

**ASIAN DEVELOPMENT BANK**

**TAR:INO 34147**

**TECHNICAL ASSISTANCE**  
(Cofinanced by the Government of the United Kingdom)

**TO THE**

**REPUBLIC OF INDONESIA**

**FOR**

**INTEGRATION OF POVERTY CONSIDERATIONS  
IN DECENTRALIZED EDUCATION MANAGEMENT**

**October 2002**

## CURRENCY EQUIVALENTS

(as of 17 October 2002)

Currency Unit	–	Rupiah (Rp)
Rp1.00	=	\$0.000108
\$1.00	=	Rp9,225.000

## ABBREVIATIONS

ADB	–	Asian Development Bank
BKKBN	–	Badan Koordinasi Keluarga Berencana Nasional (National Family Planning Coordinating Agency)
BPS	–	Biro Pusat Statistik (National Statistics Agency)
CFU	–	Central Facilitation Unit
DBEP	–	Decentralized Basic Education Program
DFID	–	Department for International Development
MONE	–	Ministry of National Education
NGO	–	nongovernment organization
SUSENAS	–	Survei Socio-Ekonomi Nasional (National Socioeconomic Survey)
TA	–	technical assistance

## NOTES

- (i) The fiscal year (FY) of the Government and its agencies ends on 31 December.
- (ii) In this report, "\$" refers to US dollars.

This Report was prepared by Susanne Wendt, Social Development Specialist, Social Sectors Division, Southeast Asia Department.

## I. INTRODUCTION

1. During Inception mission of the loan, Decentralized Basic Education Program (DBEP),<sup>1</sup> in February 2002, the Government of Indonesia requested from the Asian Development Bank (ADB) technical assistance (TA) for strengthening poverty and equity concerns in the DBEP. The broad goals of the DBEP, being a core poverty intervention, are to contribute to (i) poverty reduction by addressing inequity in human development through improved access to and completion of 9 years of basic education for poverty-affected children, and (ii) implementation of regional autonomy by supporting decentralized management of basic education. The DBEP is aimed at directly reducing disparities between regions and between income groups. To this end, the DBEP is intended to predominantly allocate resources to poorer districts and schools catering for poor households. A critical activity during the implementation of the DBEP, therefore, is targeting of poor communities and poor children. Technical support for poverty targeting is not included in the existing capacity building packages of the DBEP.

2. The TA<sup>2</sup> Fact-Finding Mission (the Mission)<sup>3</sup> visited Indonesia from 10 to 19 June 2002 and reached an understanding with the Government on the TA's objective, scope, cost estimates, implementation arrangements, schedule, and outline terms of reference for consulting services. The preliminary project framework is attached as Appendix 1.

## II. ISSUES

3. While Indonesia has achieved significant progress in providing education services, some regions and communities remain underserved. Enrollment and completion rates are strongly correlated with household income levels and gender. Children in difficult situations such as child laborers/workers, students with disabilities, displaced children, or street children are at great risk of educational disadvantage. In some locations, girls' access to education lags behind that of boys. Reaching out to underserved areas and children is important for the country, to ensure sustained progress towards universal basic education and balanced human, social, and economic development.

4. Decentralization of education planning, management, and service delivery offers an opportunity to devise specific national, regional, and local pro-poor strategies to address the existing inequity. However, some critical issues need to be addressed for pro-poor and poverty targeting strategies to be effective. The lack of reliable education data, both at subdistrict and district levels, affects the assessment of progress and the development of effective strategies aimed at increasing access to education for very poor and vulnerable children, particularly girls. The National Statistical Agency (BPS) provides data on poverty and correlates of poverty on an annual basis that is representative to the district level through its National Socio-Economic Survey (SUSENAS). The SUSENAS is useful for analyzing trends and for geographic targeting, however, it cannot be used to target individual households. Below the district level, information about households and their level of prosperity (a complimentary concept to poverty) is provided by the National Family Planning Coordinating Agency (Badan Koordinasi Keluarga Berencana Nasional, BKKBN).<sup>4</sup> In the absence of other information, this listing is sometimes used in conjunction with other verification mechanisms for targeting the poor. However, there remain serious concerns regarding reliability in collection, comparability across regions, and appropriateness for targeting. Although some sex-disaggregated data are generated by various governmental institutions, data tends not to be systemically collected, processed, or effectively

---

<sup>1</sup> Asian Development Bank. 2001. *Decentralized Basic Education Program*. Manila. Loan 1863-INO.

