



Technical Assistance Concept Paper

Project Number: 54098-001
Knowledge and Support Technical Assistance (KSTA)
July 2020

Technology-Enabled Innovation in Education in Southeast Asia

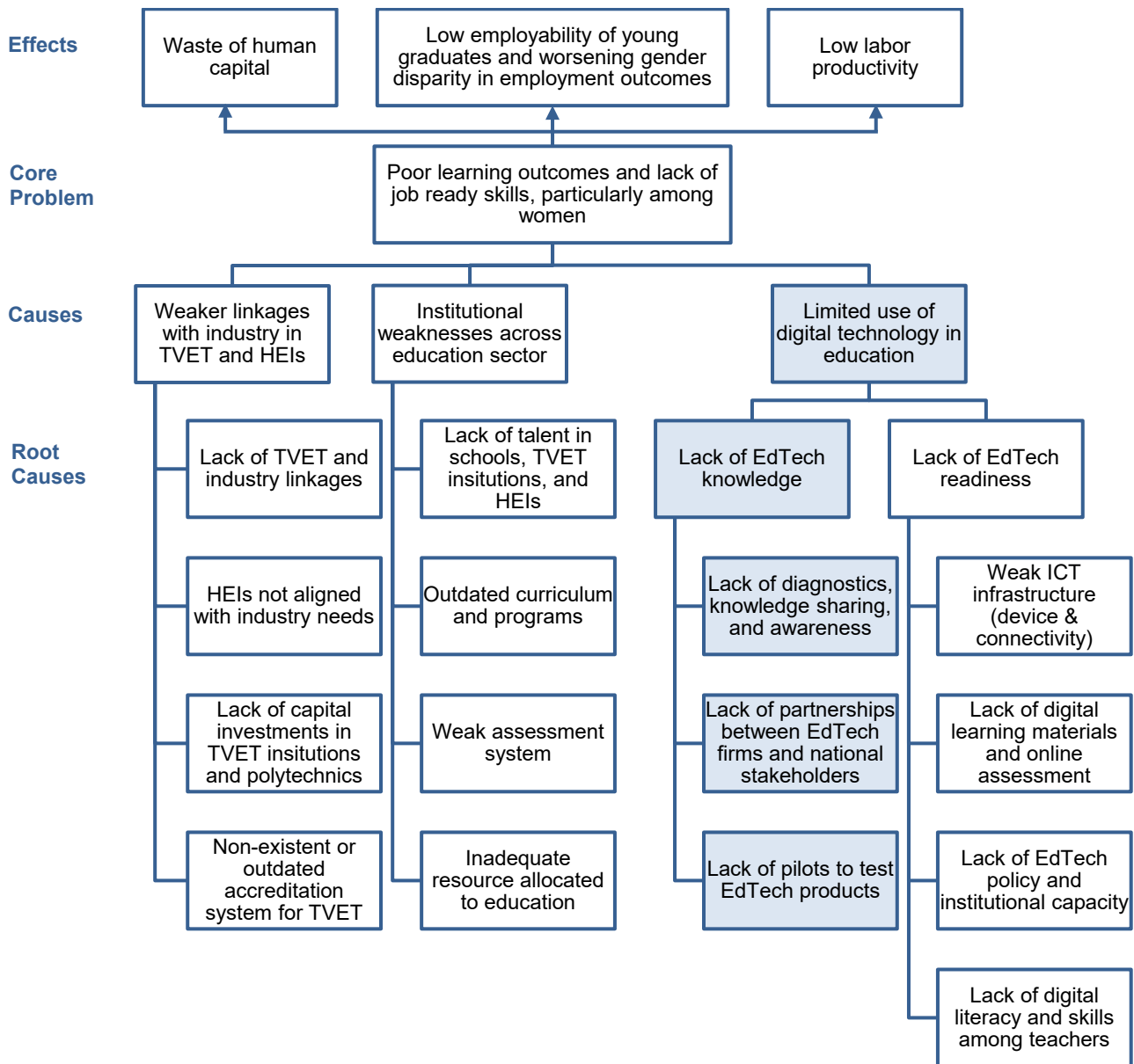
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KNOWLEDGE AND SUPPORT TECHNICAL ASSISTANCE AT A GLANCE

