

ASIAN DEVELOPMENT BANK

TAR: BAN 31309

**TECHNICAL ASSISTANCE
(Financed from the Japan Special Fund)**

TO THE

PEOPLE'S REPUBLIC OF BANGLADESH

FOR PREPARING THE

SECOND NONFORMAL EDUCATION PROJECT

July 2000

CURRENCY EQUIVALENTS

(as of 30 June 2000)

Currency Unit	—	Taka (Tk)
Tk1.00	=	\$0.0196078
\$1.00	=	Tk51.00

ABBREVIATIONS

ADB	—	Asian Development Bank
DNFE	—	Directorate of Nonformal Education
MIS	—	management information system
NANFE	—	National Academy of Nonformal Education
NFE	—	nonformal education
NGO	—	nongovernment organization
PMED	—	primary and mass education division
TA	—	technical assistance
TLM	—	total literacy movement

NOTES

- (i) The fiscal year (FY) of the Government ends on 30 June.
- (ii) In this report, "\$" refers to US dollars.

I. INTRODUCTION

1. The Government of Bangladesh is committed to achieving education for all. The national targets include raising adult literacy from 35 percent in 1991 to 62 percent by 2000, and eradicating illiteracy by 2006. The Asian Development Bank has supported nonformal education (NFE) in Bangladesh through the NFE Project approved in 1995.¹ Upon request by the Government, the Bangladesh country assistance plan includes a loan of \$50 million for the Second NFE Project for 2001. A project preparatory technical assistance (TA) Fact-Finding Mission visited Bangladesh from 8 to 16 March 2000 and reached an understanding with the Government on the TA's objectives, scope, cost estimates and financing plan, implementation arrangements, and terms of reference for consultants.² The Mission held discussions with various stakeholders including relevant Government officials, representatives from funding agencies, nongovernment organizations (NGOs), and potential beneficiaries. Having covered most of the potential learners with its basic literacy programs, the Government has decided to expand its NFE programs to provide continuous learning for adults. These programs comprise functional literacy, life skills, and basic skills training.

II. BACKGROUND AND RATIONALE

2. Bangladesh has made significant achievements in poverty reduction since the country's independence in 1971. Gross domestic product per capita increased from less than \$140 in 1981 to \$350 in 1999. Social indicators, such as life expectancy, adult literacy rate, primary school enrollment rate, gender parity in education, and access to safe drinking water, have all improved significantly. Nonetheless, Bangladesh is still one of the poorest countries in the world and must intensify its efforts for poverty reduction and human development. The human development index ranks Bangladesh 147th of 174 countries, just above the average for all least developed countries. Increasing literacy will contribute to poverty reduction and improve human development.

3. The current education system comprises five years of compulsory primary education (grades 1-5) and seven years of secondary education (grades 6-12). Secondary education is subdivided into three years of junior secondary (grades 6-8), two years of secondary (grades 9-10), and two years of higher secondary education (grades 11-12). Higher secondary education is provided in intermediate colleges, degree colleges, and some higher secondary schools. The National Education Policy Formulation Committee has proposed that the education system be restructured into eight years of primary education (grades 1-8) and four years of secondary education (grades 9-12). The committee also recommended extending compulsory primary education to grade 6 by 2003, grade 7 by 2006, and grade 8 by 2010.

4. In spite of attempts to increase adult literacy since the early 1970s, the literacy rate increased only from 26 percent to 35 percent during 1974-1991. On the basis of the population and literacy rates, and the assumption of an efficient primary school system, the number of illiterates between 8 and 45 years old was estimated at about 34.4 million in 1995. Most of these illiterate people were living in rural areas. They have remained illiterate because of their poverty and limited access to literacy education in their villages. In 1991, the dropout rate from the primary cycle was as high as 59.3 percent. Girls had less access to basic education opportunities and dropped out faster than boys, resulting in the low literacy rate for females, compared with males.

¹ Loan 1390-BAN: *Nonformal Education Project*, for \$26.7 million, approved on 30 September 1995. The project is cofinanced by the International Development Association (\$10.5 million credit), and the Swiss Agency for Development and Cooperation provided TA 2534-BAN: *Institutional Development of the Directorate of Nonformal Education*, for \$3.8 million, approved on 12 February 1996.