<sup>2</sup> The TA first appeared in *ADB Business Opportunities* (Internet edition) on 24 September 2002.

<sup>3</sup> The mission consisted of Susanne Wendt, Social Development Specialist, Social Sectors Division.

<sup>4</sup> BKKBN classifies households as preprosperous, prosperous II, prosperous III, or prosperous IV.

used for the analysis of policy inputs and planning. There is also a critical shortage of gender and social equity research at provincial and district levels.

5. Within the context and policies of decentralizing education management, the Government aims to reach out to and encourages greater participation of communities in the overall development of education services in Indonesia. The shift from supply-driven and top-down to demand-driven and bottom-up planning and service delivery, will require a different methodology to address issues of education and service delivery for poor children.

6. Effective methodologies to target poor and vulnerable children, need to be based on an in-depth understanding of poverty. It involves understanding various dimensions of poverty, the causes and dynamics of poverty, and the priorities of the poor themselves. Peoples' own perception of their vulnerability, poverty life pattern, livelihood problems, needs, and solutions have commonly not been integrated with strategies for targeting poor children.

7. The "Sustainable Livelihood Framework" constitutes a methodology allowing an understanding of poverty, which is people-centered and participatory. The framework focuses on the economic, institutional, and social dimensions of livelihood sustainability. A poverty study based on this approach could increase ownership and commitment of involved civil society groups by (i) involving local people in the definition and analysis of poverty, (ii) facilitating local communities to actively seek ways to reduce their poverty, and (iii) involving local communities in poverty targeting.

8. Within the broader program to support decentralized education management, the Sustainable Livelihood Framework approach could be used in a variety of ways: (i) defining activities geared to improve equitable access to education of district education development programs; (ii) establishing a reliable and relevant set of indicators and proxies to be used in planning resource allocations to schools and communities for improving their education service (e.g., allocation of formula-based school operations budgets that fully takes into account the poverty factors); and (iii) as an input into national strategies to provide subsidies or other types of support for improving equity.

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

#### **A. Purpose and Output**

9. The goal of the TA is to increase poor and vulnerable children's access to basic education. The objectives are to (i) develop targeting mechanisms designed to increase poor and vulnerable groups' access to education; (ii) increase awareness, commitment, and capacity of the Ministry of National Education (MONE), local governments, and civil society to deliver basic education services to poor and vulnerable children; and (iii) introduce education programs based on equity in the DBEP districts.

10. The TA will focus on the 16 districts where the DBEP is being implemented. The TA will (i) prepare poverty mapping for these districts, (ii) conduct participatory poverty studies in selected villages,<sup>5</sup> (iii) prepare guidelines for poverty mapping and poverty studies focusing on education, (iv) review the school selection process of the DBEP in areas where participatory poverty studies are not conducted, (v) develop action plans for targeting poor children in all DBEP districts, (vi) conduct workshops at district and provincial levels to disseminate poverty study findings, and (vii) identify the best practices to address poverty in district education and

---

<sup>5</sup> The studies will cover approximately three villages in each district. The participatory poverty studies include household surveys and studies focusing on perception and expectations of poverty-affected communities on education services through participatory approaches and research applying the Sustainable Livelihood Framework.

school development plans. The experience and findings will form the basis for developing national guidelines on integration of poverty considerations in education and school development planning.<sup>6</sup> These national guidelines will include a methodology for poverty mapping in education; guidance on participatory processes, which will facilitate the planning of poverty interventions; and identification of workable indicators and proxies for targeting poor communities and children.

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

11. The TA will be implemented in 9 districts in Bali and 7 districts in Nusa Tenggara Barat covered by the DBEP.

12. **Part A: Poverty Mapping.** Poverty mapping will be conducted in each district. The purpose of the mapping is to obtain a general overview of the poverty situation in the selected districts. Existing administrative maps will be used to depict the distribution of poverty perceived by key informants and specialists, such as local researchers. This process will rank the villages in terms of poverty indicators such as access to water, household incomes, number of out-of-school children, illiteracy rate, number of specific vulnerable households such as female-headed households, or households of indigenous peoples or ethnic minorities.

