

## TA COMPLETION REPORT

Division: AWEH

<b>TA NO./NAME:</b> TA No. 3169-CAM: Secondary Education Investment Plan			<b>TA AMOUNT APPROVED:</b> \$650,000	<b>SOURCE:</b> TASF
			<b>REVISED AMOUNT:</b>	
<b>EXECUTING AGENCY:</b> Ministry of Education Youth and Sport (MOEYS)			<b>TA AMOUNT UNDISBURSED:</b> \$78,397.02 <sup>1</sup>	<b>TA AMOUNT UTILIZED:</b> \$571,602.98
<b>DATE:</b>	<b>SIGNING:</b>	<b>FIELD:</b>	<b>CLOSING:</b>	
<b>APPROVAL:</b> 8 March 1999	<b>21 April 1999</b>	<b>19 August 1999</b>	<b>ORIGINAL:</b> 15 March 2000	
<b>ACTUAL:</b> 30 April 2000				
<b>TA DESCRIPTION</b>				
<p>The TA for the Secondary Education Investment Plan (SEIP) was originally designed to study financing of the education sector, and to develop a related investment plan for the secondary education subsector. The TA team's inception report, however, indicated the need to adjust the process and outputs of the TA to respond to a changing policy environment. As a result of UNESCO/UNDP supported sector work, MOEYS had decided to embark upon a Government-led education sector review and reform process, focusing on pro-poor policies and programs. The Consultative Group Meeting in Tokyo in mid-1999 further emphasized the need for policy-led reform, including social sector linkages with public administration and fiscal reform. After the TA start up, other Government reforms also commenced that supported education sector reform, including new policy conditionalities associated with the IMF and World Bank-supported structural adjustment credit (SAC) which called for increased expenditures for key social sectors; a new public expenditure plan (PEP); a new budget law allowing greater decentralization; and formulation of new protected spending plans for education priority action programs (PAPs). With ADB's emphasis on policy-based lending, and since the TA's TOR already included a sectorwide financial plan, ADB endorsed TA support to the sector policy review, because investment in the secondary education subsector would be highly dependent on the outcome of this review.</p>				
<b>TA OBJECTIVES AND SCOPE</b>				
<p>The objectives of the TA were to develop (i) an education financing plan covering the entire education sector so that financing policies and strategies for the secondary education subsector can be determined in relation to other subsectors; (ii) an SEIP, including policies and strategies for promoting equitable access and quality improvement; and (iii) an institutional capacity building plan, including policies and strategies for strengthening central and provincial MOEYS units responsible for secondary education development, management, budget and planning. The TA outputs were modified from preparing a secondary education investment plan, to formulating a pro-poor policy and strategic framework for secondary education, including priority policies, strategies, targets, and indicative programs and costs.</p>				
<b>TA INPUTS EVALUATION</b>				
<p>The TA financed international and domestic consultants for 21 and 23 months respectively. The TA was contracted to CfBT, United Kingdom, whose overall management of the TA was very satisfactory. The TA was supervised through two review missions. The consultancy inputs, and the outputs of the TA had</p>				
<p><sup>1</sup> Inclusive of \$29,976.41 in the consultant's final payment claim.</p>				
<p>to be slightly adjusted to accommodate the changed circumstances in Cambodia, however, the terms of reference were adequate for the change, and were successfully implemented by the consultants. The</p>				

consulting team had excellent relationships with counterpart staff, who in their turn demonstrated high commitment to the Project. Emphasis was placed on participatory developing processes through MOEYS technical task forces which resulted in Cambodian ownership of policies, strategies, plans, and priorities.

### **TA OUTPUTS EVALUATION**

TA outcomes included initial capacity building of MOEYS policy task forces in strategic planning; position papers on SAC, PEP and PAP issues; and formalizing an MOEYS-donor partnership process. In addition to setting up a process for the policy review, the SEIP TA was fulfilling the required work plan outputs on secondary education aspects. Other major outputs included analyses of sector investment performance, strategic planning mechanisms, institutional reforms associated with primary and secondary quality assurance, financial trends as well as forward primary and secondary financial and budget projections, primary, secondary, and higher education financing policy options, and technical papers for SAC, PEP, and PAP discussions. A very comprehensive geographical and technical mapping of the education system was also completed, including primary and secondary access; short and medium term projections for primary and secondary school and teacher requirements; and analysis of strategic options for equitable access improvement. Draft papers on secondary curriculum options, secondary textbook requirements, and organizational options for reform of secondary education inspection/regulation and examinations were also prepared. Another important outcome was improved coordination within MOEYS planning, finance, and personnel departments on management and personnel issues. The process to achieve these outcomes, as well as the results, are reflected in a useful, comprehensive final report. Altogether, 28 documents were produced under the TA, covering areas such as decentralization of education management, budget reforms, finance issues, and policy and strategy priorities.

### **TA OVERALL ASSESSMENT/RATING**

The TA was generally successful in fulfilling the work plans and outputs, focusing on the secondary education subsector. Following a comprehensive sector approach, the TA was also able to prepare an impressive number of high quality technical, analytical, and informative discussion documents, backed up by school mapping, surveys, tracer studies, and demographic projections to help inform the Government's policy review process. This policy review process, owned and led by the Government, represents an excellent model for adoption elsewhere in the region.

### **MAJOR LESSONS LEARNED**

One of the major features contributing to success, was the fact that MOEYS' policy makers and technical staff were leading the policy review process. Of critical importance was also a conducive policy and institutional environment; an early focus on comprehensive sector policy analysis and strategic review; a collaborative process, including donors and other stakeholders; a communicative process and network cutting across fiscal and administrative concerns; mobilization of additional short term technical support; and capacity building of the Planning Department of MOEYS.

### **FOLLOW-UP ACTION AND RECOMMENDATIONS:**

The SEIP TA ended in March 2000. The TA helped initiate a policy review process, and contributed to initial pro-poor policy, strategic and planning capacity building. MOEYS recognized that more support would be needed, building upon this foundation, to finalize policy formulation and sector development planning. The minister, secretaries of state, and donors, strongly requested for continued ADB support for the policy review process, to ensure continuity, and to maintain the momentum that had been built up. A small scale TA was therefore included and implemented in ADB's program for Cambodia in 2000 to continue this work.