



Technical Assistance Report

Project Number: 50361-001
Knowledge and Support Technical Assistance (KSTA)
November 2017

Innovation in Education Sector Development in Asia and the Pacific

The document is being disclosed to the public in accordance with ADB's Public Communications Policy 2011.

Asian Development Bank

ABBREVIATIONS

| | | |
|------|---|-------------------------------------------------|
| ADB | – | Asian Development Bank |
| CSO | – | civil society organization |
| DMC | – | developing member country |
| EPP | – | education partnership platform |
| ICT | – | information and communication technology |
| SDG | – | Sustainable Development Goal |
| EdSG | – | Education Sector Group |
| TA | – | technical assistance |
| TVET | – | technical and vocational education and training |

NOTE

In this report, “\$” refers to United States dollars.

| | |
|-------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
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KNOWLEDGE AND SUPPORT TECHNICAL ASSISTANCE AT A GLANCE

| | | | |
|------------------------------------------------------------------|-------------------------------------------------------------------------|----------------------------------------|------------------------|
| 1. Basic Data | | Project Number: 50361-001 | |
| Project Name | Innovation in Education Sector Development in Asia and the Pacific | Department/Division | SDCC/SDSC-EDU |
| Nature of Activity | Policy Advice | Executing Agency | Asian Development Bank |
| Modality | Regional | | |
| Country | REG (All DMCs) | | |
| 2. Sector | Subsector(s) | ADB Financing (\$ million) | |
| ✓ Multisector | ADB's corporate management, policy and strategy development | | 2.00 |
| | | Total | 2.00 |
| 3. Strategic Agenda | Subcomponents | Climate Change Information | |
| Inclusive economic growth (IEG) | Pillar 1: Economic opportunities, including jobs, created and expanded | Climate Change impact on the Project | Low |
| Regional integration (RCI) | Pillar 4: Other regional public goods | | |
| 4. Drivers of Change | Components | Gender Equity and Mainstreaming | |
| Governance and capacity development (GCD) | Institutional development | Some gender elements (SGE) | ✓ |
| Knowledge solutions (KNS) | Organizational development | | |
| | Application and use of new knowledge solutions in key operational areas | | |
| | Knowledge sharing activities | | |
| | Pilot-testing innovation and learning | | |
| Partnerships (PAR) | Civil society organizations | | |
| | Foundations | | |
| | Implementation | | |
| | Private Sector | | |
| | Regional organizations | | |
| Private sector development (PSD) | Conducive policy and institutional environment | | |
| 5. Poverty and SDG Targeting | | Location Impact | |
| Geographic Targeting | No | Regional | High |
| Household Targeting | No | | |
| SDG Targeting | Yes | | |
| SDG Goals | SDG1, SDG4, SDG5, SDG8, SDG10 | | |
| 6. Risk Categorization | Complex | | |
| 7. Safeguard Categorization | Safeguard Policy Statement does not apply | | |
| 8. Financing | | | |
| Modality and Sources | | Amount (\$ million) | |
| ADB | | 2.00 | |
| Knowledge and Support technical assistance: Technical Assistance | | 2.00 | |
| Special Fund | | | |
| Cofinancing | | 0.00 | |
| None | | 0.00 | |
| Counterpart | | 0.00 | |
| None | | 0.00 | |
| Total | | 2.00 | |

I. INTRODUCTION

1. The knowledge and support technical assistance (TA) aims to help the Education Sector Group of the Asian Development Bank (ADB) to establish and operate an education partnership platform (EPP). The TA and the EPP will help to enhance the knowledge and capacity of participating developing member countries (DMCs) of the ADB to apply innovative practices in improving learning and labor market outcomes. The EPP will be an open platform for traditional donor country partners and nontraditional partners—such as foundations, civil society organizations (CSOs), centers of excellence, and large corporations—with the flexibility to support country, subsector, and theme-specific priorities of partners. It will support the development of DMCs' knowledge and human resources to improve student learning and labor market links of education projects. Effective coordination is essential to match supply and demand of development assistance and take full advantage of the potential resources that can be made available. This TA will (i) provide initial funding to leverage other sources of support from different partners; and (ii) seek supplementary TA support from ADB resources, depending on the progress of TA implementation and availability of resources from partners. In addition to supporting the EPP's secretariat functions, the TA will fund EPP-supported priority projects to conduct research and pilot activities or to formulate proposals for investment projects in the education sector. The EPP will try to tap the Japan Fund for Poverty Reduction and other ADB-managed financing partnership facilities for specific projects.¹