1. Basic Data		Project Number: 54098-001	
Project Name	Technology-Enabled Innovation in Education in Southeast Asia	Department/Division	SERD/SEHS
Nature of Activity	Capacity Development	Executing Agency	Asian Development Bank
Modality	Regular		
Country	REG (CAM, INO, PHI, VIE)		
2. Sector	Subsector(s)	ADB Financing (\$ million)	
		Total	0.00
3. Operational Priorities		Climate Change Information	
✓ Addressing remaining poverty and reducing inequalities		GHG Reductions (tons per annum)	0
✓ Accelerating progress in gender equality		Climate Change impact on the Project	Low
✓ Strengthening governance and institutional capacity		ADB Financing	
✓ Fostering regional cooperation and integration		Adaptation (\$ million)	0.00
		Mitigation (\$ million)	0.00
		Cofinancing	
		Adaptation (\$ million)	0.00
		Mitigation (\$ million)	0.00
Sustainable Development Goals		Gender Equity and Mainstreaming	
SDG 1.4		Effective gender mainstreaming (EGM)	✓
SDG 4.1, 4.3, 4.4, 4.5			
SDG 5.b		Poverty Targeting	
SDG 10.2		General Intervention on Poverty	✓
4. Risk Categorization	Complex		
5. Safeguard Categorization	Safeguard Policy Statement does not apply		
6. Financing			
Modality and Sources		Amount (\$ million)	
ADB		0.00	
None		0.00	
Cofinancing		2.00	
Japan Fund for Poverty Reduction (Full ADB Administration)		2.00	
Counterpart		0.00	
None		0.00	
Total		2.00	
Currency of Financing: US Dollar			

PROBLEM TREE



EdTech = education technology; HEI = higher education institution; ICT = information and communication technology; TVET = technical and vocational education and training.

Note: The proposed knowledge and support technical assistance will address the root causes in the shaded boxes.

Source: Asian Development Bank

I. KNOWLEDGE AND SUPPORT TECHNICAL ASSISTANCE

1. The proposed knowledge and support technical assistance (TA) will conduct a diagnostic of what works in education technology (EdTech) in Cambodia, Indonesia, the Philippines, and Viet Nam. It will identify at what level technology solutions can be used based on ‘EdTech Readiness’ of countries,¹ and pilot EdTech interventions accordingly. The TA builds on an ongoing regional TA on innovation in education sector development, which also focuses on Cambodia, Indonesia, the Philippines, and Viet Nam.² The ongoing regional TA assessed the impact of the fourth industrial revolution (4IR) on labor markets by examining two economically important sectors in each country.³ The proposed TA builds on one of the key lessons from the ongoing regional TA: the need to leverage technology to provide trainings and skills development. As countries make investments in information and communication technology (ICT) infrastructure to modernize their economy, there is a need to equip workers with digital skills increasingly in demand.⁴ The focus on the four countries, which are different in terms of levels of ICT development and learning outcomes, will allow for evidence on EdTech that is more comprehensive and policy relevant. The need for knowledge and evidence on EdTech is not new, but coronavirus disease (COVID-19) has provided the much-needed impetus to adopt technology enabled innovation in education. This TA will help the four countries as they recover from COVID-19 and find ways to provide continued access to education by leveraging EdTech.

