



Annual Report of the Community of Practice on

Education

2010

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I. INTRODUCTION

1. Strategy 2020 outlines fresh directions for ADB's role in a rapidly changing Asia and the Pacific region and identifies education as one of the five core operational areas. The new priorities that have emerged in education reflect developments in the region: a record pace of growth in many countries, expansion of trade and investments, and growing demand for postsecondary and higher education. The continued importance of education for poverty reduction by enabling the poor to obtain more productive jobs, higher wages and a better quality of life, has been reinforced in the context of the region recovering from the financial crisis. The ADB and its Developing Member Countries (DMCs) continue to recognize the significant economic and social returns from accelerating investment in education, and the need to optimize the impact of that investment.

2. This report of the Education Sector Community of Practice (CoP) covers the period of January 2009 – December 2010.

II. MAIN AREAS OF WORK

3. The CoP exchanges knowledge on best practices and lessons from the field, and undertakes joint work to enhance education sector operations as a whole. The CoP brings together education specialists and other ADB staff (PS, NOs, and Analysts) who are working in the sector in operation departments, resident missions, and knowledge departments. List of members of the “core” CoP is in Appendix 1.

4. In addition, a wider group of more than 100 members subscribe to CoP's monthly e-bulletin and contribute to knowledge sharing activities. This wider group includes ADB staff and also external experts interested in development of education in the region.

5. The CoP carries out collaborative knowledge capturing and sharing activities that include:

- internal and external networking with education experts and partner agencies;
- organization of in-house events (such as brownbag seminars) and participation in external events (such as conferences, interagency events);
- preparation of knowledge products (such as good practice guides and technical papers) drawing on sector trends and lessons from project implementation;
- studies and advisory activities for identifying emerging issues of importance, and informing project preparation; and
- professional peer reviews of knowledge products prepared and project proposals proposed in the sector.

6. The Education Sector Committee supports and coordinates activities of the CoP. The Committee and the CoP as a whole is assisted by a secretariat located in RSGS. Membership of the Committee is reviewed annually to ensure timely knowledge and expertise in line with sector priorities. The Committee acts as a steering group and provides advice on education policy, strategy, and project operations. It provides direction to sector reports and studies, and identifies needs for knowledge products and technical support to enrich the operational work in

the sector. Chaired by the Practice Leader (Education), RSGS, and co-chaired by the Director, SESS, the committee takes forward new ideas and activities that impinge upon education sector activities across different countries in Asia and the Pacific region. In addition, the committee provides advice and support to staff development activities and recruitment of new staff to improve sector staff skills mix in line with operational priorities of ADB in the sector.

III. SECTOR OPERATIONS PLAN

7. To align the activities in the education sector with the overarching priorities of ADB's Strategy 2020, *Education by 2020: A Sector Operations Plan* was prepared during 2009-2010 with active contributions from members of the Education CoP, with support from RSDD and in consultation with BPMSD, SPD, and the operation departments. ADB Management approved the operations plan on 2 August 2010. After management approval, the plan was circulated to the Board for information.

8. The plan addresses the need to continuously improve education project operations and expand lending in the sector. It sets out operations priorities for the sector that respond to the needs of a rapidly changing and dynamic region. Some of the key aspects that CoP members will take into account in implementing the plan, are:

- Strengthening economic and sector work in education to support country programming and to ensure high-impact project operations addressing country-specific challenges.
- Improving the tracking of equitable access and quality across different levels of education, using improved indicators, monitoring and reporting.
- Responding to the growing demand for support to development of post secondary education, i.e. technical and vocational education and training (TVET) and higher education, responsive to labor market needs in the region.
- Pursuing innovation in financing and delivery of education services by increasing support to, for instance, public-private partnerships and private sector development, to improve the quality and cost efficiency of education service delivery and products.
- Promoting regional cooperation and cross-border collaboration in education in the region, including support to the harmonization of education and skills standards and qualifications, which is important for facilitating labor mobility.

9. The operation plan pursues a results-focused approach to implementation. The CoP helped to develop a revised set of indicators in the sector for incorporation in ADB's corporate results framework. The revised indicators are in line with the priorities set in the new operations plan. They will be rolled-out by DfER for annual reporting starting from 2012. The CoP will help establish baselines for the revised indicators, and will monitor and support ADB operations in line with the sector priorities and the corresponding revised indicators.

IV. KNOWLEDGE PRODUCTS

10. During the period covered by this report, the CoP prepared studies, good practice guides and other knowledge products to support education sector operations move forward in the direction of priorities in the new decade. The knowledge products pursue strategic and operational perspectives. Also DMC-specific knowledge products (case studies) were prepared.