² The TA first appeared in *ADB Business Opportunities* in March 2000.

5. In 1992, to emphasize the importance of basic education, the Government created the Primary and Mass Education Division (PMED). The Government has also put increased emphasis on the role of NFE as a complement to primary education by establishing the Directorate of Nonformal Education (DNFE) in 1995 under PMED. The Government has been relatively successful in meeting its commitment to achieve its education for all goals by 2000—achievement of 95 percent gross enrollment at the primary level, 70 percent completion of the primary cycle, and 62 percent adult literacy. The primary school gross enrollment ratio reached 95 percent by 1996, a rapid increase from 76 percent in 1990. The completion rate increased from 41 percent in 1991 to 65 percent in 1999. The adult literacy rate increased from 35 percent in 1991 to 62 percent in 1999. There was substantial improvement in female literacy from 25.8 percent in 1990 to around 50 percent in 1999.

6. In the Bangladesh context, NFE is defined as intentional, purposive instruction that occurs outside the formal school system, and incorporates flexibility in the organization and management of programs and curriculum. Government involvement in NFE primarily aims at providing basic literacy and basic functional education for those who have not had the opportunity to attend school or who dropped out. DNFE, under PMED guidance, uses three program delivery approaches: (i) a center-based approach providing subventions to NGOs for program implementation; (ii) a total literacy movement (TLM), which is a campaign and volunteer-based approach implemented through local government at the district level; and (iii) a book distribution program through philanthropic voluntary organizations. Currently, DNFE is implementing NFE programs under four different projects, targeting a total of 34.4 million learners between 8 and 45 years of age. Of the 34.4 million learners, about 29.6 million are covered by the Government-financed TLM, and about 4.8 million learners by the aid-financed center-based approach and book distribution programs.

7. The main objectives of the Government's Fifth Five-Year Plan (1997-2002) are poverty reduction, human development, and women's participation in development. The Government accords high priority to literacy as a poverty reduction strategy. The most important policy proposal relating to NFE by the National Education Policy Formulation Committee in 1998 was a decision to focus adult education on postliteracy, which entails continuous learning beyond basic literacy. The Government would like to see greater NGO involvement in the provision of postliteracy and continuing education, while gradually phasing out its participation in basic literacy provision in favor of TLM.

8. Several significant issues remain to be resolved for NFE sector development during the postliteracy and continuing education phase. In light of the transition of NFE from basic literacy to postliteracy and continuing education, the NFE sector should be reviewed in a comprehensive and balanced manner—between urban and rural areas, male and female illiterates, different age groups, and modes of NFE delivery. NFE institutions including DNFE, local government, and NGOs need strengthening and capacity building in planning, managing, monitoring, and evaluating NFE programs.

9. In spite of the extensive coverage of ongoing NFE programs, equitable access is still an issue. More carefully targeted NFE programs should be delivered to the remaining segments of the illiterate population in rural and urban areas, and to different age groups. Stringent efforts are needed to reach women. Quality improvements in NFE programs through trainer and teacher training, curriculum and material development, learning assessment, monitoring and evaluation, and research and development are still needed. ADB, under the ongoing NFE project, has made some efforts and laid an institutional base in this regard by establishing the Technical Support Service Unit and its staff development. To consolidate the benefits of capacity building gained through service unit, and to adequately meet the requirements for quality improvements on a sustainable basis, the Government is planning to establish a full-fledged institution by developing a

national academy of nonformal education (NANFE) adequately staffed with competent technical persons and researchers, including the required facilities and equipment. The relevance of the postliteracy and continuing education programs can be enhanced by integrating functional literacy, and basic life and livelihood skills training, with the different needs of target beneficiary groups of the newly literates.³

10. Early lessons, drawn from the ongoing NFE project, include the need to (i) focus on staff training and development within DNFE and the Project Implementation and Management Unit; (ii) encourage the direct recruitment of technical experts and field staff at DNFE; (iii) carefully design, cost, and select sites for physical facilities; (iv) streamline the cascade training system for NFE trainers and teachers; (v) strengthen monitoring and evaluation at the field level, including the assessment of learning achievements; and (vi) develop innovative procedures to reach the “unreached” poor in rural and urban areas, especially illiterate and newly literate women. The TA will incorporate these lessons into the design of the proposed Project.

