



Technical Assistance Report

Project Number: 47211-001
Regional Policy and Advisory Technical Assistance (R-PATA)
November 2013

Partnership for Innovation in Education in Asia and the Pacific

(Cofinanced by the Government of Finland)

ABBREVIATIONS

ADB	–	Asian Development Bank
CoP	–	community of practice
CPS	–	country partnership strategy
DMC	–	developing member country
ICT	–	information and communication technology
RSDD	–	Regional and Sustainable Development Department
TA	–	technical assistance

TECHNICAL ASSISTANCE CLASSIFICATION

Type	–	Regional—policy and advisory technical assistance (R-PATA)
Targeting classification	–	General intervention
Sector (subsector)	–	Education (education sector development)
Themes (subthemes)	–	Social development (human development), gender equity (gender equity in human capabilities), capacity development (client relations, networks, and partnership development)
Location (impact)	–	Rural (medium), urban (medium), national (high), regional (high)
Partnerships	–	Government of Finland

NOTE

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

Vice-President	B.N. Lohani, Knowledge Management and Sustainable Development
Director General	W. Um, Officer-in-Charge, Regional and Sustainable Development Department (RSDD)
Director	B. Édes, Poverty Reduction, Gender, and Social Development Division (RSGS), RSDD
Team leader	J. Sarvi, Advisor, Office of the Director General, RSDD, concurrently Practice Leader (Education), RSGS

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I. INTRODUCTION

1. The technical assistance (TA) will provide support during the initial 2-year phase of the Partnership for Innovation in Education in Asia and the Pacific, which the Asian Development Bank (ADB) is pursuing in collaboration with a range of interested partners.¹ The partnership will be primarily a knowledge partnership for leveraging know-how and resources for innovation in education that will help transform education services and improve education outcomes in developing member countries (DMCs) in line with their future human resource needs. These efforts also support the implementation of ADB's education sector operations plan, which emphasizes the importance of pursuing new approaches and innovation in education development.² ADB's role in leading the partnership also very much reflects the spirit and objectives of ADB's Knowledge Management Directions and Action Plan, 2013–2015.³ The design and monitoring framework of the TA is in Appendix 1.⁴

II. ISSUES

2. While DMCs have increased domestic financing for education, heightened spending has not effectively translated into better education outcomes. In addition, persistent inequality in access to education services is contributing to income inequality and widening disparities in the region. High dropout rates and low completion rates in education further exacerbate the situation in many DMCs. Inefficiency of education has become more visible as many DMCs move toward middle-income status. Increasingly, stakeholders in the region raise concerns about the failure of education to meet the growing demand for appropriately skilled human resources so essential to greater productivity, higher economic growth, and regional integration.

3. It is important to improve equitable access to education and make it more inclusive at all levels, including in secondary and higher education, and skills development services, in which the region is experiencing a strong demand. Efforts must also be intensified to boost the quality and labor market relevance of education. However, incremental development strategies do not effectively help transform education, thus their impact on education outcomes is weak. Innovative education strategies and approaches are needed to help transform education services for impact. This will require in-depth knowledge and understanding of the factors that constrain innovation in education, and action to creatively overcome the constraints. This also will require collaboration with a wide range of stakeholders, including the private sector and industry. Investment in the transformation of education is increasingly necessary to enable education to better play its crucial role in developing human resources, which are needed for productive economies and to meet other important development goals.

4. The partnership will serve as a catalyst for transforming education, particularly by (i) identifying and encouraging innovative strategies and operational solutions in education and

¹ The partnership approach draws on consultation workshops and meetings of ADB's education community of practice (CoP) with several interested development agencies and private sector organizations, including corporate social responsibility programs and foundations. Demand for ADB support to partnership building for innovation in education is strong and has been consistently expressed by delegates of developing member countries' education ministries and institutions, and labor market stakeholders, during ADB-hosted education sector events. Unlike other current TA projects supporting collaboration in the sector, the proposed TA has a strong focus on building an expanding partnership model, a regionwide (Asia and the Pacific) scope, and includes direct support to upstream work in ADB operations in the sector.

² ADB. 2010. *Education by 2020: A Sector Operations Plan*. Manila.

³ ADB. 2013. *Knowledge Management Directions and Action Plan, 2013–2015: Supporting "Finance++" at the Asian Development Bank*. Manila.