2. The TA is not in the current country operations business plan. It is aligned with the Asian Development Bank (ADB) Operational Plan for Regional Cooperation and Integration (2016–2020), the Greater Mekong Subregion (GMS) Strategic Framework, 2012–2022, and the Operational Plan for Education, 2008–2020.⁵

A. Rationale

3. In Southeast Asia, school enrollment up to tertiary education level has increased dramatically, but improvement in learning outcomes have been less encouraging. Evidence from Southeast Asia suggests an ongoing “learning crisis”—that even though the enrollment in schools is increasing and students are spending more years in school on average, learning outcomes are not necessarily improving commensurately.⁶ Key factors behind this dismal outcome include unskilled and unmotivated teachers, unprepared learners, school inputs that do not affect teaching and learning, and school management that does a poor job of improving teaching and learning. Meanwhile, employers report lack of adequate numbers of workers with job-ready skills. In Cambodia, for example, almost 90% of employers reported that graduates have not been adequately prepared by their pre-hire education and/or training.⁷ In the age of 4IR, there are

¹ M. Trucano and C. Cobo. 2019. [What might a new global Edtech readiness index look like?](#) *World Bank Blogs*. 29 August.

² ADB. 2017. [Technical Assistance for Innovation in Education Sector Development in Asia and the Pacific](#). Manila. Sectors included: Cambodia (tourism, garment), Indonesia (automotive, food & beverage), Philippines (IT-BPO, electronics) and Viet Nam (agro-processing, logistics).

³ 4IR represents a fundamental change in the way we live and work, underpinned by new and more sophisticated technologies, *Asian Development Outlook (2018)*.

⁴ S. Khatiwada and M. K. Veloso. 2019. [New Technology and Emerging Occupations: Evidence from Asia](#), Economics Working Papers, ADB.

⁵ ADB. 2016. Operational Plan for Regional Cooperation and Integration. Manila; ADB. 2011. Greater Mekong Subregion (GMS) Strategic Framework. Manila; ADB. 2010. Education by 2020: A Sector Operations Plan. Manila.

⁶ World Bank. 2018. [World Development Report 2018: Learning to Realize Education’s Promise](#). Washington, DC.

⁷ ADB. Forthcoming. *Assessing skills and technology for high-growth industries in Southeast Asia: Insights from Cambodia, Indonesia, Philippines, and Viet Nam*. Manila; and ADB. 2017. [Technical Assistance for Innovation in Education Sector Development in Asia and the Pacific](#). Manila.

growing concerns that the problem of skills shortage will be aggravated further. Recent economic evidence shows that EdTech products can improve learning among students.⁸

4. **Impact of COVID-19 on education.** In the age of COVID-19, there is renewed push to explore greater use of digital technology in the delivery of education and training. Due to the need to maintain social distancing and limit public gatherings to contain the spread of the virus, schools and training institutions in large parts of the world remain closed.⁹ Delivery of education and learning has moved to home for families who have access to internet and devices. For those without access to technology, the crisis has underscored the importance of investing in ICT infrastructure. Indeed, COVID-19 has brought to light the challenge of inequity in access due to limited ICT infrastructure, while providing impetus to governments to overcome these barriers to ensure continued access to education across all income groups. Experience of living through COVID-19 has highlighted the need to increase the use of EdTech in teaching and learning. Evidence shows that school closures tend to increase drop-out rates, which tend to disproportionately affect adolescent girls in developing countries.¹⁰ Strengthening Southeast Asia's knowledge and capacity on EdTech will mitigate some of the impact of COVID-19 by helping countries modernize their education system while preparing for future pandemics.

5. While EdTech interventions in education is not particularly new, there is a dearth of evidence on the types of products that work in a developing country context.¹¹ Wider use of technology has been limited because EdTech product quality varies greatly, and few products tend to be designed to address the needs of low-income students and institutional challenges.¹² Even though COVID-19 has led to adoption of technology across all levels of education, this has been done as an emergency response to the pandemic, without much long-term thinking and policy direction. In particular, the following remains to be some of the major education-related challenges in Cambodia, Indonesia, the Philippines, and Viet Nam: (i) limited use of digital technology in the delivery of education and trainings; (ii) lack of diagnostics on whether EdTech interventions improve learning outcomes; (iii) limited knowledge-sharing and awareness among national stakeholders; (iv) lack of partnerships between EdTech providers and public education systems; and (v) limited number of pilot projects on technology-enabled innovation in education.

