

## TECHNICAL ASSISTANCE COMPLETION REPORT

Division: SANS

<b>TA No., Country and Name</b> TA 4326-NEP: Education Sector Development Policy and Strategy			<b>Amount Approved:</b> \$150,000	
			<b>Revised Amount:</b> \$460,000	
<b>Executing Agency:</b> Ministry of Education and Sports		<b>Source of Funding:</b> TASF	<b>Amount Undisbursed:</b> \$38,126.67	<b>Amount Utilized:</b> \$421,873.33
<b>TA Approval Date:</b> 12 Apr 2004	<b>TA Signing Date:</b> 12 Apr 2004	<b>Fielding of First Consultant:</b> 30 June 2004	<b>TA Completion Date Original:</b> 30 Sep 2004	<b>Actual:</b> 30 June 2007
			<b>Account Closing Date Original:</b> 30 Sep 2004	<b>Actual:</b> 30 Sep 2007
<p><b>Description:</b> The Government of Nepal is determined to improve and reform the school education system to promote human development, reduce poverty, raise labor productivity, and achieve economic growth. In response to Government reform initiative, ADB during its Country Programming Mission in November 2003, agreed to provide a Technical Assistance (TA) to prepare an education sector development policy and strategy.</p> <p><b>Expected Impact, Outcome and Outputs:</b> The TA was expected to produce an education sector development strategy, which defines a more integrated and comprehensive approach to support the entire school education sector, and identify areas that need strengthening. The TA results were to help the Government and ADB identify and agree on priority areas of interventions to initiate sector wide reforms. Outputs envisaged included (i) a comprehensive report on education sector development policy and strategy, (ii) a policy matrix which will describe key issues and prioritized areas of action, and (iii) initial analysis of suitable donor support.</p> <p><b>Delivery of Inputs and Conduct of Activities:</b></p> <p>Consultants: One international and four domestic experts were recruited for 41.28 person-months compared with 12 person-months originally envisaged. The inputs of all the five experts were satisfactory. The international consultant/team leader, in particular, was highly responsive to the Government's needs. The terms of reference for the consultants proved to be adequately clear and comprehensive so as to provide the necessary work program to meet the needs of the TA. The executing agency (EA) was satisfied with the inputs provided by the consultants and logistical support under the TA. The consultants performed very satisfactorily.</p> <p>The EA fully met its requirements to provide office accommodation, counterpart staff, and information. The EA performed satisfactorily.</p> <p>Review Missions: ADB monitored TA activities through review missions and regular meetings with the EA and consultants. Although only 3 review missions were recorded during TA implementation, ADB monitored the TA activities whenever review missions for the ongoing Secondary Education Support Project (Loan 1917-NEP) were in Nepal (twice a year review).</p> <p>Changes made during implementation:</p> <ul style="list-style-type: none"> <li>• The TA amount was increased three times in October 2004, December 2004 and December 2005, in total by \$310,000 to extend the services of the international education policy and planning specialist and the domestic organizational development specialist. This was because further assistance from the consultants on sector policy analysis and formulation was required by the Government to: (i) build a capacity development mechanism on policy analysis within the Government, and (ii) initiate a concept paper on a future school sector reform.</li> <li>• Minor change in Scope approved on 3 March 2006. Engagement of an Education Policy Researcher for 3 person-months (pm) instead of two domestic experts, an Economist (2 pm) and Social Dev specialist (1 pm) to support the Government Core Group in preparing concept papers and position papers on education sector policy integrating grades 1 to 12.</li> <li>• Minor change in scope approved on 25 Apr 2006. As a result of the policy analysis, Ministry of Education and Sports (MOES) decided to establish a high level Policy Committee under the Chairpersonship of the Minister of Education. The Policy Committee has a function of policy coordination and quality assurance across institutions. While the formal establishment of Policy Committee was awaiting Cabinet approval, MOES requested under the TA, the services of a Chief Policy consultant to advise the Minister, Secretary, and other senior MOES officials on key education policy matters to be dealt by the Policy committee. The Chief Policy Consultant was recruited intermittently for 3 months.</li> </ul>				

**Evaluation of Outputs and Achievement of Outcome:**

The TA's final report was integrated into the final report of the associated TA 4754-NEP: Preparing the Education Sector Program as a policy component of the ensuing loan and grant Education Sector Program I (Loan 2277/Grant 0065-NEP approved on 1 December 2006). The TA developed the capacity of MOES in policy analysis, formulation and review. The TA provided adequate guidance to key MOES staff in policy analysis. The concrete outputs of the TA are: (i) the establishment of the high level Education Policy Committee, which function is policy review, coordination and quality assurance; and (ii) the elaboration of a concept paper for a School Sector Reform (SSR). The concept paper provides an analysis of issues and constraints in the existing system, and a long term vision and policy direction for a reform in school education. This includes integration of the school system from grades 1-12.

**Overall Assessment and Rating:**

The TA was highly successful. The TA was instrumental in: (i) developing stakeholders' capacity in education policy analysis; (ii) designing Grant 0065-NEP: Capacity Development Grant; and (iii) forming the foundation of the SSR as the next phase of development and reform in education in the country. Consultants' performance, the EA's commitment, and ADB back up support from both Resident Mission and Headquarter were excellent.

**Major Lessons:**

Expectation on TA progress and outputs should take into consideration, the socio political situation, and the institutional constraints. The TA suffered some delays due to the deteriorating political situation, and unavailability of some stakeholders on a regular basis.

**Recommendations and Follow-Up Actions:**

All follow-up actions that were identified during and after the TA including further support to the newly established Education Policy Committee and elaboration of a Core Document for SSR have been included in the design of Grant 0065-NEP, and are being implemented.

Prepared by:                     Ayako Inagaki                    

Designation:                     Senior Education Specialist