2. The TA is included in the Management-approved annual work plan of the Education Sector Group (EdSG) under the Sustainable Development and Climate Change Department (SDSC) for 2017 and is endorsed by the Strategy, Policy and Review Department (SPD) as a corporate priority TA.²

II. ISSUES

3. Asia and the Pacific is one of the most dynamic regions in the world. It is home to more than 50% of the global population and contributes about 40% of global output and two-thirds of global growth. Most DMCs are middle-income countries that are pursuing high economic growth to move up the value chain. Rapid changes in technology and growing automation, demographic changes, rapid urbanization, rising inequality, growing impact of climate change, unprecedented labor mobility, and increasing regional integration are shaping the region's development, which will require more responsive education systems to anticipate and prepare for related skills and jobs. High-quality inclusive education is essential to develop an agile workforce and transform human capital to underpin a modern, competitive economy.

4. Since early 2000s, ADB mainly supported the expansion of access to basic and secondary education, and to some extent to technical and vocational education and training (TVET). However, access is still an issue in some DMCs, particularly for girls and in conflict-affected situations. Demand is growing, particularly from middle-income countries, to align their education systems with workforce and economic development. Global commitment to Sustainable Development Goals (SDGs) 4 (education) and 8 (employment) requires deepening support for student learning and labor market outcomes. It also requires greater synergy between secondary education, TVET, and higher education to improve cognitive, noncognitive, and occupational skills

¹ The TA first appeared in the business opportunities section of ADB's website on 18 August 2017.

² ADB (SPD). 2016. Corporate Priority TA Program: Summary of Decisions from the Heads of Departments Meeting. Memorandum. 22 November (internal, \$1.5 million allocation); and ADB (Operations Services and Financial Management Department). 2017. Communication on Funding. E-mail. 7 June (internal, additional \$500,000 funding).

in close partnership with industries and employers. While digital literacy has emerged as a 21st century core skill, the education sector is yet to take full advantage of information and communication technology (ICT) and artificial intelligence in improving student learning. Given the changes happening in the labor market, the education sector in ADB DMCs must respond to the question of what the future education system needs to teach.

5. ADB's priorities for the education sector are to (i) scale up lending from 4.6% of its average lending operations from 2014–2016 to 6%–10% by 2020, (ii) provide cross-support to different growth sectors, and (iii) apply innovative practices such as the use of ICT and smart partnerships to improve student learning and labor market outcomes in ADB-funded projects. As DMCs transition to higher levels of economic development, more jobs will become knowledge-based and will require the adoption of new technologies and knowledge. This will also require support for tertiary education institutions in DMCs to modernize curriculum and teaching and learning; nurture entrepreneurship and leadership; and promote science, technology, and innovation. It is also critical to deal with growing inequalities (SDG 10) and unsustainable pressure on the environment (SDG 13), which pose high risks to the long-term economic growth of many DMCs. This is viewed from the perspective of what skills are needed to meet these challenges, such as promoting renewable energy and building resilience in environmentally vulnerable and disaster-prone areas.

6. ADB has been providing support for education from its existing TA-financing mechanisms, such as the TA for Partnership for Innovation in Education in Asia and the Pacific,³ in the absence of a dedicated financing partnership facility for education. While nontraditional partners such as private foundations, industries, and CSOs have offered to bring innovative practices and provide in-kind contributions, ADB did not have an effective mechanism to take advantage of such expressions of interest.

