accommodation and Utilities	35.0
2. Counterpart Staff and Allowances	50.0
3. Others (support for meetings, etc.)	15.0
Subtotal (B)	100.0
 Total	600.0

^a Financed by ADB's technical assistance funding program.
Source: ADB estimates.

OUTLINE TERMS OF REFERENCE FOR CONSULTANTS

1. The advisory technical assistance (TA) will make a substantial contribution to the education sector in the Lao People's Democratic Republic (Lao PDR) and will need an experienced, knowledgeable team to ensure that the final outcome—the Education Sector Development Framework (ESDF)—is based on extensive consultations, and takes into account all the work that has been done by the Government and other funding agencies, particularly the Education for All National Plan of Action. The team of consultants will comprise international (19 person-months) and national (17 person-months) experts.

A. Team Leader (international, 8 person-months)

2. The team leader will have a strong background in education finance and extensive experience in education policy development and planning. The consultant will be responsible for the overall development of the ESDF and for coordinating its preparation. To do this, the team leader will undertake these tasks:

- (i) Ensure coordination among the task forces set up for the TA as well as among the team of consultants and the task forces to ensure adequate discussion, clear understanding of, and consensus on the TA recommendations and final outputs.
- (ii) Ensure adequate consultations with all stakeholders, specifically all line agencies and departments of the Government at decentralized levels and the development and funding agencies active in the education sector in the Lao PDR so that the ESDF has broad ownership.
- (iii) Provide opportunity for consultations with development partners through participation in working groups, seminars, and workshops and use the Education Donor Working Group to share outputs and invite feedback.
- (iv) Provide guidance to the team of international and national experts and ensure that the team works cohesively.
- (v) Ensure clarity and consistency of recommendations.
- (vi) Report progress to the steering committee.
- (vii) Prepare required reports for submission to the Asian Development Bank (ADB).
- (viii) Perform any other related task assigned by the project officer.

3. In addition, the team leader will have the following individual tasks:

- (i) Project the expanded enrollment at the three levels of school education—primary, lower secondary, and upper secondary. Base the projections on enrollment rates and progression rates, and take into account the projections of the Education for All National Plan of Action. From the enrollment projections, estimate the need for new schools and additional classroom space, and additional teachers. Identify the gaps between demand and supply.
- (ii) Estimate the flow of national and external resources required for expansion of school education.
- (iii) Assessment of financial sustainability of education over the medium and long term.
- (iv) Explore alternate sources of funding such as an education equity fund to meet recurrent costs, private participation, etc.
- (v) Review the planning and budgeting process and identify future needs. Recommend steps to refine, strengthen, and institutionalize implementation of improved planning and budgeting systems.

- (vi) Develop a comprehensive matrix of policy actions necessary to support long-term education sector reforms. Develop the policy matrix in close consultation with the Government and other funding agencies, and support it with a phased plan for policy formulation.
- (vii) Provide cost estimates for the ESDF.
- (viii) Perform any other task assigned by the project officer.

B. Deputy Team Leader (national, 7 person-months)

4. The deputy team leader will have extensive experience in the education sector in the Lao PDR. The responsibilities will include supporting the institutional capacity building specialist by facilitating access to relevant institutions, and providing inputs for long-term institutional capacity-building estimates and strategies. In particular, the deputy team leader will assist in preparing the staff development strategies and proposals. He/she will also support the team leader in developing the ESDF.

C. Teacher Development Experts (international, 3 person-months; national, 3 person-months)

5. The international expert will have extensive experience in institutional support for teacher development, teacher qualifications, in-service training needs, and teacher service conditions. The tasks are as follows:

- (i) Conduct an institutional assessment of teacher training institutions; identify short-, medium-, and longer-term strategies for strengthening the capacity of the institutions.
- (ii) Identify gaps in the supply of and demand for teachers, and examine/explore strategies for meeting this gap, for example, by accrediting preservice teacher training programs with the involvement of private and public teaching institutions.
- (iii) Recommend a graduated improvement in entry-level teacher qualifications and the institutional setup required to make that possible.
- (iv) Identify the frequency of review of preservice and in-service teacher training curricula and the duration and frequency of in-service training or refresher programs for teachers of different subjects and at different levels of school education.
- (v) Explore options, and make recommendations, for establishing a network of institutions—teacher training institutions and select schools, possibly even universities—that can provide continuing support for teacher development.
- (vi) Perform any other task assigned by the project officer.