13. **Part B: Participatory Poverty Studies.** The purpose of the participatory poverty studies is to support the school selection process and strengthen allocation of schools funds in terms of targeting the poor. The participatory poverty studies include the following elements: (i) reviewing poverty data at subdistrict, village, and school levels, and identifying poverty indicators and proxies currently available at the subdistrict and village levels; (ii) conducting household surveys; and (iii) conducting qualitative studies focusing on identifying constraints and opportunities for poor and vulnerable children to have access to education. Poverty studies will be conducted in 3–4 villages/communities in each district selected. Villages/communities will be selected with different socioeconomic characteristics, including middle-income areas with poverty pockets and low-income areas.

14. The participatory poverty studies will be based on the sustainable livelihood framework. The framework highlights the range of assets upon which poor peoples' livelihoods depend by focusing on the poor's own definition of definition of well-being, vulnerabilities and opportunities, as well as expectations and perceptions of education, livelihood assets in the village, constraints on poor and vulnerable children's access to education, gender issues, drop-out rates, and the relationship between schools and their communities. The poverty mapping and participatory poverty studies will be analyzed together with existing quantitative data to develop workable indicators and proxies for targeting poor communities and children. The poverty studies will also define equity activities to be included in the district education and school development plans. Based on the poverty mapping and participatory poverty studies, operating guidelines for poverty mapping will be prepared to improve the poverty focus in the planning of new education projects. The participatory approach developed by the poverty studies will be incorporated as an operating guideline that can be applied by MONE in planning of poverty targeted interventions in education.

15. The poverty studies and mapping will be carried out by a research team consisting of four fieldworkers. The field workers will be recruited from local Indonesian research institutions, nongovernment organizations (NGOs), community-based organizations, and universities. The field workers will work under the supervision of two consultants in each identified village or community. The field workers will be trained in participatory poverty methodologies. Project staff

---

<sup>6</sup> The guidelines may also be of use for other ADB projects.

of the DBEP, NGOs, school committees, school-based management field facilitators,<sup>7</sup> and education committees will be included in the training. In addition, government staff of the district will be involved in designing the participatory poverty studies, to build their capacity for pro-poor education planning.

16. **Part C: Strengthening Capacity for Poverty Targeting in School Development and Education Development Planning.** Workshops will be conducted at district and provincial levels to disseminate findings of the poverty studies. School committees, education boards, local government officials, researchers, and civil society will be invited to participate in the workshops. The workshops will focus on identifying equity-based activities to be included in the district education and school development plans, development of action plans for implementing these activities, and identification of mechanisms to institutionalize poverty analysis as part of school development and education development plans. Specific training courses will be offered to district education planners to facilitate an institutionalization of poverty mapping and poverty targeting strategies within decentralized education management systems.

### C. Cost and Financing

17. The total cost of the TA is estimated at \$750,000 equivalent, comprising \$270,000 in foreign exchange and \$480,000 equivalent in local currency cost. The Government requested financing for \$600,000 equivalent to cover the entire foreign exchange cost and \$330,000 equivalent of local currency cost. The TA will be financed on a grant basis, with the Government of the United Kingdom providing \$300,000 equivalent and ADB providing \$300,000 equivalent financed by ADB's TA funding program. The Government will finance the remaining local currency costs amounting to \$150,000 equivalent to cover office accommodation, counterpart and support staff, workshop facilities, and related items. Detailed cost estimates and the financing plan are presented in Appendix 2. ADB will administer the grant provided by DFID.

### D. Implementation Arrangements

18. MONE will be the Executing Agency. The Central Facilitation Unit (CFU) established under the DBEP will be responsible for coordinating and administering the TA, together with staff from MONE. The steering committee and the Central Technical Committee established under the DBEP will review the TA's progress, facilitate coordination between the agencies and departments involved in implementation, and provide technical guidance. The CFU will be responsible for overall planning, coordination, implementation, and administration of the TA. The CFU will oversee TA activities; facilitate coordination with the local government, linkage between the DBEP, a complementing Japan Fund for Poverty Reduction (JFPR) project,<sup>8</sup> and other projects supporting decentralization of basic education. A team comprising one international and one domestic consultant will work within the existing DBEP management structure. The team will supervise and provide technical advice, prepare progress reports for submission to ADB, and function as the contact point for ADB. At the district level, the district coordination committee and district project management and monitoring unit will be responsible for the day-to-day coordination between the DBEP and the TA.