7. Business as usual will not work in managing the above challenges. What is needed is support for participating DMCs in selectively strengthening their human resources to boost competitiveness and innovations in products and services, processes, structures, and the sustainable financing of education. The TA will help leverage financing to achieve the EdSG's three priorities (para. 5). The number of DMCs receiving education support from ADB is expected to increase from 22 in 2017 to more than 25 by 2020.

III. THE TECHNICAL ASSISTANCE

A. Impact and Outcome

8. The TA is aligned with the following impact: education sector development efforts in ADB DMCs substantially increased.⁴ The TA will have the following outcome: knowledge of and capacity to apply innovative and good practices in improving learning and labor market outcomes enhanced.⁵

B. Outputs, Methods, and Activities

9. **Output 1: EPP launched and operationalized.** The TA will help mobilize grant funds and in-kind contributions of traditional and nontraditional partners to help conceptualize and pilot

³ ADB. 2013. *Technical Assistance for Partnership for Innovation in Education in Asia and the Pacific*. Manila.

⁴ ADB. 2014. *Midterm Review of Strategy 2020: Meeting the Challenges of a Transforming Asia and Pacific*. Manila.

⁵ The design and monitoring framework is in Appendix 1.

innovative ideas to scale up education operations in line with the emerging priorities of DMCs. The EPP will serve as a partnership platform to allow in-kind and financial contributions with a flexibility to support preferred areas of education and countries. EdSG will adopt a three-pronged strategy to establish an EPP: (i) selectively mobilize secondees⁶ to develop priority programs jointly with interested development partners; (ii) seek partnerships with private foundations and CSOs; and (iii) develop specific proposals for ongoing, pipeline, and new projects to mobilize additional resources from partners for priority areas.

10. Output 2: Strategic education TA, pilot projects, and knowledge-sharing efforts supported. The TA will directly support key and/or pilot projects such as (i) advancing youth employment and entrepreneurship, girls' and women's education, and ICT-enabled teaching and learning; (ii) supporting marginalized groups and those living in conflict-affected and environmentally vulnerable areas; and (iii) linking skills to future jobs in light of technological changes and automation. The TA may also support research for a forward-looking study on the role of education in human society.

11. Output 3: Education experts' pool and select partnerships operationalized. In consultation with the regional departments and project officers, the TA will identify a pool of experts, primarily consultants, to support EdSG with upstream and downstream work, including project design and implementation of select new and ongoing projects. The experts will support early conceptualization, selective pilot testing, and scaling-up of innovative projects to improve student learning and labor market outcomes in line with DMC requirements and priorities. They will also selectively support high-quality sector and labor market assessment and impact evaluation. The selected pilot projects will include cross-support for priority sectors such as health, agriculture, and infrastructure to support skills development in participating DMCs.

12. Building on ADB's partnership with The HEAD Foundation,⁷ the TA will help establish about five operationally relevant partnerships⁸ with regionally and globally known centers of excellence to pursue policy dialogue with DMCs on key reforms and to strengthen the capacity of DMC and EdSG staff to provide the most appropriate solutions to some of the challenges described in paras. 3 and 4 and the opportunities noted in para. 10. A major effort will be to draw on good practices and innovative models relevant to emerging priorities (e.g., in ICT and public-private partnerships). Discussions are already underway with several potential partners that can complement EdSG priorities.

13. Output 4: Human resource capacity of DMCs enhanced in select and priority areas. A critical element of successful education systems is the effective management of human resources in the education sector to continuously pursue relevant reforms and improvements in line with emerging needs. This may be related to (i) establishing enabling education policies to improve learning outcomes of all learners, (ii) establishing benchmarking and robust monitoring mechanisms to track progress, (iii) ensuring appropriate incentives to drive intended reforms, and (iv) pursuing innovative approaches. Customized professional development programs jointly

⁶ Secondees are persons from institutions/organizations outside of ADB having specific qualifications and experiences that can help ADB deliver on a specific initiative/project. Secondees are engaged by ADB on a temporary basis.