6. **Limited use of digital technology in the delivery of education and trainings.** Globally, the percentage of education spending that goes towards digitization and modernization of education is around 3%, which is similar to that in Southeast Asia.¹³ Even though EdTech has often been hailed as a way to address some of the chronic challenges faced by countries (poor-quality teaching and outdated curriculum), it has not been used on a scale to make a difference in terms of learning and employment outcomes. This digital divide has become evident during the COVID-19 pandemic as schools were forced to close down and teachers shifted to online and virtual teaching. The teachers and students without access to the internet and computers are deeply affected, left behind and isolated. Even for the ones with access, lack of digital content and preparedness of teachers hindered continuation of learning via online platforms. Even before the COVID-19 pandemic, governments were keen on EdTech, but there was a general lack of

⁸ K. Muralidharan et al. 2019. Disrupting Education? Experimental Evidence on Technology-Aided Instruction in India. *American Economic Review*. 109(4). pp. 1426–1460.

⁹ As of 25 May 2020, there are 1.2 billion learners that have been affected by COVID-19, which account for over two-thirds of all enrolled learners globally, due to 144 country-wide school closures (UNESCO).

¹⁰ UNESCO. [COVID-19 School Closures Around the World will Hit Girls Hardest](#).

¹¹ Summary of ongoing efforts globally on EdTech: [15 EdTech research papers that we share all the time](#).

¹² D. Johnson and R. Sampson. 2020. [Tech-ing up: The opportunities and obstacles of teaching with technology in India](#). *Research on Improving Systems of Education*. 14 January.

¹³ Holon IQ. 2019. [10 charts that explain the Global Education Technology Market](#).

awareness regarding the types of solutions that are available. Despite increasing evidence from developed countries on what works in EdTech,¹⁴ there are significantly fewer EdTech interventions in low- and middle-income countries. Even among developing countries in Asia, there are especially very few interventions in Southeast Asia, unlike in other regions such as South Asia.¹⁵ Without concerted effort at applying EdTech solutions in the education system and without the means of evaluating the solutions, effectively introducing EdTech interventions becomes difficult.

7. Lack of diagnostics on what works in EdTech. The EdTech market is set to grow exponentially. EdTech market in Asia-Pacific is expected to grow to 54% of the total global market share by the end of 2020.¹⁶ This was based on pre-COVID-19 trends—EdTech market is likely to grow even more. Recently, there has been an increase in cross-border collaboration between local and regional EdTech companies to deliver content, curriculum, and services to new learners.¹⁷ However, impact evaluations of EdTech interventions show that providing students and teachers with access to technology yields mixed results (footnote 15). This underscores the need to carry out diagnostics and determine the type of EdTech with the greatest likelihood of success. Furthermore, diagnostics focused on the four countries (Cambodia, Indonesia, the Philippines and Viet Nam) drawing from evidence in advanced economies will help determine the potential entry points of intervention (classroom, outside of school, pre-employment, and/or technical and vocational education and training [TVET]). Early evidence on the types of technology-enabled interventions that have worked during the COVID-19 pandemic is also important for countries looking to invest in EdTech.

8. Limited knowledge-sharing and awareness among national stakeholders contributing to fewer partnerships between government and EdTech providers. Evidence shows that many current interventions tend to be designed without inputs from educators and policymakers. This problem is compounded by the limited knowledge and awareness among national stakeholders on technology-enabled solutions. The lack of knowledge contributes to the underutilization of new technology. A key barrier across Southeast Asia to leveraging digital learning tools and harnessing the learner data generated (for policy decisions) has been the lack of formal partnerships between local and regional EdTech firms and the public education system. This has changed in the aftermath of the COVID-19 pandemic as more countries have become aware of EdTech and the potential of using technology to continue learning. The challenge of operating schools during the COVID-19 pandemic has underscored the need to develop a formal connection between EdTech firms and public education system.

