

## PROJECT PREPARATORY TECHNICAL ASSISTANCE AT A GLANCE

<b>1. Basic Data</b>		<b>Project Number: 49456-001</b>	
<b>Project Name</b>	Improving the Quality of Basic Education in the North Pacific	<b>Department /Division</b>	PARD/PAUS
<b>Country</b>	REG, RMI, FSM	<b>Executing Agency</b>	Department of Finance and Administration, Ministry of Finance
<b>2. Sector</b>	<b>Subsector(s)</b>	<b>ADB Financing (\$ million)</b>	
✓ Education	Pre-primary and primary		0.50
		<b>Total</b>	<b>0.50</b>
<b>3. Strategic Agenda</b>	<b>Subcomponents</b>	<b>Climate Change Information</b>	
Inclusive economic growth (IEG)	Pillar 2: Access to economic opportunities, including jobs, made more inclusive	Climate Change impact on the Project	Low
<b>4. Drivers of Change</b>	<b>Components</b>	<b>Gender Equity and Mainstreaming</b>	
Governance and capacity development (GCD)	Civil society participation Institutional development	Effective gender mainstreaming (EGM)	✓
Knowledge solutions (KNS)	Knowledge sharing activities Pilot-testing innovation and learning		
Partnerships (PAR)	Civil society organizations Implementation		
<b>5. Poverty Targeting</b>		<b>Location Impact</b>	
Project directly targets poverty	No	Regional	High
<b>6. TA Category:</b>	B		
<b>7. Safeguard Categorization</b>	Not Applicable		
<b>8. Financing</b>			
<b>Modality and Sources</b>		<b>Amount (\$ million)</b>	
<b>ADB</b>		<b>0.50</b>	
Project preparatory technical assistance: Technical Assistance Special Fund		0.50	
<b>Cofinancing</b>		<b>0.00</b>	
None		0.00	
<b>Counterpart</b>		<b>0.00</b>	
None		0.00	
<b>Total</b>		<b>0.50</b>	
<b>9. Effective Development Cooperation</b>			
Use of country procurement systems		No	
Use of country public financial management systems		No	

## A. Justification

1. The project preparatory technical assistance (PPTA) will assist in preparation of assessments, studies, and due diligence requirements for the ensuing investment project in the basic education sector. The TA will assess existing challenges and develop a project that is anchored in the Federated States of Micronesia (FSM) and the Republic of Marshall Islands (RMI) country context and is suitable for ADB and cofinancer financing with regards to technical issues, financial/economic, institutional capacity, and safeguards.

## B. Major Outputs and Activities

2. The PPTA will work on a number of outputs that are key to preparing for the Improving Quality Basic Education project over 4 months. The major outputs and activities are summarized in Table A3.1.

**Table A3.1: Summary of Major Outputs and Activities**

<b>Major Activities</b>	<b>Expected Completion Date</b>	<b>Major Outputs</b>	<b>Expected Completion Date</b>
(i) Write technical assessment on education sector including a) overview of education sector and (b) review and analysis of teacher preparation, recruitment, and retention in FSM and RMI.	1 October 2016	Inception Report, Education sector assessment & Recommendations, Teacher Preparation, Recruitment, and Retention analysis & Recommendations	1 October 2016
(ii) Conduct ADB due diligence (economic and financial assessment, government/institutional capacity assessment on financial management and procurement, and poverty, social and gender assessment)	1 October 2016	Inception Report, Economic/Financial analysis, Government capacity assessment on financial, fraud and corruption risks, Project procurement risk assessment, Poverty Social and Gender Assessment - SPRSS	1 October 2016
(iii) Develop Project Administration Manuals & implementation plan	1 October 2016	Gender Action Plan, Project Administration Manuals <sup>9</sup> , Implementation plans, and Procurement plan	1 October 2016

Source: Asian Development Bank.

## C. Cost Estimate and Proposed Financing Arrangement

3. The TA is estimated to cost \$500,000 equivalent, and will be financed on a grant basis by ADB's Technical Assistance Special Fund (TASF-V funds). External financing was not sought given limited donors in this area in these countries and the relatively small level of financing. The FSM and RMI government together will provide \$50,000 of in-kind counterpart support in the form of counterpart staff, office accommodation, office supplies, secretarial

<sup>9</sup> The Project Administration Manual will be developed in its entirety except for the Consultant Terms of Reference.

assistance, provision of office space, communication facilities for consultants, and other in-kind contributions. The detailed cost estimate is presented in Table A3.2.

**Table A3.2: Cost Estimates and Financing Plan**

(\$'000)

Item	Total Cost
<b>Asian Development Bank<sup>a</sup></b>	
1. Consultants	
a. Remuneration and per diem	
i. International consultants (16 person-months)	400.0
ii. National consultants (9 person-months)	33.0
b. International and local travel	33.0
c. Reports and communications	2.0
2. Workshops, training, seminars, and conferences <sup>b</sup>	
a. Facilitators	1.0
b. Training program	1.0
3. Surveys	2.0
4. Miscellaneous administration and support costs	3.0
5. Contingencies	25.0
<b>Total</b>	<b>500.0</b>

<sup>a</sup> Financed by the Asian Development Bank's Technical Assistance Special Fund (TASF-V).