⁷ In 2016, ADB and The HEAD Foundation (<http://headfoundation.org>) organized a professional learning program on improving schooling quality. This was well received by DMC and ADB participants, who found the program highly relevant to meeting the challenges of quality, teacher training, and school leadership. ADB and The HEAD Foundation conducted a second run of this training in 2017 for another group of participants from DMCs and ADB regional departments.

⁸ Prospective partnerships during TA preparation do not involve a transfer of funds. If future partnerships will involve a transfer of funds, ADB will prepare a knowledge partnership agreement with such partner.

organized with partners can also target DMC and ADB personnel to strengthen human resource capacity in areas such as outsourcing, public–private partnerships, ICT applications, and managing programmatic approaches to scale up operations.

C. Cost and Financing

14. The TA is estimated to cost \$2,000,000, which will be financed on a grant basis by ADB's Technical Assistance Special Fund (TASF-other sources). The key expenditure items are listed in Appendix 2.

D. Implementation Arrangements

15. ADB will administer the TA. ADB's Sustainable Development and Climate Change Department will select, supervise, and evaluate consultants; prepare knowledge products; and provide resources for staff to act as resource persons in workshops. EdSG will lead the implementation within ADB, and the Education Sector Committee will review the annual program and its subsequent progress every 6 months. The implementation will take 5 years, beginning in October 2017. The TA will mobilize supplementary resources from partners and ADB's own resources depending on TA progress. Disbursements under the TA will follow the *Technical Assistance Disbursement Handbook* (2010, as amended from time to time). The TA will adopt a flexible approach to supporting priority demand from the regional departments and the EdSG Secretariat in line with the annual work plan. ADB will engage TA consultants individually following ADB's Guidelines on the Use of Consultants (2013, as amended from time to time). The total requirements are estimated at 25 person-months of international consultants and 50 person-months of national consultants. In addition, partnerships will support select priority areas such as advisory services, knowledge products, and professional development.

Implementation Arrangements

| Aspects | Arrangements | | |
|----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|-----------|
| Indicative implementation period | October 2017–August 2022 | | |
| Executing agency | Asian Development Bank | | |
| Implementing agencies | Sustainable Development and Climate Change Department through the Education Sector Group | | |
| Consultants | To be selected and engaged by the Education Sector Group | | |
| | Individual selection (international, remuneration) | 25 person-months (intermittent) | \$450,000 |
| | Individual selection (national, remuneration) | 50 person-months (intermittent) | \$350,000 |
| Disbursement | The technical assistance resources will be disbursed following ADB's <i>Technical Assistance Disbursement Handbook</i> (2010, as amended from time to time). | | |

Source: Asian Development Bank.

16. **Consulting services.** The TA will involve 75 person-months of services by international and national consultants on input-based contracts,⁹ including (i) an education specialist for K-12¹⁰ reforms, (ii) a TVET specialist, (iii) a higher education specialist, (iv) an education ICT specialist, and (v) a pool of international consultants for promoting innovative practices. The TA will also engage a pool of national consultants whose expertise is based on that of international consultants, but in a local context. Such expertise includes (i) supporting ongoing or pipeline projects, pilot programs, conferences, seminars or workshops, knowledge products, stakeholder consultations, special case studies, communications; and (ii) working with partners. All consultants shall be engaged following the ADB Procurement Policy (2017, as amended from time to time)¹¹ and Procurement Regulations for ADB Borrowers (2017, as amended from time to time).

17. **Pilot testing of project approach.** The TA will incorporate select pilot projects¹² in priority areas such as ICT application in education, renewable energy training, promotion of girls' and women's education, entrepreneurship training, school leadership, and teacher quality improvement. Results and recommendations from the pilot tests will help regional departments scale up ongoing and pipeline projects. EdSG will also tap funds from other sources such as the Japan Fund for Poverty Reduction and the Republic of Korea e-Asia and Knowledge Partnership Fund to supplement financing of such pilot projects. EdSG will also ensure that TA activities will not result in any potential adverse environmental and/or social impacts.