9. Limited number of pilot projects to evaluate EdTech solutions in Southeast Asia. There are large underserved populations in the Southeast Asia region which would benefit from modernizing traditional education systems, which could lead to cost reduction and improved access. However, in order to achieve this at a scale to make a tangible difference, there is a need to accelerate investments for EdTech in Southeast Asia. Currently, private firms are supporting the EdTech market where new products are introduced with very little consultations with national stakeholders. Breakthroughs in technology and the digital space drive the types of products introduced, not the actual challenges countries face in their education sector. Unlike in South Asia

¹⁴ M. Escueta et al. 2017. [Education Technology: An Evidence-Based Review](#). *National Bureau of Economic Research*. August.

¹⁵ C. Moss. 2020. [18 large-scale EdTech initiatives on our radar in 2020](#). *EdTech Hub*. 22 January.

¹⁶ S. Watanabe. 2017. [E-learning combats Southeast Asia's teacher shortages](#). *Nikkei Asian Review*. 23 February.

¹⁷ A. Debroy. 2018. [How is E-Learning Helping to Combat Southeast Asia Teacher Shortage?](#) *EdTech Review*. 24 March.

and Sub-Saharan Africa, pilot projects in Southeast Asia are limited thereby reducing the ability of the region to understand and appreciate how effectively new interventions may work.

B. Proposed Solutions

10. The 4IR provides a unique opportunity for Southeast Asia to create new high-quality jobs and to vastly improve job quality and productivity. However, capitalizing on new opportunities will require strengthening and reforming the national education and training systems.¹⁸ The Sustainable Development Goals go beyond just raising enrollment numbers to improving learning outcomes and increasing the share of youth with relevant skills for employment by 2030.¹⁹ Despite its potential, EdTech is not used on sufficient scale to enhance the quality of teaching and learning. One of the key barriers to EdTech adoption is the lack of assessment and diagnostics of whether EdTech improves learning outcomes in Southeast Asia. The proposed TA will help address this knowledge gap on EdTech and will provide assistance to countries as they recover from COVID-19 and rejuvenate their education systems.²⁰

11. **Output 1: EdTech diagnostics in the four countries conducted and disseminated.** An international research firm will be engaged to conduct diagnostics of EdTech interventions in Cambodia, Indonesia, the Philippines and Viet Nam. Diagnostics work will employ the framework on “Global EdTech Readiness Index” developed by the World Bank, which comprises four main dimensions: (i) infrastructure; (ii) content; (iii) policy and institutions; and (iv) skills (footnote 1). The diagnostics will also examine EdTech’s role in addressing gender disparity in educational outcomes. Once the diagnostics are completed, this output will disseminate the findings through knowledge events as part of the broader effort at raising awareness on EdTech solutions.

12. **Output 2: EdTech interventions in the four countries piloted.** In preparation of the pilot projects for Cambodia, Indonesia, the Philippines and Viet Nam, this output will include consultations with the four governments and relevant national stakeholders working in the education sector. In particular, it will align the design of EdTech interventions with the governments’ own priorities and determine the level of intervention based on feedback from these consultations and diagnostics carried out under output 1. Gender disparities in access to ICT and learning outcomes will be taken into account in the design and implementation of the pilot projects. Once there is a clear buy-in from the four governments, at least one pilot in each country will be implemented, aligned with the school year 2021–2022.

13. **Output 3: Impact of the pilot projects evaluated.** An international firm will be engaged under the TA to conduct rigorous evaluation of the pilot projects in Cambodia, Indonesia, the Philippines and Viet Nam. The firm will design the baseline and end line surveys and will carry out empirical exercises to evaluate the effectiveness of the pilot projects in improving learning outcomes. The findings of the impact evaluations will be disseminated to policy makers in knowledge forums, and in the form of policy briefs and a synthesis report. Findings from the pilot projects will be useful for guiding the Association of Southeast Asian Nations and the GMS on regional training provisions and mutual recognition of skills for workers.