6. The national expert will support the international expert in all of the above activities and will also facilitate meetings and discussions, and collection of documents and data. Together, the two experts will be responsible for providing all inputs required in this area for the ESDF.

D. Curriculum Development Experts (international; 2 person-months; national: 2 person-months)

7. The international curriculum expert will undertake these tasks:

- (i) Examine the processes and procedures of curriculum review and revision.

- (ii) Recommend the periodicity of and mechanisms for curriculum review and development.
- (iii) Recommend strategies for strengthening the capacity for in-house curriculum development, covering staff development; status, strength, and composition of the curriculum division.
- (iv) Perform any other task assigned by the project officer.

8. The international consultant will be supported by a national expert who will assist with the assessment and review of the curriculum processes and procedures. The national expert will also facilitate focus group discussions, data and information collection, and document reviews; and contribute to the compilation of strategies and recommendations.

E. Institutional Capacity Building Specialist) (international, 4 person-months)

9. The specialist will have extensive experience in education management and institutional development/management. The tasks are as follows:

- (i) Review the organization and structure of the Ministry of Education (MOE), Provincial Education Service (PES), and District Education Bureau (DEB) taking into account the development of new institutions, new tasks, and revised distribution of roles and responsibilities among MOE, PES, DEB, and schools.
- (ii) Recommend a graduated three-step strategy within the 10-year framework, to strengthen the capacity for better planning and management of education delivery.
- (iii) Recommend the development of institutional structures that support quality and the strengthening of current ones.
- (iv) Review institutional roles and responsibilities, assess the need for national institutions; explore the establishment of a new institution or upgrading of an existing one to the level of a national institute with research capability, to provide guidance and direction for enhancing the quality of education; and make recommendations as appropriate.
- (v) Suggest improvements in linkages and management mechanisms. Identify core training needs for staff and prepare a phased plan for staff training.
- (vi) Assess current planning and management capacity at all levels of education delivery (national, provincial, district, and school).
- (vii) Assess the adequacy of the data systems and recommend phased expansion of data collection and management.
- (viii) Review the current monitoring and evaluation (M&E) mechanisms.
- (ix) Identify areas for M&E, and make recommendations for developing the systems necessary to support regular M&E.
- (x) Recommend the institutional structure, including staffing needs, to strengthen M&E.
- (xi) Perform any other task assigned by the project officer.

10. The international expert will be supported by a national expert who will facilitate all meetings and discussions with the Government; help in reviewing documents and assessing institutional capability; and provide inputs for institutional projections and strategies for institutional development. Both experts will be responsible for coordinating with the team leader to ensure adequate inputs for the ESDF in their area of expertise.

F. Assessment and Examination Experts (international: 2 person-months; national: 2 person-months)

11. The international expert will have substantial experience in the design and management of examination systems and will be responsible for the following tasks:

- (i) Examine the current system of examinations and assessment.
- (ii) Make recommendations for strengthening the examination and assessment procedures both in quality as well as expansion.
- (iii) Propose the phased establishment and strengthening of a nationwide examination and assessment system.
- (iv) Examine the possibility and time frame for strengthening and upgrading the examination center to be a full-fledged national examination board.
- (v) In conjunction with the rest of the team, contribute to the design of a system that establishes clear linkages of the examination and assessment system with curriculum development, textbook preparation, and teacher development.
- (vi) Perform any other task assigned by the project officer.

12. The international expert will be supported by a national expert who will facilitate meetings and discussion groups and assist in reviewing and assessing the examination and assessment system. The national expert will also help with any document review and will provide inputs into the final recommendations on examination and assessment reform and capacity building. Both experts will provide necessary inputs into the ESDF in their area of expertise.

G. Social Development Specialist (national: 3 person-months)

13. The expert will undertake these tasks:

- (i) Project enrollment trends for girls and ethnic minority groups by province and district.
- (ii) Recommend strategies that may be adopted to bridge the enrollment differentials.
- (iii) Provide inputs for targeted staff development.
- (iv) Provide inputs in the policy framework targeted to promote gender and ethnic minority development.