⁴ The TA first appeared in the business opportunities section of ADB's website on 28 August 2013.

evaluating the scalability of successful models; (ii) creating a strong enabling environment for innovation in education, including through formulation of supportive policies, strategies, and plans; and (iii) developing the capacity of stakeholders to collaborate on innovation in education.

5. The partnership will prepare studies; share knowledge; and promote the design of, and experimentation with, innovative approaches in education in DMCs. It will foster productive collaboration across a wide range of public and private sector stakeholders. Its approach is designed to be demand-driven and flexible enough to permit expansion and evolution over time to accommodate the needs of DMCs at different development stages. In middle-income DMCs and DMCs approaching middle-income status, innovative approaches are needed in skills development and higher education, in particular to respond to the human resource needs of such DMCs. In low-income DMCs, innovation may focus more on the development of basic and secondary education services as the basis for further education and skills development.

6. The partnership will include four closely linked platforms. In the initial 2-year phase, these will be established and become operational:

- (i) **Ideas incubation markets.** This process will enable engagement with multiple education stakeholders in the region to build consensus on strategic and operational priorities for transforming education. This will focus on (but not be limited to) the following broad development areas in which innovation is likely to have a positive, transformative impact on education services in DMCs:
 - (a) Expanding equitable access to education at various levels of education systems and strengthening inclusive education. This will require development of innovative access and inclusion strategies to enable schools, universities, and skills development institutions to better adjust to the needs of the excluded. The inclusive education policy and action plan in Lao People’s Democratic Republic is an example of innovative approach in this field.
 - (b) Improving the quality of education pedagogy with the help of technological advances. This will require greater utilization of latest innovative information and communication technology (ICT) and social media. The technological advances also will help expand access to education services, including for students from disadvantaged groups and in remote areas in DMCs. South Pacific University network is an example of the use of ICT for expanding access across borders.
 - (c) Strengthening the labor market relevance and sustainable financing of education. This will require innovative collaboration strategies, including with private education providers, and public–private partnerships (PPPs) and other partnership models for effective engagement with “nontraditional” education development partners, including industry and other labor market stakeholders. For example, several DMCs in South Asia are pursuing PPPs to improve and expand basic education delivery through low cost private schools.
- (ii) **Knowledge generation and sharing.** The partnership will make widely available lessons on innovation in education and skills development. The focus will be on innovative strategies and operational approaches that can make education and skills development services in DMCs more responsive to future human resource needs. This will also include learning from successful innovation models in other sectors and assessing the feasibility of such models for adoption in the education sector.
- (iii) **Operational innovation services.** The partnership will include the design, implementation, and evaluation of innovative approaches in education in selected

DMCs. Operational innovation services will help determine the potential impact of these pilots on transforming education services for better outcomes, the sustainable scalability of successful pilots in both technical and financial terms, and the feasibility of their adoption in the context of other DMCs.

- (iv) **Capacity development support.** This will draw on the knowledge generated in the partnership and lessons from field pilots. It will help DMCs improve the enabling environment for innovation and transformation in education by formulating pertinent sector policies and strategies and by developing the capacity of stakeholders for implementing innovation in education.

III. THE TECHNICAL ASSISTANCE

A. Impact and Outcome

7. The impact of the TA will be strengthened contribution of education in human resource development in DMCs. The outcome will be DMCs pursuing transformation of education through innovative pedagogical approaches, technological advances, and other creative solutions.

B. Methodology and Key Activities

8. The TA will provide technical support to an initial 2-year phase of the partnership, during which partnership operations will be established. The TA will feed lessons from innovation in education to ADB's operations in the sector, and also help inform the international development community in this field. In addition, the TA will help devise an operational model for acceleration and expansion of the partnership's activities beyond the initial phase.