14. **Output 4: Support for scaling-up of EdTech interventions in the four countries provided.** Technology is constantly evolving, creating a range of new possibilities in the EdTech

¹⁸ ADB. 2018. [Asian Development Outlook 2018: How technology affects jobs](#). Manila.

¹⁹ United Nations. [Progress of Goal 4 in 2019 in Sustainable Development Goals Knowledge Platform](#) (accessed 15 April 2020).

²⁰ This is in accordance with the education sector strategy in light of COVID-19: ADB. 2020. “Class of 2020-21: Implications of COVID-19 on Education,” Guidance Note, Education Sector Group, SDCC.

space. To generate long-term and sustained solutions arising from the TA, this output will facilitate increased investment and support for the EdTech ecosystem in Cambodia, Indonesia, the Philippines and Viet Nam. This will help ICT firms on how to leverage cloud-based ICT infrastructure to ensure agility and scalability while adhering to international standards on digital infrastructure and data security. This output will provide technology consultancy and prepare modernization roadmaps for the selected solutions that will emerge from output 2. It will also develop regional partnerships across EdTech providers in the four countries.

15. These outputs will result in the following outcome: better knowledge and expanded use of EdTech products.²¹ The TA will be aligned with the following impact: equitable and inclusive learning opportunities through the use of new and emerging education technologies. A regional TA modality is appropriate given the need for knowledge-sharing across the four countries regarding what works effectively in EdTech. Regional partnerships among EdTech firms will be important in the design of the pilot projects and for scaling-up potentially successful interventions.

C. Indicative Technical Assistance Budget and Financing Sources

16. The proposed TA budget is \$2,000,000 which will be financed on a grant basis by the Japan Fund for Poverty Reduction and administered by ADB.²²

D. Implementation Arrangements

17. ADB will administer the TA. The Human and Social Development Division of ADB's Southeast Asia Department, in consultation with the resident missions, will engage consultants and carry out procurement following the ADB Procurement Policy (2017, as amended from time to time) and its associated staff instructions. The indicative implementation arrangements are summarized in Table 1.

Table 1: Indicative Implementation Arrangements

Aspects	Arrangements		
Indicative implementation period	September 2020–August 2022		
Executing agency	ADB (Human and Social Development Division, Southeast Asia Department)		
Consultants	Package title	Selection method	Engaged by
	Outputs 1 & 3 (Individuals and Firms)	Individuals: ICS/Direct Contracting Firms: QCBS, Direct Contracting, LCB	ADB
	Outputs 2 & 4 (Firms)	QCBS, Direct Contracting, LCB	ADB
Disbursement	The TA resources will be disbursed following ADB's <i>Technical Assistance Disbursement Handbook</i> (2020, as amended from time to time).		

ADB = Asian Development Bank, ICS = individual consultant selection, LCB = limited competitive bidding, QCBS = quality- and cost-based selection, TA = technical assistance.

Source: Asian Development Bank.

E. Application of Optional Provisions

18. The proposed optional provisions are summarized in Table 2.

²¹ The design and monitoring framework is in Appendix 1.

²² The Japan Fund for Poverty Reduction is a possible funding source subject to the Government of Japan's approval.