11. In addition to ADB, several agencies are providing assistance to the Government to improve literacy. The International Development Association and Swiss Agency for Development and Cooperation cofinanced the NFE Project with ADB, targeting young adults in the 15-24 years age group. The Norwegian Agency for International Cooperation, Swedish International Development Cooperation Agency, and United States Agency for International Development are financing a project focusing on the 11-45 years age group. The Department for International Development (United Kingdom), United Nations Children’s Fund, and Swedish International Development Cooperation Agency are supporting an NFE program for Hard-to-Reach Urban Children, targeting working and slum-dwelling children in the 8-14 year-old group. The Government is beginning to explore ideas for the development of a more coherent NFE system focusing on postliteracy and continuing education programs with closer aid coordination. In 2000, DNFE began designing effective models of postliteracy training, and selected 27 NGOs to pilot models. DNFE is planning to launch wide-scale implementation of the most successful models in 2001 with financial support from funding agencies. ADB will coordinate with ongoing and planned activities supported by other multilateral and bilateral funding agencies and the private sector, including NGOs, to assist the Government in developing a coherent NFE system during the postliteracy and continuing education phase.

III. THE TECHNICAL ASSISTANCE

A. Objectives

12. The TA will undertake a comprehensive NFE sector study including (i) a review of policies, strategies, sector issues, and existing and planned NFE programs; (ii) identification of areas requiring policy and system support, and institutional development; and (iii) preparation of an investment plan for 2001 to 2010. The TA will prepare the Second NFE Project to provide postliteracy training and continuing education for newly literate young adults, focusing on the poor and females living in urban and rural areas. The objectives of the Project will be to (i) strengthen planning, management, monitoring, and evaluation of the NFE system; (ii) improve access to NFE by the poor, especially women; (iii) support quality improvement of NFE; and (iv) enhance the relevance and effectiveness of postliteracy and targeted continuing education programs to meet the demand of newly literates for functional and life skills.

³ Newly literates refer to those graduates of the basic literacy program of nonformal education.

B. Scope

13. The TA will undertake a NFE sector study to review the state of the NFE sector in a comprehensive and balanced manner. Based on the review, the TA will make recommendations on policy and system support, strategies, institutional development, and investment priorities and options, with estimated costs and financing plan for 2001 to 2010. More specifically, the TA will (i) produce the necessary baseline information on the NFE system and programs (the quality, efficiency, and effectiveness of existing NGOs center-based programs and TLM), and based on the baseline information, assess future requirements for NFE sector development in terms of staffing, financing, delivering, monitoring, and evaluation; (ii) identify the unserved or unreached population in basic literacy training by NGOs and TLM, and examine social, economic, and cultural constraints of the unreached people to access NFE programs; (iii) examine the need and rationale for establishing NANFE, and prepare its design and functions with detailed objectives and management structure including staff and facilities required; also carefully study other suitable options as alternatives to NANFE; and (iv) assess the functional literacy, life, and livelihood training needs of different target beneficiary groups, and develop a database containing their socioeconomic profiles and skill levels.

14. The TA will prepare a detailed proposal for the Second NFE Project, for consideration by the Government and ADB, including the policy and project frameworks; rationales; objectives; scope and detailed components; geographic coverage and target population; inputs and expected outcomes; monitoring indicators; cost estimates and financing plan; implementation arrangements; and the project justification, benefits, impacts, and risks. The TA will also undertake a social assessment of the proposed Project including gender and poverty analyses, and will recommend a plan to address the needs, priorities, constraints, and capacity of target beneficiary groups, emphasizing girls and women, the poor, and other disadvantaged groups. Cofinancing of the proposed Project and other grant sources for NFE programs will be fully explored.