9. **Output 1: Enabling environment for innovation in education strengthened in DMCs.** For this output, the TA will provide technical support for the partnership's platforms, as follows:

- (i) The TA will organize ideas incubation market events and enable consultation with multiple public and private stakeholders to build consensus on strategic and operational priorities for innovation in education in DMCs. The TA will engage interest groups (e.g., for issues in particular subsectors and key thematic areas in education) to boost focused peer and stakeholder participation and ensure tangible consultation results. TA team members will serve as resource persons during the events.
- (ii) The TA will undertake various knowledge generation and sharing activities. In particular, the TA will (a) review studies undertaken and knowledge available globally on policies, strategies, and operational models that support innovative approaches in education; (b) carry out further studies and analytical work in this field, as necessary in close collaboration with centers of excellence and other specialized institutions, and prepare related briefs, analytical think pieces, case studies, policy and technical notes, and other operationally relevant knowledge products, focusing particularly on innovation in education that is pertinent to developing countries in Asia and the Pacific; and (c) share the knowledge through diverse channels, including social media.
- (iii) To support operational innovation services, the TA will develop a method to identify and prioritize promising operational models for piloting innovation in education services in

selected DMCs.⁵ For experimentation of the pilots, the TA will help establish operational partnerships between public and private organizations and other stakeholders, as necessary. The TA will provide technical support to the operational partnerships and assessment of scalability of the pilots.

- (iv) The TA will organize regional and subregional capacity development events (and national events in selected DMCs) to bring together leaders and officers from education ministries and institutions and other important stakeholders. Training will be provided on formulation of policies, strategies, and models that support innovation in education services, and on effective collaboration in their implementation. The TA support also will help establish professional communities of practice (CoPs) in this field in DMCs and in the region. TA team members will serve as resource persons during the events.

10. Output 2: ADB operations strengthened for supporting innovation in education.

Drawing on the knowledge and lessons generated, the TA will accomplish the following:

- (i) Provide expert services to ADB's education CoP and operations departments to strengthen upstream work in the education sector, with a particular focus on new approaches and operational strategies that help DMCs pursue innovation in education. This will include support to sector analytical work and preparation of road maps for country partnership strategies (CPSs), including support to preparatory work for education projects or programs.
- (ii) Prepare practical tools to guide the design and implementation of effective external support for innovation in education. These will be used as reference material for (a) the education CoP's staff development program; (b) dialogue with DMC education ministries, institutions, private sector organizations, and other education stakeholders; (c) programming of ADB support to education in DMCs; and (d) design of specific innovative components in ensuing ADB-financed education projects and sector programs in DMCs. The tools also will be made available for wider regional and global community of education practitioners.

11. Output 3: Operational model for the partnership's next phase developed. The TA will provide technical inputs to ADB's international conference on external support for innovation in education. DMC governments, development partners, and a range of public and private stakeholder organizations will be invited to contribute to the event. The TA also will assist in in-depth analysis of lessons learned in the initial phase of the partnership. Drawing on outcomes of the conference and the analysis, the TA will provide technical support to the development of an operational model that will accelerate and expand the partnership to a comprehensive regional partnership facility for innovation in education, in which ADB continues to provide leadership and foster concerted action among a range of public and private sector stakeholders.

C. Cost and Financing

12. The TA is estimated to cost \$1.7 million equivalent, of which (i) \$400,000 will be financed on a grant basis by ADB's Technical Assistance Special Fund (TASF-V); and (ii) \$1.3 million will be financed on a grant basis by the Government of Finland, and administered by ADB. The cost estimates and financing plan is in Appendix 2.

⁵ The developing member countries will be selected when pilots are prioritized. Concurrence of governments will be sought prior to field work.

D. Implementation Arrangements

13. ADB will be the executing agency of the TA. A partnership committee will meet semiannually (physically or virtually) to provide strategic guidance for the partnership and the TA, review and approve the implementation plan, and oversee and monitor the execution of the plan. The committee will be chaired by the director general of the Regional and Sustainable Development Department (RSDD) of ADB, or his or her designate, and will comprise representatives of external social partner organizations, ADB's education CoP chair and co-chairs, and directors of ADB's social sector divisions. A partnership operations working group, led by ADB's practice leader for education, and comprising ADB education CoP members and education sector experts from partner organizations, will provide coordination and operational guidance for the partnership, including the technical support provided by the TA. The education CoP Secretariat, located in RSDD, will provide logistical assistance for the partnership committee and the operations working group.