Table 2: Proposed Optional Provisions

Optional Provisions	Indicative Scope of Application
Pilot testing of project approach	<ul style="list-style-type: none"> • <u>Approach</u>: Pilot projects will test the use of technology in education and skills development. The level of intervention will depend on the results of output 1, aligned with school year and curriculum. • <u>Application of the results</u>: Results from the pilot projects will be used to design future investment projects in education in Southeast Asia. • <u>Procurement plan</u>: ADB will procure services of a regional EdTech firm with presence in Cambodia, Indonesia, the Philippines and Viet Nam, an impact evaluation firm, and individual consultants to conduct diagnostics, prepare knowledge products, and provide other services. • <u>Implementation arrangements</u>: Outputs 1 to 4 will be implemented by individual consultants and firms contracted by ADB. • <u>Environmental and/or social impacts</u>: The TA is not expected to have any environmental or social impact.
ADB's procurement	Services of EdTech firms, services of impact evaluation firm, conference-related services, and services related to the production of knowledge products.
Printed external publications	Following are the two main knowledge products that will be produced: (i) Report on "What works in EdTech" (ii) Synthesis report based on impact evaluation of the pilots
Social media and websites	Both knowledge products (external publications) will be disseminated in consultations with the ADB's DOC; the main findings will be shared on ADB website, Twitter, LinkedIn, and Facebook.

ADB = Asian Development Bank, DOC = Department of Communications, EdTech = education technology, TA = technical assistance.

Source: Asian Development Bank.

II. DELIBERATIVE AND DECISION-MAKING ITEMS

A. Risk Categorization

19. The TA is categorized *complex* as it exceeds \$1.5 million and also involves pilot testing of technology-enabled solutions in education.

B. Scope of Due Diligence

20. Due diligence for the TA will include consultations with governments in Cambodia, Indonesia, the Philippines and Viet Nam; ADB resident missions; national and regional EdTech providers; and other national stakeholders. The functional and geographic focus of the pilot projects will depend on the priorities of the responsible ministries in each country. The scope of due diligence is summarized in Table 3.

Table 3: Scope of Due Diligence

Items	Scope of Due Diligence
Items to be agreed in aide-mémoire or memorandum of understanding	
Pilot testing of project approach	Agreed details of the pilot testing of project approach as described in Table 2.

Source: Asian Development Bank.

C. Processing Schedule

21. The processing schedule by milestone is in Table 4.

Table 4: Processing Schedule by Milestone

Milestones	Expected Completion Date
1. Technical Assistance concept approved	July 2020
2. Fact-finding completed	August 2020
3. Technical Assistance approved and effective	September 2020

Source: Asian Development Bank.

PRELIMINARY DESIGN AND MONITORING FRAMEWORK

Impact the TA is Aligned with			
Equitable and inclusive learning opportunities through the use of new and emerging education technologies. (United Nation's Sustainable Development Goal 4) ^a			
Results Chain	Performance Indicators with Targets and Baselines	Data Sources and Reporting Mechanisms	Risks
Outcome: Better knowledge and expanded use of EdTech products	By 2022: EdTech solutions incorporated into the national curriculum in two out of the four countries where pilot projects are conducted (A baseline survey will be conducted in Q2 2021, before pilots are implemented)	Data from participating ministries, government agencies, civil society organizations, and other institutions	Institutional barriers (curriculum, digital content, assessment and management) and lack of adequate ICT infrastructure for a wider adoption of technology in education and training.
Outputs 1. EdTech diagnostics in the four countries conducted and disseminated	By 2022: 1a. Knowledge product on the impact of EdTech on learning outcomes, with sex disaggregated results on learning produced (2020 baseline: 0) 1b. Digital dissemination of the knowledge product with at least XX pageviews, and use of short-run print runs for in-person knowledge and awareness raising events in the four countries (2020 baseline: 0) 1c. At least one in-person knowledge and awareness-raising event organized in each country, where at least XX% of participants are women (2020 baseline: 0)	1a–1b. Publicly-released knowledge product 1c. Program agenda and proceedings	Difficulty in obtaining government and/or local government buy-in given the choice of EdTech firms
2. EdTech interventions in the four countries piloted	2a. At least one pilot project run in each country which takes into account gender differences in learning (2020 baseline: 0)	2a. Inception and completion reports of the pilot projects in each country	
3. Impact of the pilot projects evaluated	3a. Synthesis report on the results of impact evaluation in the four countries completed including gender results and recommendations (2020 baseline: 0) 3b. At least one knowledge-sharing event organized in each country to disseminate the findings to government stakeholders, where at least XX% of participants are women	3a. Impact evaluation synthesis report 3b. Program agenda and proceedings	
4. Support for scaling-up of EdTech	4a. Government officials [in each of the four countries] achieved XX hours of training on artificial	4a. Training evaluation and time logging of training	