19. ADB will, in consultation with MONE, engage individual consultants in accordance with ADB's *Guidelines on the Use of Consultants* and other arrangements satisfactory to ADB for the engagement of domestic consultants. The consultants will have expertise in qualitative and quantitative poverty analysis based on participatory approaches, education, and planning. The TA will require 8 person-months of international and 15 person-months of domestic consulting

<sup>7</sup> School-based management field facilitators are being recruited under the DBEP. They provide on-job technical support for new established school committees and for communities on school-based management.

<sup>8</sup> Asian Development Bank. 2002. *Supporting Community-Based Basic Education for the Poor*. Manila.

services. Twelve field workers will also be recruited for 48 person-months, using arrangements satisfactory to ADB for the engagement of domestic consultants. The two consultants will be responsible for recruiting the field workers. An outline of the terms of reference is provided in Appendix 3. All procurement under the TA will be conducted in accordance with ADB's *Guidelines for Procurement*.

20. The TA will be monitored and reviewed by ADB missions, by regular communications with MONE, and through the reports of the consultants.

21. MONE will nominate and ADB will approve participants of training activities under the TA. The consultants will be the trainers for these training activities. MONE will select from its staff those who will be in charge of implementing poverty studies after the completion of the TA.

22. The TA will be implemented during 15 months, with activities expected to commence in January 2003 and completed in April 2004. The consultants will submit (i) an inception report at the end of the first month, (ii) progress reports every 3 months; (iii) draft poverty maps at the end of the twelfth month, (iv) a draft synthesis report of participatory poverty studies at the end of the sixteenth month, (v) draft guidelines on poverty mapping and poverty studies at the end of the sixteenth month, and (vi) a final report within 3 months of the completion of the TA. Tripartite reviews will be held to review each of the outputs. Corresponding to these reviews, stakeholder consultation workshops will be held to present progress to and obtain input from MONE, regional governments, civil society, and representatives of the communities involved.

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

23. The President, acting under the authority delegated by the Board, has approved (i) ADB administering a portion of technical assistance not exceeding the equivalent of \$300,000 to be financed on a grant basis by the Government of the United Kingdom; and (ii) ADB providing the balance not exceeding the equivalent of \$300,000 on a grant basis, to the Government of Indonesia for Integration of Poverty Considerations in Decentralized Education Management, and hereby reports this action to the Board.

### TECHNICAL ASSISTANCE FRAMEWORK

Design Summary	Performance Indicators/Targets	Monitoring Mechanisms	Assumptions and Risks
<p><b>1. Goal</b></p> <p>To support the achievement of universal 9 years basic education that serves the needs of poor and marginalized people and is responsive to local needs</p>	<p>Improved indicators, gross enrollment rates of 120.7% for primary education and 78.9% for junior secondary education. Improved human development indicators in targeted provinces and districts</p>	<ul style="list-style-type: none"> <li>• Government line ministry statistical reports</li> <li>• Annual socioeconomic survey</li> <li>• World Bank Development Report</li> <li>• Asian Development Bank (ADB) Annual Development Reports</li> <li>• ADB Project Performance Audit Report (PPAR)</li> </ul>	
<p><b>2. Purpose</b></p> <p>1. Target mechanisms designed to increase poor and vulnerable groups' access to education developed</p> <p>2. Increased awareness, commitment, and capacity of the Ministry of National Education (MONE), local governments, and civil society to deliver basic education to poor and vulnerable children</p> <p>3. Education programs based on equity in the DBEP districts</p>	<ul style="list-style-type: none"> <li>• School enrollment rates of the poorest two income quintiles increased significantly</li> <li>• Attendance rates of poor and vulnerable children in school increased significantly</li> <li>• Completion rates of poor and vulnerable children in school increased significantly</li> <li>• Poverty considerations included in education and school development planning, and education management information systems</li> <li>• Improved poverty targeting mechanisms utilized in education planning by education ministry and local government</li> </ul>	<ul style="list-style-type: none"> <li>• School development plans</li> <li>• District education development plans</li> <li>• Action plans for targeting poor communities and children</li> <li>• Periodic Ministry of National Education (MONE) educational management information system report</li> <li>• ADB Mission Reviews</li> <li>• Project Completion Report (PCR)</li> <li>• Baseline survey</li> </ul>	<ul style="list-style-type: none"> <li>• Continued cooperation between local employers and community groups</li> <li>• Sustained commitment to policy reforms by the Ministry of National Education and key local government officials</li> </ul>