14. Implementation is expected to begin in November 2013 and be completed in October 2015. Disbursements under the TA will be made in accordance with the *Technical Assistance Disbursement Handbook* (2010, as amended from time to time). The partnership will need to ensure a demand-driven approach and evolution to effectively catalyze transformation in education. Thus, the TA supporting the partnership will include a pool resource arrangement for consultants to ensure flexibility and operational latitude for the TA to respond adequately to the needs of partnership implementation. Similarly, to ensure responsiveness, TA consultants will be engaged individually in accordance with ADB's Guidelines on the Use of Consultants (2013, as amended from time to time). The total requirements are 45 person-months of international consultants and 50 person-months of national consultants.

15. Expertise will be needed to support the ideas incubation process and organization of consultative events. Given the strong emphasis on effective knowledge generation and sharing in the partnership, the TA will include research expertise to support the design and implementation of studies on new strategies and approaches in education; and production of related knowledge products in user-friendly formats, including dissemination through social media. Operational expertise will be needed to guide the design of innovative pilots in education in DMCs. Evaluation expertise will be needed to help assess the transformative impact of the pilots, and their sustainable scalability in technical and financial terms. The TA team also will include experts in education sector planning to assist DMCs in transforming education services through formulation of appropriate policies and strategies, and to help strengthen collaboration capacity for implementation of innovation and new approaches in education. Outline terms of reference for the consultants are in Appendix 3.

16. To ensure synergy and complementarity, it will be important to closely coordinate the TA support with possible contributions (i.e., non-TA contributions: expertise resources and financing) from partner organizations that will participate in the partnership's initial phase. Therefore, the TA will assist ADB in coordinating contributions from such partners.

IV. THE PRESIDENT'S DECISION

17. 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 \$1,300,000 to be financed on a grant basis by the Government of Finland; and (ii) ADB providing the balance not exceeding the equivalent of \$400,000 on a grant basis, for the Partnership for Innovation in Education in Asia and the Pacific, and hereby reports this action to the Board.

DESIGN AND MONITORING FRAMEWORK

Design Summary	Performance Targets and Indicators with Baselines	Data Sources and Reporting Mechanisms	Assumptions and Risks
<p>Impact</p> <p>Contribution of education to human resource development strengthened in DMCs</p>	<p>Education services are more responsive and education outcomes are better, corresponding to the human resource development needs in DMCs</p>	<p>Data from education ministries and institutions</p> <p>Tracer studies of graduates</p> <p>Labor market reports</p>	<p>Assumption</p> <p>DMCs value the importance of innovation for transformation in education, and support these efforts with appropriate policies and adequate financial and other necessary resources</p>
<p>Outcome</p> <p>DMCs pursue transformation of education through innovative pedagogical approaches, technological advances, and other creative solutions</p>	<p>Education sector policies, strategies, and implementation plans in DMCs reflect increasing efforts to implement innovation in education to improve the quality and labor market relevance of education, strengthen inclusiveness of education systems, and improve cost-efficiency and sustainable financing of education services</p>	<p>Documents and plans of education ministries and institutions</p> <p>TA progress reports and monitoring reports</p>	<p>Risk</p> <p>Bureaucratic impediments in the education sector in DMCs hamper efforts to pursue innovation in education in an effective and sustainable manner</p>
<p>Outputs</p> <p>1. Enabling environment for innovation in education strengthened in DMCs</p>	<p>Drawing on ideas from a series of incubation market events with DMCs and stakeholders, strategic and operational priorities for innovation in education are identified by Q2 2014</p> <p>Four studies completed and knowledge products prepared by Q3 2014 on policies, strategies, and operational models of innovation in education</p>	<p>TA progress reports and event reports</p> <p>TA study reports and knowledge products</p>	<p>Assumption</p> <p>Education ministries and institutions, and other stakeholders of education, effectively collaborate for implementation of innovation in education to transform education services for better learning outcomes</p>