A. A Strategic Study

11. A strategic study, *Education and Skills: Strategies for Accelerated Development in Asia and the Pacific (2008)*, served as a key reference for the preparation of the sector operations plan in 2009-2010. The study was prepared in consultation with stakeholders of education in DMCs. Upon its publication copies of the study report were circulated to ministries of education, development partners, and other stakeholders of education in the region. Dissemination continues through workshops and seminars.

12. The study provided a systematic analysis of education and human capital development challenges in the region and presented a set of actionable recommendations for ADB operations. It also highlighted the importance of support to education in ADB operations to respond effectively to the development needs and challenges arising from rapid economic and social development and evolving labor markets. Further, the study reaffirmed that inclusive growth depends upon an adequate human resource base, and elucidated a framework through which ADB's work in the education sector can best support inclusive growth.

B. Focus on Education - Series

13. The CoP established a *Focus on Education* - series for knowledge products. The series bring insights on key issues in the sector in line with operational priorities. The following knowledge products were prepared and published under the series for stakeholders of education in DMCs and to support ADB staff in operational tasks in the sector:

- *Good Practice in Information and Communication Technology (ICT) for Education (2009)*. This guide presents a comprehensive good practice framework in which ICT for education is pursued through national, institutional, and school perspectives. It draws on a range of sources, including ADB RETA studies on ICT for education and the experience ADB has gained with stakeholders and development partners in ICT for education projects.
- *Good Practice in Technical and Vocational Education and Training (TVET) (2009)*. Many DMCs suffer from a shortage of qualified workers. This good practice guide supports ADB's operations in TVET and dialogue among stakeholders in the DMCs on the TVET sector and its directions. The guide highlights strategic questions and presents investment design issues, including the strengths and weaknesses of different forms of skills training and financing. It discusses the lessons learned from ADB's experiences in the sector and their implications for future TVET projects. The guide also includes checklists which provide a practical tool for peer-reviewing proposed TVET investments.
- *Good Practice in Cost Sharing and Financing in Higher Education (2009)*. Higher education will have increasing importance in channeling human resources to support social development and economic growth but faces resource constraints and competing priorities in DMCs. Demand for expansion of higher education is rapidly increasing.

However, sudden and large shifts of government financing to higher education in DMCs may derail funding for basic and secondary education. It is thus critical that new approaches be found for financing higher education. This good practice guide provides policy options, strategies, and practical tools which support country-specific dialogue on innovative cost-sharing methods in higher education finance and partnerships with the private sector.

- *Strengthening Inclusive Education (2010)*. It is important to ensure that ADB's operations on the ground continue to increase support to DMCs to help them achieve their Education for All targets and education MDGs to help basic education become inclusive. Inclusive education is also important in secondary education and in post-secondary education. It addresses the diverse learning needs of all kinds of learners. It reaches out to excluded groups and goes beyond providing physical access to learning institutions to encompass academic and instructional access to learning concepts. This knowledge product identifies the various forms of exclusion from education and analyzes the patterns of exclusion by education subsectors, and by subregion in Asia and the Pacific. Further, it provides recommendations on how to improve support to inclusive education.
- *Public-Private Partnerships in ADB Education Lending, 2000 – 2009 (2010)*. This knowledge product analyzes lessons in education project operations and discusses the needs and ways to develop new approaches and instruments for PPPs in education. The report, while providing an overview of the support to PPPs in ADB-financed education projects and programs in the last decade, also gives direction for support to private sector institutions and education-related industries and services, and affirms potential returns in terms of cost-effective approaches to education service delivery.
- *Strengthening Economic and Sector Analytical Work in Education (preparation commenced in 2010, scheduled for publication in 2011)*. Economies in the region evolve rapidly and become more complex in their socio-economic structure. Assistance to education sector must continue to have grounding in solid analysis of country contexts. This knowledge product brings forth approaches and perspectives for strengthening economic and sector work to effectively support country programming and project processing in the sector.

C. Other New Knowledge Products in the Education Sector

14. The knowledge products in the Focus on Education - series (discussed in section B above) have ADB-wide operational perspective. In addition, CoP members contributed to the preparation of important DMC – specific knowledge products in the priority areas:

- *Investing for the Future – Education for All in the People's Republic of China (2009)*. This knowledge product was a joint effort of ADB, Ministry of Education, and Beijing Normal University. It draws on a study on reforms in compulsory education. The study proposed effective financing policies to promote nine years compulsory education program across the country.
- *Financing Technical and Vocational Education and Training (TVET) in the People's Republic of China (2009)*. TVET systems are often burdened by a range of performance issues. Many of these are rooted in problems that countries, including the People's Republic of China, have in generating and allocating the necessary financial resources,

and in spending them effectively. This policy note discusses such issues and presents recommendations based on ADB-sponsored policy reviews in Guangdong and Hunan provinces.