<sup>b</sup> Workshops, training, seminars, and conferences.

Purpose	Venue
Teacher preparation, recruitment and retention workshops (a series of gatherings of stakeholders will be required in each country)	Pohnpei, FSM; Majuro, RMI

Source: Asian Development Bank.

#### **D. Consulting Services**

4. A combination of firm and individuals will be engaged in accordance with ADB Guidelines on the Use of Consultants (2013, as amended from time to time), using quality and cost-based selection procedures (90:10) and a simplified technical proposal. A total of six international consultants and two national consultants will be engaged over a 4-month period for a total of 13 person-months of international input and 9 person-months of national input. The PPTA, among other tasks, will address the following aspects relating to the ensuing loan grant project: (i) detailed grant executing agencies and implementing agencies capacity assessment, and suggested remedial action plan to build capacity to minimize procurement and financial management risks and the design of disbursement arrangements and fund flow mechanism for the ensuing project, based on the results of the assessment; (ii) proposed procurement plan and Project Administration Manual; and (iii) indicative implementation schedule with proposed procurement milestones.

**Table A3.3: Summary of Consulting Services Requirement**

Positions	Person-Months Required
<b>International</b>	
Team Leader/Senior Education Specialist	4
Teacher Preparation Specialist	3
Procurement Specialist	3.5
Financial Management Specialist	3
Economist	1
Social, Poverty, Gender Specialist	1.5

<b>Positions</b>	<b>Person-Months Required</b>
<b>National</b>	
Education Specialist (2)	9

Source: Asian Development Bank.

5. The outline terms of reference for the project preparatory TA consultants are described in paras. 5 to 12.

6. **Team Leader/Senior Education Specialist (international, 4 person-months).** The consultant will coordinate all inputs from all consultants and develop an overall inception report. Consultant will undertake a technical assessment and overview of education sector in FSM and RMI, focusing on output areas proposed -- (i) strengthened teacher in-service programs and pre-service programs; (ii) strengthened institutional capacity for dissemination/replication of Early Grade Learning Assessment; (iii) expanded access and usage of bilingual teaching and learning resources and materials (TLRM) for literacy and numeracy; and (iv) strengthened governance and management of schools, including parent/community involvement. Consultant will coordinate these works with the Teacher Preparation Specialist, local education specialists and ensure recommendations ensuing will be integrated into the detailed implementation plan.

7. **Teacher Preparation Specialist (international, 3 person-months).** The consultant will review and analyze the teacher preparation programs for both in-service and pre-service, teacher recruitment policies and implementation, and teacher retention policies and implementation in FSM and RMI. Reviewing the strengths and weaknesses of the systems, the consultant will make recommendations which will be incorporated into the detailed implementation plan.

8. **Governance/Procurement Specialist (international, 2 person-months).** The consultant will have experience with ADB guidelines and regulations on procurement, anticorruption, fraud and corruption risks, policy and legal, and capacity. Outputs will include a governmental (EA/IA) capacity assessment of FSM and RMI on procurement, anticorruption measures, and financial management (financial management will be in coordination with the Financial management Specialist who will lead this area). Project Administration Manual (PAM) and detailed implementation plan for both countries will be developed by the consultant in conjunction with the Team Leader.

9. **Financial Management Specialist (international, 2 person-months).** The consultant will have experience with ADB guidelines and regulations on public financial management. Outputs include a financial assessment of the project to be included in Economist's report, a financial management capacity assessment to be coordinated with the Governance/Procurement consultant, and financial cost tables for the PAM to be coordinated with the Governance/Procurement consultant.

10. **Economist (international, 1 person-month).** The consultant will complete an Economic assessment of the project for both FSM and RMI. He/she will coordinate financial assessment of Financial Management Specialist into the assessment report.

11. **Social, Poverty, Gender Specialist (international, 1 person-month).** The consultant will conduct ADB due diligence on social, poverty and gender assessment, including development of a Summary Poverty Reduction and Social Strategy (SPRSS) and a Gender Action Plan (GAP) for the FSM and RMI.

12. **Education Specialists (national, 9 person-months).** The consultants will support the international consultants in liaising with local officials and stakeholders to obtain the necessary data and information to successfully complete tasks.

### **E. Implementation Arrangements**

13. The National Department of Finance and Administration and the Ministry of Finance will be the Executing Agency and the National Department of Education and the Ministry of Education will be the Implementing Agency) for the PPTA. Implementation of the PPTA is expected to commence in June 2016 and will be completed by September 2016. A project steering committee (comprised of ministry/department heads, representatives of key areas in curriculum, instruction, assessment and school governance, local college teacher preparation program, civil society representative for parent/community, and development partners including US OIA, DFAT, and JICA) will be established to provide strategic direction and guidance for the PPTA and will meet on a monthly basis. A PMU will be established within each of NDOE and MOE to prepare the project with assistance from the PPTA consultants.

14. The proposed TA processing and implementation schedule is listed in Table A3.4.

**Table A3.4: Technical Assistance Processing and Implementation Schedule**

<b>Major Milestones</b>	<b>Expected Completion Date</b>
Concept approval	Mid-April 2016
PPTA consultants recruited and fielded	Mid-June 2016
Closure of PPTA	October 2016

Source: Asian Development Bank.