

## TA COMPLETION REPORT

Division: AWEH

<b>TA NO./NAME:</b> TA No. 5841-REG: Support For Education for All (EFA) 2000 Assessment				<b>TA AMOUNT APPROVED:</b> \$550,000	
				<b>REVISED AMOUNT: \$535,800</b>	
<b>EXECUTING AGENCY:</b> N/A			<b>FUND SOURCE:</b> JSF	<b>TA AMOUNT UNDISBURSED:</b> \$1,898.04	<b>TA AMOUNT UTILIZED:</b> \$533,901.96
<b>REPORT DATE:</b> November 2001	<b>APPROVAL DATE:</b> 27 April 1999	<b>SIGNING DATE:</b> 28 June 1999	<b>CONSULTANT FIELDING DATE:</b> 1 August 1999	<b>CLOSING:</b> <b>ORIGINAL:</b> 31 December 2000 <b>ACTUAL:</b> 31 January 2001	
<p><b>TA DESCRIPTION</b></p> <p>The Framework for Action to Meet Basic Learning Needs adopted by the World Conference on Education for All (WCEFA) in Jomtien, Thailand, in March 1990, foresaw the need for an end-of-decade review concerning education for all (EFA) which refers to the global effort to achieve universal quality basic education by the year 2000. An inter-agency steering committee, chaired by the United Nations Educational, Scientific and Cultural Organization (UNESCO), decided to hold the World Education Forum around April 2000 to follow up the WCEFA and conduct an assessment of the progress of the EFA goals. Through a regional technical assistance (TA) and in collaboration with UNESCO and other convenors of the World Education Forum, ADB took an initiative to support (i) EFA 2000 assessment in seven developing member countries (DMCs) through their capacity building in EFA-related education statistics and analysis; and (ii) subregional EFA meetings; and (iii) attendance by selected DMCs at the World Education Forum. The seven DMCs selected for capacity building were: Bangladesh, Cambodia, Lao People's Democratic Republic, Nepal, Pakistan, Solomon Islands, and Viet Nam. Further progress in achieving EFA objectives in these seven DMCs will greatly improve the overall picture of EFA in the region.</p> <p><b>TA OBJECTIVES AND SCOPE</b></p> <p>The long-term objective of the TA was to support the region's efforts to achieve EFA goals over the next decade. The short-term objectives were to (i) assess the EFA status in the region; (ii) identify issues and strategies to guide support for achieving EFA; (iii) help determine EFA investment priorities at the national level; (iv) develop capacity in EFA-related education statistics and analysis; and (v) prepare subregional and regional synthesis reports on the status and future challenges of basic education. In accordance with the global assessment process, the scope of the TA included (i) assessment of EFA progress and capacity building in seven DMCs by holding training workshops and preparing country EFA assessment reports; (ii) supporting subregional EFA meetings, and preparing subregional and regional synthesis reports; and (iii) supporting attendance at the World Education Forum around April 2000. The TA design was relevant to support the EFA 2000 assessment process at the country, subregional, regional, and global levels. The extent of each DMC's stakeholder involvement was appropriate during the process of TA design and formulation.</p> <p><b>TA INPUTS EVALUATION</b></p> <p>UNESCO-Principal Regional Office for Asia and the Pacific (PROAP) was directly selected as the Consultant to undertake the services since UNESCO was the lead agency for the global EFA assessment. The overall performance and management of the consultant and ADB in TA implementation were highly satisfactory. In addition to subregional EFA meetings, a regional EFA conference, not originally envisaged in the TA framework, was held as a final regional synthesis process. The terms of reference were adequate and successfully implemented by the consultants. The consultancy inputs had facilitated the preparation of country EFA assessment reports through EFA-related capacity building effort, four subregional synthesis reports, and one regional synthesis report. The TA was supervised through one inception mission and two review missions. At the request of UNESCO-PROAP, ADB approved an extension, using the uncommitted balance of the TA funds, to allow for the preparation of a resource book for country-specific EFA action plans.</p>					

Prepared by: Y. Hirosato

Designation: Sr. Education Specialist

## **TA OUTPUTS EVALUATION**

The TA produced excellent outputs in a timely and cost efficient/effective manner, which included: (i) seven country EFA assessment reports through capacity building efforts in EFA-related education statistics and analysis of 18 core EFA indicators, and in developments of EFA investment priorities and strategies; (ii) four subregional synthesis reports for East Asia, Southeast Asia, South Asia, and the Pacific; and (iii) one regional synthesis report (with CD-ROM). In addition, the TA developed an EFA Planning Guide (with CD-ROM), containing an EFA projection model toward 2015. The EFA Planning Guide is already being used as the popular reference book/planning tool in preparing national EFA action plans. The TA also supported the attendance of selected DMC officials to subregional EFA meetings, the Asia-Pacific Conference on EFA 2000 Assessment held in Bangkok, Thailand in January 2000, and the World Education Forum held in Dakar, Senegal, in April 2000. The TA funded Asia-Pacific Conference on EFA 2000 Assessment was extremely successful in reviewing EFA achievements during 1990s, and setting up a new goal of quality EFA by 2015. The regional synthesis report analyzed contextual factors such as geography, demography, socioeconomic conditions, and historical and cultural context, assessed achievements of the decade of 1990s in early childhood care and development, access to and participation in primary education, quality of primary education, adult literacy, and nonformal education, and discussed aspirations for the next decade. In particular, the Asia and Pacific Regional Framework for Action, which was adopted by the Asia-Pacific Conference on EFA 2000 Assessment, was used as a model in preparing the Dakar Framework for Action adopted by the World Education Forum.

## **TA OVERALL ASSESSMENT/RATING**

Based on inputs and outputs evaluation, the TA was highly successful in fully meeting its objectives and scope. The overall performance of UNESCO-PROAP and the international consultant was excellent. The overall performance of domestic consultants was also satisfactory. The only constraint was found in the country EFA assessment report for Solomon Islands, one of seven DMCs selected for the country level capacity building. Although the extent of stakeholder involvement was adequate during the TA design and formulation stage, the domestic consultant was not able to receive adequate counterpart support largely due to unforeseen political instability of that country.

## **MAJOR LESSONS LEARNED**

A major lesson learned from the EFA 2000 assessment process is the critical importance of DMCs' political will and ownership in achieving EFA goals. The country EFA reports show varied capacity in compiling and analyzing 18 core EFA indicators as part of EFA 2000 assessment process. DMCs such as Bangladesh, Cambodia and Viet Nam, which were backed up by strong political will and commitment to EFA goals, were able to produce high quality country EFA assessment reports. A weakness was found in analyzing dimensions such as early childhood care and development, and nonformal/adult education. These dimensions should be given more resources in achieving extended EFA goals by 2015.

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

The Subregional EFA Forum (SRF) has been established as a subregional mechanism to follow up new, extended EFA goals - quality EFA by 2015. UNESCO-PROAP serves as the SRF Secretariat for Southeast Asia, and a regional focal point. In view of a strategic importance of achieving EFA goals in the region, it is recommended that ADB remain as a core member of the SRF, and where possible, support the country level EFA action planning process and its implementation. In particular, monitoring of 18 core EFA indicators is highly relevant and useful in updating the ADB's country strategy and programming. UNESCO-PROAP has proved its effectiveness and efficiency by completing all the TA activities including the conference logistics. It is also recommended that ADB collaborate with UNESCO-PROAP in addressing any regional agenda in future.