Design Summary	Performance Targets and Indicators with Baselines	Data Sources and Reporting Mechanisms	Assumptions and Risks
	<p>At least three promising models identified and prioritized by Q3 2014 for piloting in selected DMCs; their implementation and scalability evaluated by Q3 2015</p> <p>Series of seven capacity development events successfully completed by Q3 2015 at regional and subregional levels (and nationally in selected DMCs) for education ministries, institutions, and other stakeholders</p>	<p>TA progress reports, pilot monitoring reports</p> <p>TA reports from workshops and seminars</p>	
<p>2. ADB operations strengthened for supporting innovation in education</p>	<p>ADB's support to innovation in education development is included in CPSs (during the TA period in each new CPS where support to education is included)</p> <p>Tools prepared by Q3 2014 to guide sector staff in design and implementation of projects and programs that support innovation in education</p> <p>Staff development program implemented by Q4 2014 to strengthen skills of education sector staff in mainstreaming support to innovation in education in project operations</p> <p>Support to innovation in education is a major element in design of ADB's education projects (in at least five new loan or grant projects during the TA period)</p>	<p>CPS documents, education project documents</p> <p>Tools on education project design and implementation</p> <p>Education CoP's staff development program plan</p> <p>Education project or program documents</p>	
<p>3. Operational model for the partnership's next phase developed</p>	<p>International conference held by Q3 2015 on improving external support for innovation in education</p> <p>Operational model prepared by Q4 2015 for accelerating and expanding the ADB-led partnership in its next phase, drawing on the initial phase of the partnership and conference outcome</p>	<p>TA progress report, conference outcome report</p> <p>TA final report, partnership's operational model document</p>	

Activities with Milestones	Inputs
<ul style="list-style-type: none"> 1.1 Planning and organizing ideas incubation market events and other necessary consultation events (Q1–Q2 2014) 1.2 Mapping out and sharing existing knowledge and undertaking new studies; preparing briefs, case studies, analytical think pieces, policy and technical notes, and other operationally relevant knowledge products on successful innovation and transformation in education (Q4 2013; Q1–Q3 2014) 1.3 Providing technical support to effective sharing of knowledge on innovation in education, including through use of various social media tools (continuous activity) 1.4 Providing technical support to prioritizing promising innovation models for piloting, and to their implementation and evaluation in selected DMCs (Q3–Q4 2014; Q1–Q3 2015) 1.5 Organizing regional, subregional (and national in selected DMCs) capacity development events for DMC officers and other stakeholders of education on formulation and implementation of policies and plans that enable innovation in education services, and on effective collaboration for their implementation (Q4 2014; Q1–Q3 2015) 2.1 Providing technical support to ADB's upstream work, programming, and projects or programs design in education (continuous activity) 2.2 Preparing tools to guide the design and implementation of effective external support for innovation in education (Q2–Q3 2014) 2.3 Providing technical support to design and implementation of a corresponding staff development program for the education CoP (Q3–Q4 2014) 3.1 Providing technical support to organization of an international conference on improving external support for innovation in education (Q2–Q3 2015) 3.2 Providing inputs to an in-depth analysis of experiences and lessons learned in the initial phase of the partnership (Q3 2015) 3.3 Providing technical support to the partnership for the development of an operational model that will accelerate and expand the partnership in its next phase (Q3–Q4 2015) 	<p>ADB: \$400,000</p> <p>Government of Finland: \$1.3 million</p>

ADB = Asian Development Bank, CoP = community of practice, CPS = country partnership strategy, DMC = developing member country, Q = quarter, TA = technical assistance.
Source: Asian Development Bank.

COST ESTIMATES AND FINANCING PLAN
(\$'000)

Item	Amount
A. Asian Development Bank^a	
1. Consultants	
a. Remuneration and per diem	
i. International consultants	164.71
ii. National consultants	47.06
b. International and local travel	18.82
2. Equipment ^b	1.18
3. Workshops, seminars, and conferences ^c	129.41
4. Knowledge products and publications, dissemination ^d	18.82
5. Miscellaneous administration and support costs	1.18
6. Contingencies	18.82
Subtotal (A)	400.00
B. Government of Finland^e	
1. Consultants	
a. Remuneration and per diem	
i. International consultants	535.29
ii. National consultants	152.94
b. International and local travel	61.18
2. Equipment ^b	3.82
3. Workshops, seminars, and conferences ^c	420.59
4. Knowledge products and publications, dissemination ^d	61.18
5. Miscellaneous administration and support costs	3.82
6. Contingencies	61.18
Subtotal (B)	1,300.00
Total	1,700.00

^a Financed by the Technical Assistance Special Fund (TASF-V) of the Asian Development Bank (ADB).

^b Includes cost of display projector for Powerpoint presentations in field workshops.