Design Summary	Performance Indicators/Targets	Monitoring Mechanisms	Assumptions and Risks
<p><b>Outputs</b></p> <p>1. Poverty mapping</p> <p>2. Participatory poverty studies</p> <p>3. Capacity building</p> <p>3.1 Local researchers, local government staff, DBEP project staff, school based management field facilitators and education committees trained in the sustainable livelihood framework approach</p> <p>3.2 District education planners trained in mainstreaming poverty in education planning</p> <p>3.3 Best practices targeting poor children in district education planning identified</p>	<ul style="list-style-type: none"> <li>• Poverty maps produced for 16 districts by December 2003</li> <li>• Operational guidelines for poverty mapping completed by April 2004</li> <li>• 50 participatory poverty studies completed by December 2003</li> <li>• Guidelines on participatory poverty studies completed by April 2004</li> <li>• 16 workshops conducted and 300 people trained by January 2004</li> <li>• 16 workshops conducted and 160 people trained by January 2004</li> <li>• Action plans to ensure poor children's access to education prepared for the 16 districts where the DBEP was implemented by April 2004</li> </ul>	<p>Technical Assistance (TA) Consultants:</p> <ul style="list-style-type: none"> <li>• Interim Progress Report</li> <li>• TA Quarterly reports</li> <li>• TA Review Missions</li> <li>• Reports of Special Studies</li> <li>• TA Completion Report (TACR)</li> <li>• Joint reviews by MONE, local governments, and nongovernment organizations (NGOs)</li> </ul>	<ul style="list-style-type: none"> <li>• Local government continued commitment to improve the education status of the poor – as evidenced by budget for basic education, and maintenance of a scholarship program</li> <li>• Appropriate staff delegated to specific planning and monitoring tasks</li> </ul>
<p><b>Activities</b></p> <p>1. Establish project office</p> <p>2. Recruit field workers</p>	<ul style="list-style-type: none"> <li>• Start: January 2003 Complete: February 2003 Responsibility: TA Consultants</li> <li>• Start: March 2003 Complete: July 2003</li> </ul>	<p>ADB Inception mission TA Consultants:</p> <ul style="list-style-type: none"> <li>• Interim Progress Report</li> <li>• TA Quarterly reports</li> <li>• ADB Midterm review</li> <li>• TA Review Missions</li> <li>• Reports of Special Studies</li> </ul>	<ul style="list-style-type: none"> <li>• Availability and timeliness of resources</li> <li>• Local government commitment to apply pro-poor strategies to schools development to increase poor children's access to</li> </ul>