C. Cost Estimates and Financing Plan

15. The total cost of the TA is estimated at \$750,000 equivalent, of which ADB will finance \$600,000, covering the entire foreign exchange cost of \$465,000 and \$135,000 equivalent of the local currency cost. The TA will be financed by ADB on a grant basis from the Japan Special Fund, funded by the Government of Japan. ADB will finance consulting services, production of reports, equipment, organization of workshops and seminars, surveys, car rental, and administration and support services. The Government's contribution, estimated at \$150,000 equivalent, will be in kind and will include the provision of counterpart staff, office accommodation, utilities, translation services, and support for organizing workshops and seminars. The Government has been informed that approval of the TA does not necessarily commit ADB to finance any ensuing project. The detailed cost estimates and proposed financing arrangements are in Appendix 1.

D. Implementation Arrangements

16. The TA will be undertaken by four international consultants (17 person-months) and eight domestic consultants (24 person-months) engaged through a firm by ADB using the simplified technical proposal procedure. The international consultants will be specialists in (i) NFE policy and planning, and team leadership (5 person-months); (ii) NFE institutional development (5 person-months); (iii) education economics and finance (4 person-months); and (iv) NFE monitoring and evaluation (3 person-months). The domestic consultants will be specialists in (i) NFE system design (5 person-months), (ii) NFE methodology and delivery (2.5 person-months), (iii) NFE quality improvement (2.5 person-months), (iv) NFE survey and assessment (3 person-months), (v) NFE management information system and information technology (3 person-months), (vi) project

management and costing (3 person-months), (vii) marketing and microcredit (2 person-months), and (viii) gender education and social development (3 person-months). The consultants will be engaged in accordance with ADB's *Guidelines on the Use of Consultants* and other arrangements satisfactory to ADB for the engagement of domestic consultants. Office equipment to be provided under the TA will be procured by the consultants according to ADB's *Guidelines for Procurement*. The workshops and seminars under the TA will be organized by the consultants in accordance with arrangements satisfactory to ADB. Outline terms of reference for the consultants are in Appendix 2.

17. DNFE will be the Executing Agency for the TA. The consultants will work under the leadership and guidance of PMED during TA implementation. PMED will hold regular interministerial meetings to (i) review the progress of the consultants' work; (ii) guide the consultants on the general design of the proposed Project; and (iii) provide feedback on all major reports produced by the consultants. These meetings will ensure that the proposed policies, strategies, and investment priorities and options are in line with the Government's policies and long-term development framework. Immediately after the consultants commence their services, PMED will establish a working group comprising concerned staff from PMED and DNFE to closely work and interact with the consultants. The Government will provide four suitably qualified counterpart staff to assist the consultants in their work, including establishing liaison with concerned agencies.

18. The TA will be implemented in two phases from August 2000 to December 2000. Phase 1 will undertake the comprehensive NFE sector study, and phase 2 will prepare the proposed Project. During phase 1 (three months), the consultants will produce an inception report within three weeks of TA implementation confirming the more detailed approaches and methodologies to be used during the NFE sector study and project preparation. During the third week, the first national workshop will be held to discuss the inception report with key stakeholders and to develop a consensus on the project focus and framework. At the end of phase 1 (12th week), an interim report, containing the NFE sector study, will be prepared and discussed at the second national workshop to seek feedback and inputs on the draft NFE sector study. During phase 2 (two months), the consultants will prepare a detailed project proposal based on the priorities and strategies identified by the NFE sector study. A draft final TA report, containing the revised NFE sector study and the detailed project proposal, will be prepared and discussed at the third national workshop during the 16th week. A tripartite meeting will be held in December 2000 to discuss the draft final report and future time frame for loan project processing. A final report will be submitted by the 18th week within two weeks after TA completion. The TA will be implemented in a participatory manner by closely involving target beneficiaries, communities, and grassroots organizations, and collaborating with concerned ministries, agencies, local government authorities, NGOs, and funding agencies.

III. THE PRESIDENT'S DECISION

19. The President, acting under the authority delegated by the Board, has approved the provision of technical assistance, on a grant basis, to the Government of the People's Republic of Bangladesh in an amount not exceeding the equivalent of \$600,000 for the purpose of preparing the Second Nonformal Education Project, and hereby reports such action to the Board.