^c Includes travel and accommodation costs of participants from developing member countries (DMCs), venue costs, translation costs, and costs of resource persons, including travel costs of ADB staff if serving as resource persons. The cost estimate includes up to \$2,000.00 total representation expenses during the project period.

^d Includes cost of hiring manuscript and copy editors, and costs of social media tools for knowledge sharing and dissemination activities.

^e Administered by ADB. Front-loading will be utilized, if needed. The amount also includes ADB administration fee, audit costs, bank charges, and provision for foreign exchange fluctuations (if any), to the extent that these items are not covered by the interest and investment income earned on this grant, or any additional grant contribution by the Government of Finland.

Source: Asian Development Bank estimates.

OUTLINE TERMS OF REFERENCE FOR CONSULTANTS

A. Team Leader (international, 15 person-months, intermittent)

1. This position will require extensive international experience in education development, including in Asia and the Pacific. The team leader will have a successful track record in a leadership role in the sector and in consultative dialogue in developing countries at senior government levels and with stakeholders. He or she will have comprehensive knowledge and solid technical skills in education sector policy, strategy issues in key subsectors, and thematic areas in the sector; and extensive experience in leading teams of seasoned education experts, and undertaking consulting assignments in externally funded education projects or programs in developing countries. Experience in partnership strategies in education development and in collaboration with a range of development agencies and private sector organizations, including corporate social responsibility programs and foundations, would be an asset. Similarly, previous experience in assignments funded by the Asian Development Bank (ADB) or other multilateral development banks will be an asset for the position.

2. The team leader will be responsible for overall planning, management, and coordination of activities and outputs of the technical assistance (TA) team, and will report to ADB's practice leader for education at the Regional and Sustainable Development Department (RSDD).

3. The consultant will undertake the following tasks:
 - (i) At TA inception, lead TA team planning meetings, and prepare for review and approval an inception report and an implementation plan for the 2-year initial phase of the Partnership for Innovation in Education in Asia and the Pacific.
 - (ii) Assist ADB in coordinating contributions from organizations that will participate in the partnership during its initial 2-year phase.
 - (iii) Coordinate and specify terms of reference for TA team members (to be financed from the consultants' pool budget in the TA), for technical support for execution of the partnership implementation plan; when necessary, make proposals for adjustments on TA terms of reference (TOR) and team composition, in line with needs during partnership implementation and to ensure complementarity with expertise possibly provided by partner organizations.
 - (iv) Lead the implementation of TA activities; support and guide the work of TA team members; monitor quality and timeliness of their outputs.
 - (v) Advise on the structure, organization, and focus of partnership events (incubation markets, workshops); provide technical support to events planning and execution; coordinate TA team inputs and presentations of resource persons.
 - (vi) Advise on the design of specific pilot activities to be included in the partnership implementation plan for selected developing member countries (DMCs); coordinate TA team work supporting the implementation of the pilots.
 - (vii) Contribute to analytical work of the partnership; advise on the design of knowledge products of the partnership; coordinate TA team work for knowledge products; advise on the effective strategies for sharing knowledge, including use of social media for dissemination and feedback.
 - (viii) Provide advice to DMCs on the development of policies, strategies, and plans supporting implementation of innovation in the education sector; lead workshops and other activities that help develop the capacity of education ministries, institutions, and other stakeholders; coordinate TA team work for these efforts.

- (ix) Coordinate inputs for preparation of necessary practical tools on the design and implementation of effective external support for innovation in education; advise on the structure and organization of a major international conference on this topic.
- (x) Regularly report to ADB on TA implementation; incorporate progress status into the partnership's biannual reports; prepare a draft final report and a final TA report incorporating comments from ADB, the partners, DMCs, and other relevant education stakeholders.

B. Pool of International Consultants in Education Development (total 30 person-months, intermittent)

4. The TA will include a pool resource arrangement for TA team members. This is important to ensure flexibility and operational latitude for the TA to respond adequately to the needs of partnership implementation.

5. Examples of anticipated expertise areas for international consultants are indicated in the table below. However, these are illustrative at this stage. When the implementation plan for the partnership will be prepared at inception, decisions on the utilization of the consultant pool will be made, detailed TOR will be prepared, and the required number of person-months will be allocated for consultants to be financed from the pool budget line. Similarly, at a later stage, should the implementation plan be adjusted due to evolving needs of the partnership, utilization of the pool of expertise and specific TOR for consultants will be adjusted accordingly.