18. **Social media and websites.** The TA will establish social media sites and/or relevant websites to serve as a repository of TA activities, including sharing of good practices and lessons learned. This will complement online collaboration efforts of the Sustainable Development and Climate Change Department's Knowledge Sharing and Services Center and promote cooperation with stakeholders. Upon TA completion, these sites will be maintained by the EdSG Secretariat.

IV. THE PRESIDENT'S DECISION

19. The President, acting under the authority delegated by the Board, has approved the provision of technical assistance not exceeding the equivalent of \$2,000,000 on a grant basis for the Innovation in Education Sector Development in Asia and the Pacific, and hereby reports this action to the Board.

⁹ The TA may consider output-based and/or lump-sum contracts and use of the framework agreement, as appropriate.

¹⁰ K-12 is the kindergarten to grade 12 or primary to secondary schooling system adopted by many Asian countries like Mongolia and the Philippines.

¹¹ Terms of Reference for Consultants (accessible from the list of linked documents in Appendix 3).

¹² The cost of pilot testing will not exceed 30% of ADB TA financing. ADB. 2017. Staff Instruction on Business Processes or Knowledge and Support Technical Assistance. *Compendium of Staff Instructions*. Attachment 1: Optional Provisions Under Technical Assistance Operations. Manila.

DESIGN AND MONITORING FRAMEWORK

| Impact the TA is Aligned with | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| Education sector development efforts in ADB DMCs substantially increased ^a | | | |
| Results Chain | Performance Indicators with Targets and Baselines | Data Sources and Reporting Mechanisms | Risks |
| Outcome Knowledge of and capacity to apply innovative and good practices in improving learning and labor market outcomes enhanced | By 2022 a. At least two innovative education projects and/or programs from regional departments supported (2016 baseline: 0) b. Publication series on Innovation in education launched | a. TA monitoring report b. Published knowledge product | DMCs shift priorities involving innovation in education. |
| Outputs 1. EPP launched and operationalized 2. Strategic education TA, pilot projects, and knowledge-sharing efforts supported 3. Education experts' pool and select partnerships operationalized | 1. EPP operationalized by Q1 2018 with at least one donor contribution (2016 baseline: not applicable) 2a. At least one education TA leveraging other TA projects on resources from across all regional departments supported annually (2016 baseline: 0) 2b. At least two pilot projects supported by 2019 (2016 baseline: 0) 2c. At least two knowledge products supported by 2022 (2016 baseline: 0) 3a. At least two experts engaged providing cross-regional support in priority areas by Q1 2018, and at least two projects supported by TA completion (2016 baseline for experts and projects: ad hoc arrangement) 3b. At least five new partnerships supporting priorities in K-12 reforms, market responsive TVET and higher education established (2016 baseline: 1) | 1. EPP progress report and TA monitoring report 2a–c. TA monitoring report 3a–b. TA monitoring report | Funding constraints faced by different donors because of different international obligations may delay the establishment of the EPP. |