Results Chain	Performance Indicators with Targets and Baselines	Data Sources and Reporting Mechanisms	Risks
interventions in the four countries provided	intelligence, big data, gamification, and other emerging trends in EdTech (2020 baseline: 0) 4b. Roadmap for scaling up EdTech pilots in the four countries, with specific section on addressing digital gender gap in education, provided to government officials. (2020 baseline: 0)	4b. Roadmaps in the four countries submitted to Ministries of Education and Training.	None of the pilot projects yield good outcomes, making it difficult to have a discussion on scaling up EdTech interventions
<p>Key Activities with Milestones</p> <p>1. EdTech diagnostics in the four countries conducted and disseminated</p> <p>1.1 Create an inventory of EdTech firms operating in the four countries by examining their past performance, area of intervention, and engagement with the government (Sep 2020–Feb 2021).</p> <p>1.2 Prepare a diagnostic report on what works in EdTech, with a focus on Southeast Asia, and highlighting gender disparity in outcomes (Sep 2020–Feb 2021).</p> <p>1.3 Disseminate the findings from the diagnostics through awareness-raising campaigns for national stakeholders in education such as educators, training providers, education ministry officials, planning officials, other key government officials, and civil society organizations, where at least XX% of participants are women (May 2021–Dec 2021).</p> <p>2. EdTech interventions in the four countries piloted</p> <p>2.1 Conduct workshops in each country with participation from EdTech firms, government counterparts, and civil society organizations to generate ideas for EdTech pilots, where at least XX% of participants are women (Jan 2021–June 2021).</p> <p>2.2 Design pilot projects in each country, taking into account the relevant government’s priority and strategic focus (June 2021–July 2021).</p> <p>2.3 Implement pilot projects with participating EdTech firms in each country (Aug 2021–July 2022).</p> <p>3. Impact of the pilot projects evaluated</p> <p>3.1 Conduct evaluation of the pilot projects, including impact evaluation whenever possible (Aug 2021–July 2022).</p> <p>3.2 Prepare synthesis report once the pilot projects are completed in all four countries (June 2022–Aug 2022).</p> <p>3.3 Disseminate the findings to government stakeholders through knowledge-sharing events, where at least XX% of participants are women (July 2022–Aug 2022).</p> <p>4. Support for scaling-up of EdTech interventions in the four countries provided</p> <p>4.1 Select government stakeholders in each country to participate in a regional training and workshop on new and emerging EdTech products (Jan 2022–Aug 2022).</p> <p>4.2 Provide technical support to the local providers of EdTech products during the pilot stage for potential scaling up in the four countries, in consultation with government stakeholders (Jan 2022–Aug 2022).</p> <p>4.3 Prepare roadmap for scaling up EdTech pilot projects in the four countries, with specific section on addressing digital gender gap in education, provided to government officials (June 2022–Aug 2022).</p>			
<p>TA Management Activities</p> <p>Recruit consulting firms and individuals to implement activities under Outputs 1–4 in the four countries under consideration.</p>			
<p>Inputs</p> <p>Japan Fund for Poverty Reduction: \$2.0 million^b</p>			
<p>Assumptions for Partner Financing</p> <p>Not Applicable.</p>			

ADB = Asian Development Bank, EdTech = education technology, TA = technical assistance.

^a United Nations. 2015. [Transforming Our World: The 2030 Agenda for Sustainable Development](#).

^b The Japan Fund for Poverty Reduction is a possible funding source subject to the Government of Japan’s approval. Source: Asian Development Bank.