Design Summary	Performance Indicators/Targets	Monitoring Mechanisms	Assumptions and Risks
<p>3. Train field workers</p> <p>4. Prepare baseline survey</p> <p>5. Prepare poverty mapping</p> <p>6. Conduct participatory poverty studies</p> <p>7. Develop guidelines for poverty mapping and poverty studies</p> <p>8. Conduct training in participatory poverty studies, targeting mechanisms</p> <p>9. Prepare action plans for targeting poor communities and children in 16 districts</p> <p>10. Identify best practices to address poverty in district education and school development planning</p>	<p>Responsibility: TA Consultants</p> <ul style="list-style-type: none"> <li>• Start: May 2003 Complete: December 2003 Responsibility: TA Consultants</li> <li>• Start: May 2003 Complete: June 2003 Responsibility: TA Consultants</li> <li>• Start: July 2003 Complete: December 2003 Responsibility: TA Consultants</li> <li>• Start: August 2003 Complete: December 2003 Responsibility: TA Consultants</li> <li>• Start: December 2003 Complete: April 2004 Responsibility: TA Consultants</li> <li>• Start: August 2003 Complete: January 2004 Responsibility: TA Consultants</li> <li>• Start: January 2004 Complete: April 2004 Responsibility: TA Consultants</li> <li>• Start: January 2004 Complete: April 2004 Responsibility: TA Consultants</li> </ul>	<ul style="list-style-type: none"> <li>• Workshop reports</li> </ul>	<p>education</p> <ul style="list-style-type: none"> <li>• Community interest in participating in the project</li> </ul>
<p><b>Inputs</b></p> <p>1. Consultants</p> <p>2. Equipment and</p>	<ul style="list-style-type: none"> <li>• \$430,000 8 person months, International 15 person months, Domestic 48 person months, Field workers</li> <li>• \$30,000</li> </ul>	<ul style="list-style-type: none"> <li>• ADB Project Disbursement Reports</li> </ul>	<ul style="list-style-type: none"> <li>• Qualified international and domestic consultants and fieldworkers are available and willing to work on the TA</li> </ul>

<b>Design Summary</b>	<b>Performance Indicators/Targets</b>	<b>Monitoring Mechanisms</b>	<b>Assumptions and Risks</b>
supplies 3. Training, workshops and seminars 4. Other ADB financing	• \$30,000  • \$110,000		

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

Item	Foreign Exchange	Local Currency	Total Cost
<b>A. External Financing<sup>a</sup></b>			
1. Consultants			
a. Remuneration and Per Diem			
i. International Consultants	180.0	0.0	180.0
ii. Domestic Consultants <sup>b</sup>	0.0	170.0	170.0
b. International and Local Travel	30.0	30.0	60.0
c. Reports and Communications	0.0	20.0	20.0
2. Equipment	0.0	30.0	30.0
3. Training, Seminars, and Conferences			
a. Facilitators	0.0	10.0	10.0
b. Training Program	0.0	20.0	20.0
4. Surveys	0.0	40.0	40.0
5. Miscellaneous Administration and Support Costs	0.0	10.0	10.0
6. Representative for Contract Negotiations	0.0	0.0	0.0
7. Contingencies	60.0	0.0	60.0
<b>Subtotal (A)</b>	<b>270.0</b>	<b>330.0</b>	<b>600.0</b>
<b>B. Government Financing</b>			
1. Office Accommodation and Transport	0.0	40.0	40.0
2. Remuneration and Per Diem of Counterpart Staff	0.0	50.0	50.0
3. Others	0.0	60.0	60.0
<b>Subtotal (B)</b>	<b>0.0</b>	<b>150.0</b>	<b>150.0</b>
<b>Total</b>	<b>270.0</b>	<b>480.0</b>	<b>750.0</b>

<sup>a</sup> The Department for International Development (DFID) will provide a grant of \$300,000 equivalent, and the Asian Development Bank (ADB) will provide \$300,000 equivalent by ADB's TA funding program.

<sup>b</sup> Domestic consultants include one domestic consultant (15 person-months) and 12 fieldworkers (48 person-months)  
Source: Staff Estimates.

## OUTLINE TERMS OF REFERENCE FOR CONSULTANTS

1. The technical assistance (TA) will assist the Government to integrate poverty considerations into decentralized education management. The TA will focus on (i) increasing poor and vulnerable children's access to basic education in 16 districts covered by the Decentralization Basic Education Program (DBEP); (ii) increasing awareness, commitment, and capacity of local government and civil society to target basic education for poor and vulnerable children; and (iii) institutionalizing at the district level poverty considerations in district education and school development planning.
2. The Asian Development Bank (ADB) will recruit one international and one domestic consultant in accordance with ADB's *Guidelines on the Use of Consultants* and other arrangements for the engagement of domestic consultants. All consultants are required to have experience in poverty analysis and assessments, in designing and implementing social components, and to have had work experience in the country and education sector. Twelve domestic field workers will be recruited to work in the districts. The field workers will be recruited from local research institutions, nongovernment organizations (NGOs), etc.
3. Consultants will provide an inception report (1 month after TA commencement), progress reports every 3 months, poverty maps for each district (12 months after commencement), draft synthesis of participatory poverty studies (16 months) draft guidelines on poverty mapping and poverty studies (16 months), and a final report (due 3 months after completion of the TA).