| Results Chain | Performance Indicators with Targets and Baselines | Data Sources and Reporting Mechanisms | Risks |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|--------------|
| 4. Human resource capacity of DMCs enhanced in select and priority areas | <p>4a. At least two flagship events leveraging innovative practices supported by 2022 (2016 baseline: 1)^b</p> <p>4b. At least two priority learning events organized by 2022 (2016 baseline: 2)</p> <p>4c. At least one professional development program supporting key reforms organized (2016 baseline: 1)</p> | 4a–c. TA monitoring report | |
| Key Activities with Milestones <ol style="list-style-type: none"> 1. EPP launched and operationalized <ol style="list-style-type: none"> 1.1 Conduct the EPP promotional events and engage with prospective donors to receive initial contribution (Q4 2017) 1.2 Develop proposals in priority areas to seek donor interest (from Q4 2017) 1.3 Finalize the EPP implementation guides, including procedures (Q4 2017) 1.4 Establish the EPP team and working group that will manage the EPP implementation (Q1 2018) 1.5 Initiate support for priority analytical work and projects in close consultation and collaboration with regional departments (from Q2 2018) 1.6 Expand the EPP contributions (Q1 2019) 2. Strategic education TA, pilot projects, and knowledge-sharing efforts supported <ol style="list-style-type: none"> 2.1 Identify specific TA projects, pilot projects, and knowledge-sharing activities to be supported; and specify type of support (Q1 2018) 2.2 Deliver agreed support for TA projects, pilot projects, and knowledge-sharing activities (Q2 2018–Q3 2022) 3. Education experts' pool and select partnerships operationalized <ol style="list-style-type: none"> 3.1 Establish an initial database of experts based on close consultation with regional departments, ongoing experience, and advice from the EdSG network (Q4 2017) 3.2 Prioritize mobilization of an initial group of experts in close consultation with regional departments (Q4 2017) 3.3 Expand the experts' pool and mobilize priority experts based on initial experience (Q1–Q2 2018) 3.4 Prepare partnership agreements with regionally and globally known centers of excellence or institutions to support development programs, pipeline projects, and pilot projects (from Q4 2017) 3.5 Implement and closely monitor the joint work program activities with knowledge products (2017–2020) 4. Human resource capacity of DMCs enhanced in select and priority areas <ol style="list-style-type: none"> 4.1 Organize priority flagship and learning events in close collaboration with regional departments (2017–2022) 4.2 Identify and support priority knowledge products in close collaboration with regional departments (2017–2022) | | | |
| Inputs ADB: \$2 million (TASF-other sources) | | | |
| Assumptions for Partner Financing Not applicable | | | |

ADB = Asian Development Bank; DMC = developing member country; EPP = education partnership platform; K-12 = kindergarten to grade 12, Q = quarter; EdSG = Education Sector Group, Sustainable Development and Climate Change Department; TA = technical assistance; TASF = technical assistance special fund; TVET = technical and vocational education and training.

^a ADB. 2014. *Midterm Review of Strategy 2020: Meeting the Challenges of a Transforming Asia and Pacific*. Manila.

^b Flagship events will leverage funding from other sources.

Source: Asian Development Bank.

COST ESTIMATES AND FINANCING PLAN

(\$'000)

| Item | Amount |
|-----------------------------------------------------------------------|----------------|
| Asian Development Bank^a | |
| A. Consultants | |
| 1. Remuneration and per diem | |
| a. International consultants | 450.0 |
| b. National consultants | 350.0 |
| 2. Out-of-pocket expenditures: | |
| International and local travel | 150.0 |
| B. Training, seminars, workshops, forum, and conferences ^b | |
| 1. Facilitators and resource persons | 200.0 |
| 2. Travel cost of ADB staff acting as resource person | 50.0 |
| 3. Venue rental and related facilities | 75.0 |
| 4. Participants | 200.0 |
| C. Printed external publications ^c | 75.0 |
| D. Pilot testing | |
| 1. Goods (rental or purchase) | 80.0 |
| 2. Works | 100.0 |
| 3. Block or performance grants or seed funding | 220.0 |
| E. Contingencies | 50.0 |
| Total | 2,000.0 |

Note: The technical assistance (TA) is estimated to cost \$2,000,000, of which contributions from the Asian Development Bank (ADB) are presented in the table above.

^a Financed by ADB's Technical Assistance Special Fund (TASF-other sources).

^b This TA will support two flagship events, two or three learning events, and one professional development program per year. The flagship events will have more than 300 participants and will be held at the ADB headquarters in Manila. Other events will be held either in countries where partner institutions are located (e.g., Singapore) or in selected developing member countries. Costs include travel and accommodation of developing member country participants; venue; translation; and resource persons, including travel costs of ADB staff serving as the event secretariat and/or resource persons. The cost estimates include representation expenses during the project period.

^c Includes the cost of hiring manuscript editors and copy editors and acquiring social media tools for knowledge-sharing and dissemination activities.

Source: Asian Development Bank estimates.

LIST OF LINKED DOCUMENTS

<http://www.adb.org/Documents/LinkedDocs/?id=50361-001-TARreport>

1. Terms of Reference for Consultants

Supplementary Document

2. Pilot Testing of Emerging Priorities and New Ideas in Education