COST ESTIMATES AND FINANCING PLAN
(\\$)

Item	Foreign Exchange	Local Currency	Total Cost
A. ADB Financing^a			
1. Consultants			
a. Remuneration and Per Diem			
i. International Consultants	348,000	0	348,000
ii. Domestic Consultants	0	78,000	78,000
b. International and Local Travel			
i. International	30,000	0	30,000
ii. Domestic	0	6,000	6,000
c. Reports and Communications	12,000	4,000	16,000
2. Equipment ^b	12,000	0	12,000
3. Workshops and Seminars	0	8,000	8,000
4. Surveys	0	12,000	12,000
5. Miscellaneous Administration and Support Costs			
a. Office Support and Supplies	0	6,000	6,000
b. Car Rental	0	7,000	7,000
6. Contract Negotiations ^c	5,000	0	5,000
7. Contingencies	58,000	14,000	72,000
Subtotal (A)	465,000	135,000	600,000
B. Government Financing			
1. Office Accommodation and Utilities	0	50,000	50,000
2. Working Group and Counterpart Staff S Services and Allowances	0	40,000	40,000
3. Support for Workshops and Seminars	0	30,000	30,000
4. Translation Services	0	15,000	15,000
5. Contingencies	0	15,000	15,000
Subtotal (B)	0	150,000	150,000
Total	465,000	285,000	750,000

ADB=Asian Development Bank.

^a Financed by ADB on a grant basis from the Japan Special Fund, funded by the Government of Japan.

^b Includes a computer, printer, software, and photocopier.

^c Includes cost of travel and per diem for a Government observer invited for contract negotiations.

Source: Staff estimates.

OUTLINE TERMS OF REFERENCE FOR CONSULTANTS

A. International Consultants (17 person-months)

1. NFE Policy and Planning/Team Leader (5 person-months)

1. The consultant will have extensive background in planning nonformal education (NFE) system and designing NFE projects in developing countries, preferably in South Asia. The consultant will have experience leading international groups of professionals and strong academic qualifications in the NFE sector.

2. **Overall Leadership.** The team leader will be responsible for the following activities: (i) collaborate closely with senior staff of the Primary and Mass Education Division (PMED), the director general of the Directorate of Nonformal Education (DNFE), the technical assistance (TA) working group comprising concerned staff from PMED and DNFE, and consultant team members in drawing up the overall project framework; (ii) take major responsibility for the collective work of the consulting team, and coordination with government agencies, Asian Development Bank (ADB), and nongovernment organizations (NGOs); (iii) ensure aid consultation, coordination, and participation in workshops, and explore potential cofinancing for the proposed Project; (iv) keep PMED, DNFE, the TA working group, concerned funders, and NGOs informed of progress through regular meetings and workshops; (v) prepare detailed plans for TA implementation, and ensure that the TA is implemented according to the terms of reference and the provisions of the consultancy contract between ADB and the consulting firm, as well as for any subsequent instructions and guidance to be provided by PMED, DNFE, and ADB; (vi) ensure the on-time preparation of all the formal written reports including an inception report, an interim report focusing on the NFE sector study, and a final report detailing the proposed Project in a format satisfactory to ADB, incorporating and consolidating all the project aspects written by the consulting team members as well as the comments received from the Government and ADB; and (vii) help organize and supervise the conduct of surveys, assessment studies, and workshops under the TA.

3. **Technical Responsibilities.** The consultant, in collaboration with the TA working group, the other consulting team members, counterpart staff, and key stakeholders and beneficiaries, will (i) review the existing and planned policies, strategies, institutional structures, sector issues related to access and equity, quality, relevance, effectiveness, and exiting and planned NFE projects; (ii) based on the review, develop an overall policy, good governance, institutional, and investment framework for NFE, which covers (a) an overall national policy and balanced strategies for NFE, (b) institutional strengthening needs of DNFE including its decentralized management of field operations, (c) investment priorities with phased and costed options in providing effective NFE programs to meet the demands of different target groups, (d) quality improvement support systems such as trainer and teacher training, curriculum and material development, learning assessment, monitoring and evaluation, and research and development, and (e) the role of NGOs, other nonpublic sector groups, and the private sector in NFE provisions; (iii) develop a project framework for the proposed Project, including project design summary, project areas and targets, monitoring indicators, and risks; (iv) prepare a detailed project proposal that meets the proposed project focus, by identifying and examining possible alternatives; (v) review the details of external assistance to the education sector focusing on NFE, and assess lessons learned from ADB's ongoing NFE project, other ADB education projects, and ADB's postevaluation findings of projects in Bangladesh, NFE projects supported by other financiers, and a total literacy movement (TLM) and postliteracy and continuing education program known as