### A. International Consultant

4. The international consultant will plan and oversee the preparation of poverty mapping and poverty studies in 16 districts of Bali and Nusa Tenggara Barat (NTB). The consultant will be responsible for recruiting and supervising field workers. The two consultants will facilitate the preparation of workable criteria for targeting poor communities and children in education, and improve the capacity of local governments to include poverty considerations in district education development plans and school plans. In particular, the consultants will
  - (i) consult with the Executing Agency and other relevant institutions and agencies on the scope of complementary activities while avoiding overlapping activities;
  - (ii) undertake field visits to selected sites, and conduct interviews and stakeholder meetings to promote the willingness to participate and to ensure the suitability of selected villages;
  - (iii) recruit and supervise field workers, and prepare and conduct their training in the Sustainable Livelihood Framework methodology;
  - (iv) work with the DBEP team and field workers to design and implement household surveys and participatory poverty studies;
  - (v) review existing poverty data (including sex-disaggregated data) in the 16 districts of DBEP and identify gaps in and needs for additional data;
  - (vi) prepare the detailed design of the participatory poverty studies, and supervise the field workers conducting the studies;

- (vii) coordinate participatory poverty studies, analyze field data, and prepare field reports;
- (viii) prepare 2 days of training for key stakeholders, including school-based management facilitators, education boards, school committees, and representatives from civil society, in the methodology of participatory poverty study and in poverty targeting for district education and school development planning;
- (ix) assist the national consultant, local government staff, and other stakeholders, in preparing an action plan targeting poor and vulnerable children;
- (x) prepare poverty mapping of 16 districts and a synthesis of field reports of participatory poverty studies; the synthesis report will include the main findings of poverty studies and recommendations for future action; and
- (xi) prepare guidelines on (a) poverty mapping, including reliable and relevant indicators and proxies for targeting poor communities and children, which can be applied for education planning at national as well as at district level; and (b) participatory poverty studies, which can be applied in the wider context of planning poverty targeted interventions.

**B. Domestic Consultant**

5. The responsibility of the domestic consultant will be to:

- (i) assist the international consultant in reviewing poverty data (including sex-disaggregated data) in the 16 DBEP districts and identify gaps in and needs for additional data;
- (ii) undertake field visits to selected project sites, and conduct interviews and stakeholder meetings to promote the willingness to participate in the TA and to ensure the suitability of selected villages;
- (iii) assist the international consultant in recruiting and supervising the field workers, and prepare and conduct training of field workers in the Sustainable Livelihood Framework methodology;
- (iv) assist the international consultant in preparing the detailed design of the participatory poverty studies;
- (v) work with the international consultant, DBEP team, and field workers to design and implement household surveys and participatory poverty studies;
- (vi) assist the international consultant in preparing and conducting 2 days of training for key stakeholders, including school-based management facilitators, education boards, school committees, and representatives from civil society in the methodology of participatory poverty study and in poverty targeting for district education and school development planning;

- (vii) assist the international consultant in coordinating the participatory poverty studies and analyzing field data; under supervision of the international consultant, prepare field reports, including recommendations for workable criteria of targeting poor communities and children;
- (viii) assist the international consultant in preparing poverty mapping from 16 districts and synthesize field reports of participatory poverty studies; the synthesis report include the main findings of poverty studies and recommendations for future action; and
- (ix) prepare guidelines on (a) poverty mapping, including reliable and relevant indicators and proxies for targeting poor communities and children, which can be applied for education planning at national as well as at district level; and (b) participatory poverty studies, which can be applied in the wider context of planning poverty targeted interventions.

### **C. Field Workers**

4. Under the guidance of the consultants the field workers will:

- (i) collect poverty data from selected districts;
- (ii) assist the international and domestic consultants in preparing poverty mapping of 16 districts;
- (iii) undertake field visits to a selection of sites, and conduct interviews and stakeholder meetings;
- (iv) prepare and conduct household surveys and participatory poverty studies;
- (v) prepare poverty maps for the 16 districts; and
- (vi) assist the international and domestic consultants in training activities.