**Pool of International Consultants for the
Partnership for Innovation in Education in Asia and the Pacific**

Examples of Anticipated Expertise Areas	Examples of Corresponding Tasks of Consultants
Equitable access to education and skills development, inclusive education and skills development systems	<p>Analytical work and knowledge sharing on innovative access and inclusion strategies in education and skills development, and strategies that effectively tackle barriers of access faced by disadvantaged students at various educational levels</p> <p>Policy formulation and capacity development for DMCs for improving equitable access to education and for strengthening inclusiveness in education systems; system adjustments responding to learning needs of excluded children and youth</p>
ICT and social media for improving education and skills development	<p>Analytical work and knowledge sharing on latest innovative advances in ICT and social media that have potential to improve quality and delivery of education and skills development</p> <p>Policy formulation and capacity development for DMCs to improve the quality of education and skills, and to expand access to education and skills development services, with the help of innovative technology</p>

Examples of Anticipated Expertise Areas	Examples of Corresponding Tasks of Consultants
Stakeholder collaboration for improving education and skills development.	<p>Analytical work and knowledge sharing on innovative stakeholder collaboration strategies and models, including public–private partnerships and other applicable partnerships, which have the potential to support engagement with a range of “nontraditional” partners in education and skills development</p> <p>Policy formulation and capacity development for DMCs for the design and implementation of stakeholder collaboration that improves the quality and labor market relevance of graduates’ education and skills, the cost efficiency of education service delivery, and long-term sustainable financing of education</p>
Design and evaluation of scalable pilot interventions in education and skills development	<p>Analytical work and knowledge sharing on scalable pilots in innovation in education and skills development</p> <p>Design, monitoring implementation, and evaluation of impact of innovative pilots on transforming education services and improving education outcomes</p>

DMC = developing member country, ICT = information and communication technology.
Source: Asian Development Bank.

6. It is anticipated that in the above expertise areas (and other expertise areas that may be required, depending on priorities to be determined by the partnership), international consultants will work intermittently on the following tasks:

- (i) As necessary, undertake specific studies, prepare knowledge products, and support dissemination of knowledge.
- (ii) Plan and organize the partnership’s events such as conferences, workshops, and seminars in selected DMCs and at subregional and regional levels; prepare background material for the events; and during events, contribute as resource persons.
- (iii) Facilitate stakeholder consultation activities and support capacity development for education line ministries, institutions, and other stakeholders of education in DMCs.
- (iv) Provide technical support to ADB’s upstream work in education, with a particular focus on new approaches and operational strategies that support DMCs’ pursuit of innovation in education for impact; including support to related sector analytical work and road maps for country partnership strategies, education project or program design work, preparation of a toolkit on the design and implementation of projects and programs that effectively support innovation in education, preparation and implementation of a corresponding component in the education community of practice staff development program, and planning and organization of an international conference on improving external support for innovation in education.
- (v) Undertake any other tasks in their area of expertise to support the activities of the partnership, as will be agreed on in the specific TOR, and in later adjustments to the TOR during implementation, to ensure adequate technical support for the needs of the initial 2-year phase of the partnership.

C. Pool of National Consultants in Education Development (total 50 person-months, intermittent)

7. The TA will provide for a pool of national consultants, particularly in the DMCs where the partnership will pursue its field activities. The national consultants will have extensive expertise in education development in their respective countries. They will have the following tasks:

- (i) Support the planning and organization of partnership events such as conferences, workshops, and seminars; provide inputs to background material for the events; and, during events, contribute to discussions and serve as resource persons where required.
- (ii) Help coordinate stakeholder consultation and support capacity development activities targeted to education line ministries, institutions, and other stakeholders of education.
- (iii) Undertake data collection as may be required for study activities, and provide inputs to study reports and knowledge products on innovation in education; support dissemination of knowledge.
- (iv) Support the design and implementation of innovative field pilots in education.
- (v) Undertake any other tasks in their area of expertise to support the activities of the partnership, as will be agreed on in the specific TOR upon inception of the partnership, and in adjustment of the TOR during implementation, to ensure adequate technical support for the needs of the initial 2-year phase of the partnership.