Gram Shikkha Milan Kendra by the Government; (vi) carefully assess the assumptions underlying the Project, identify risks that may hamper its implementation, and suggest measures to minimize such project risks; (vii) consult potential beneficiaries and identify potential innovative activities, for example, a scheme for involving community leaders and beneficiary groups in NFE programs in the remote rural areas and an incentive mechanism to sustain NFE programs during postliteracy and continuing education phases; (viii) ensure active participation of potential beneficiaries and key stakeholders to obtain feedback and inputs on project design; and (ix) undertake any other task related to the TA objectives and scope that the Government or ADB may reasonably request.

2. NFE Institutional Development (5 person-months)

4. The consultant will be responsible for undertaking an institutional diagnostic analysis of the existing NFE institutions, and examining the need and rationale for establishing a national academy of nonformal education (NANFE), while looking into other suitable options of existing facilities as an alternative to the NANFE, and identifying future requirements for NFE sector development in terms of facilities, equipment, staffing, quality improvement, and delivering, monitoring and evaluating NFE programs. Specifically, together with the NFE system design specialist, and DNFE's Technical Support Service Unit, the consultant will (i) conduct the institutional diagnostic analysis of DNFE, including its decentralized management of field operations, the NANFE, district administration for the postliteracy phase, and NGOs, by analyzing their institutional resources in relation to their roles and responsibilities, and use it as a basis for identifying future requirements of NFE sector development; (ii) review the relevance and effectiveness of the existing facilities and equipment in NFE institutions, identify facilities and equipment development needs to be addressed in the proposed Project, develop the list of facilities, equipment, and materials that will need to be procured, and suggest tentative procurement packages in accordance with ADB's guidelines; (iii) identify requirements for developing quality improvement support systems in NFE, including core and master trainers, teachers, monitoring associates, curriculum and material development, teaching methodologies, learning assessment, and research and development; (iv) assess staff development and training needs of DNFE for TLM, including for field operations and of the district administration; (v) based upon the institutional diagnostic analysis of the NANFE taking into account other alternative options, recommend detailed design and functions of the NANFE, including its mission, objectives, scope, prioritized strategies and activities, management structure, required facilities and equipment, staffing and staff development plan, financing (including cost-recovery measures), and rules and procedures; (vi) identify issues concerning good governance in NFE program management and implementation by government agencies and others involved, and recommend measures to improve the financial management, audit, reporting, and budget procedures of these agencies; and (vii) in collaboration with the team leader and other consulting team members, identify requirements for the consulting and specialist services under the proposed Project.

3. Education Economist—Financial Analyst (4 person-months)

5. The consultant will have a background in education economics, education financing, and market analysis, with experience in undertaking economic and financial analysis and in costing education projects, preferably for NFE projects. The consultant will (i) analyze the existing patterns of private and public expenditures and resource allocation for education in general and NFE in particular; (ii) undertake an economic and financial analysis to examine the Project's viability and justification; (iii) identify the impact of the project interventions on poverty, both direct and indirect poverty, income and human poverty, and urban and rural poverty; (iv) prepare detailed cost estimates for the project components with an annual disbursement plan in accordance with relevant ADB guidelines; (v) disaggregate the cost tables into appropriate cost

category items, such as civil works, equipment, materials, staff development, consulting and specialist services, investments and recurrent costs, and local currency and foreign exchange-related costs, by source of financing; (vi) assess cost-effectiveness of the proposed NFE delivery modes of postliteracy training and continuing education; (vii) estimate the resources required to sustain the implemented activities during and beyond the project period, and assess the potential for financial sustainability including the affordability of the Government to finance incremental recurrent costs beyond the project implementation period; (viii) assess the Government's capacity to meet counterpart financing needs, at the central and district levels; (ix) assess the ability and willingness of different target groups to pay for the postliteracy and continuing education programs to be developed under the Project; and (x) explore strategies for introducing cost-recovery and cost-sharing mechanisms in NFE programs, and estimate operational cost savings resulting from quality improvements to be achieved under the Project.

4. NFE Monitoring and Evaluation (3 person-months)

6. The consultant will have a background and experience in monitoring and evaluation of NFE programs, installing and operating management information system (MIS), and undertaking benefit monitoring and evaluation activities in the NFE sector. The consultant will (i) review the existing MIS for planning, monitoring, and evaluation of NFE programs, which was developed under TA 2534, for institutional strengthening of DNFE, (ii) recommend modification of the MIS focusing on monitoring and evaluating field operations in light of the rapidly expanded NFE sector, and identify necessary resource requirements for the MIS to cover the postliteracy phase under the proposed Project; (iii) develop the criteria for selecting 32 districts for postliteracy and targeted continuing education programs, and incorporate baseline information on selected districts for NFE delivery in the modified MIS; (iv) develop reporting formats for information flows to monitor and evaluate the progress of project activities, including learning achievements and budget utilization for the proposed Project; and (v) with other consulting team members, develop the BME system for the proposed Project, including (a) baseline data requirements and key performance indicators; (b) procedures for collecting, compiling, and analyzing the data; (c) responsibilities of staff involved in monitoring and evaluation; (d) staff training and equipment needs at each level of the monitoring and evaluation system; and (e) reporting requirements and formats.

B. Domestic Consultants (24 person-months)

1. NFE System Design (5 person-months)

7. The consultant will (i) assist the team leader with overall management of the domestic consultants and coordination with relevant government agencies, the TA working group, ADB, concerned funders, and NGOs; (ii) help undertake the NFE sector study and produce the NFE sector study report; (iii) help develop policy and project frameworks, and the detailed project proposal in a format satisfactory to ADB; (iv) assist the NFE institutional development specialist in (a) conducting the institutional diagnosis analysis of the NFE institutions, (b) developing the detailed design and functions of the NANFE, and (c) assessing the institutional strengthening needs and the resource requirements of extending TLM to the postliteracy phase; (v) develop the systems of quality improvement support for trainers, teachers, curriculum and material development, learning assessment, and research and development; (vi) in collaboration with other consultant team members, recommend the appropriate training length of the postliteracy phase to be introduced under the proposed Project; and (vii) assist the team leader in organizing three national workshops and other seminars as required.

2. NFE Methodology and Delivery (2.5 person-months)

8. The consultant will (i) review the existing and planned NFE programs in terms of managing process, delivery methods, costs, teacher training, teaching methodologies, curriculum, teaching materials, monitoring and evaluation, and learning achievements; (ii) review the existing selection criteria and procedures of NGOs, and fund disbursement process and mechanism; and develop improved selection criteria and procedures for NGOs, and fund disbursement processes and mechanisms for the proposed Project; (iii) in collaboration with the NFE survey and assessment specialist, assess the cost-effectiveness of the existing and planned NFE programs; and (iii) based on this review and assessment, recommend cost-effective piloting models for integrating functional literacy, life and livelihood skills training, and different needs of target beneficiary groups, into the postliteracy and continuing education programs.

3. NFE Quality Improvement (2.5 person-months)

9. The consultant will (i) in collaboration with the NFE methodology and delivery specialist and NFE survey and assessment specialist, review the quality of the existing and planned NFE programs; (ii) review core competencies to develop appropriate test materials; (iii) review the cascade system of training NFE trainers and teachers, and recommend streamlining of the training system; (iv) review the existing teaching materials and curricula for the postliteracy programs; and (v) based on the review, assist the NFE system design specialist in (a) developing the quality improvement support systems of NFE to be supported under the proposed Project and (b) recommending the appropriate length of the postliteracy phase to be developed under the proposed Project.

4. NFE Survey and Assessment (3 person-months)

10. The consultant will (i) plan sampling methods and instruments (questionnaires, interview guides, and other tools) for undertaking a baseline survey of the existing NFE programs by the total literacy movement and NGOs, and the postliteracy programs to be developed under the proposed Project; (ii) train and supervise interviewers and surveyors for the baseline survey; (iii) supervise data entry and compilation, and undertake analysis of the data; (iv) produce the baseline survey report; (v) based on the baseline information, assess the future requirements for NFE sector development in terms of staffing, financing, delivery, and monitoring and evaluation; and (vi) assist the NFE monitoring and evaluation specialist in developing the criteria for selecting 32 districts for postliteracy and targeted continuing education programs.

5. NFE Management Information System and Information Technology (3 person-months)

11. The consultant will (i) assist the NFE monitoring and evaluation specialist in (a) reviewing the existing MIS for planning, monitoring, and evaluating NFE programs; (b) modifying the MIS focusing on monitoring and evaluating field operations in light of the rapidly expanded NFE sector, (c) incorporating baseline information on 32 selected districts for NFE delivery in the modified MIS; and (d) identifying necessary resource requirements for the MIS to cover the postliteracy phase under the proposed Project; (ii) analyze the demand for computer literacy in the context of Bangladesh, and assess the relevance of computer literacy training as a NFE program to be delivered by the NANFE in collaboration with NGOs and the private sector; and (iii) identify appropriate target groups and training methods in computer literacy.

6. Project Management and Costing (3 person-months)

12. The consultant will (i) help review the relevance and effectiveness of the existing facilities, equipment, and quality improvement support systems, and identify facilities development and quality improvement needs in the NFE system to be developed under the proposed Project; (ii) assist the NFE institutional development specialist in developing the list of facilities, equipment, and materials that will need to be procured, and preparing tentative procurement packages in accordance with ADB guidelines; (iii) assist the NFE institutional development specialist in identifying requirements for the consulting and specialist services under the proposed Project; (iv) help organize and prepare for national workshops, and facilitate meetings and other seminars; (v) facilitate and participate in field activities of the consulting team; (vi) provide advice on management aspects of project implementation and prepare the project implementation schedule and implementation structure; and (vii) help the education economist-financial analyst cost the proposed project components and produce a detailed breakdown of costs for each component.

7. Marketing and Microcredit (2 person-months)

13. The consultant will (i) assess the marketing situation for the newly literates, where the target markets for the acquired literacy and skills are diffused and unorganized (in rural marketing) or more abundant (in urban marketing); (ii) analyze the market potentials and sector marketing capabilities of selected rural and urban livelihood; (iii) recommend appropriate rural and urban marketing strategies for the literacy and skills to be acquired by the participants of NFE programs under the proposed Project; (iv) analyze the existing microcredit facilities by the Government, NGOs, and the private sector; and (v) examine microcredit opportunities for the rural poor, especially women, who have completed NFE programs in general and postliteracy programs in particular.

8. Gender Education and Social Development (3 person-months)

14. The consultant will have extensive background in conducting social assessment for the education projects, preferably NFE projects in South Asia, and strong qualifications in social sciences or development anthropology. Using findings from the initial social assessment conducted during TA fact-finding, the consultant will (i) review existing literature on the role of social, cultural, and economic factors in determining access to NFE programs in the different parts of the country, with particular reference to the poor, women, and other disadvantaged groups; (ii) prepare a socioeconomic profile of the population that will be affected by the proposed Project; (iii) undertake a comprehensive social analysis to identify socioeconomic and cultural factors influencing household decision making with regard to NFE programs for various groups (e.g., rural and urban women, school leavers, and dropouts); (iv) assess the beneficiaries' perception of NFE needs and level of support to provide basic facilities for conducting NFE sessions, and to identify problems, constraints, and possible solutions to be incorporated in the project design; (v) assess the role and capacity of women's organizations and other village-based women's groups for their possible involvement in project implementation; (vi) assess the issues of ethnic groups or any other special community's access to NFE programs in the country's context, and prepare a strategy and plan to address their particular needs under the Project; and (vii) assess likely quantitative and qualitative impacts of the Project on poverty reduction, especially impacts on disadvantaged groups including the poor, women, and underserved communities.