- *Public-Private Partnerships in Education – Lessons Learned from the Punjab Education Foundation (2010)*. This report examines the experience in Punjab with the design and implementation of public-private partnerships (PPPs) in education. It provides an overview of the PPP governance structure, and then discusses the design, trends, and lessons in the various programs of the Foundation.
- *National Qualification Frameworks in Technical and Vocational Education and Training (TVET) in Sri Lanka (preparation commenced in 2010, scheduled for publication in 2011)*. ADB has been the lead agency supporting the preparation of a National Qualifications Framework in the country. The experience is widely acknowledged as a success, and DMCs in the region are keen to learn from that experience. The case study analyzes lessons and challenges in preparation and implementation of qualifications framework and will inform stakeholders and TVET project operations in other DMCs.
- *Strengthening Workforce Skills Development (preparation commenced in 2010, scheduled for publication in 2011)*. This knowledge product draws on a scoping study which includes analysis of two country cases, namely Indonesia and Lao PDR. The study explores the ways how the support to workforce skills development in DMCs can be designed to become more integrated and coordinated with public and private sector human resource development plans and implementation systems. It analyzes the policy, strategic, and operational issues that will need attention to strengthen workforce skills development in a holistic and comprehensive manner in DMCs.
- *School-Enterprise Cooperation for Technical and Vocational Education and Training: Case of Shanxi Province in the People's Republic of China (preparation commenced in 2010, scheduled for publication in 2011)*. The People's Republic of China like many other countries promotes various forms of school-enterprise cooperation in an effort to improve the efficiency and effectiveness of educational and economic outputs. This knowledge product discusses the current status, good practices, and challenges of school-enterprise cooperation, and makes recommendations by drawing on the ADB assisted policy reviews of Shanxi Development Strategy for TVET.
- *Non-State Providers and Public Private Partnerships in Education (A joint ADB – UNICEF KP, scheduled for publication in 2011)*. This publication draws on a report on the education sector prepared for the ADB - UNICEF workshop, titled The Role of Non-State Providers in Delivering Basic Services for Children, which was held in 2010 at ADB.

15. The CoP peer reviewed all the knowledge products to ensure that they would be linked to opportunities for application in DMCs and to actual education sector operations on the ground. The CoP Secretariat in RSDD and sector staff in operations disseminated the knowledge products to education ministries in DMCs, and to international organizations, academic institutions, and other stakeholders. They were also announced and made available online on ADB's website.

D. Regional Study on Higher Education

16. The CoP initiated a regional study titled *Higher Education in Dynamic Asia* to help improve project operations in a subsector in which demand for ADB assistance is rapidly increasing. Supported by a RETA, the study is producing timely knowledge products on development of higher education in the region. The study is paving the way for an informed dialogue on comprehensive higher education policies and reforms in DMCs responding to the demand for improved quality and equitable access but also the challenges of quantitative expansion and sustainable financing in higher education.

17. The study has facilitated a series of workshops that brought together higher education leaders and professionals from a range of countries in the region. The workshops focused particularly on: (i) governance in higher education, (ii) higher education faculty and quality development, (iii) upper secondary school teacher preparation at universities, (iv) cost and financing in higher education, and (v) enhancing equity and access in higher education.

18. Supporting regional cooperation is a unique institutional strength of ADB as a regional development bank. Thus, ADB is keen to respond to the increasing demand among DMCs for ADB support to regional cooperation in higher education. While the promise and potential of such cooperation are now widely acknowledged, the study facilitated a high level symposium to explore how actual impacts and outcomes can be effectively realized in such cooperation.



Mr. Haruhiko Kuroda, the President of ADB, delivered a speech at the high level Symposium on Regional Cooperation and Cross Border Collaboration in Higher Education.

19. The study will conclude with a major international conference on higher education which will be held at ADB in July 2011. Overall, in addition to a flagship publication, the study will produce practical and focused knowledge products on timely higher education reform issues

and project design aspects to support dialogue with stakeholders of higher education in the region and guide country programming, and project processing and implementation. As with other knowledge products prepared, the knowledge products in higher education also will serve as reference material for staff development program in the sector at ADB.

V. KNOWLEDGE SHARING AND LEARNING EVENTS

A. Brown Bag Presentations and Learning Events

20. A key objective of the CoP is to facilitate mutual learning and cross-fertilization of ideas and experiences on important topics and themes in the sector. The CoP organized a number of brown bag presentations and other knowledge sharing events. Examples include the following:

- Asia-Pacific Quality Network (APQN), which is an extensive regional network with 57 quality assurance agency members from 27 countries, shared with the CoP lessons and challenges in quality assurance in higher education.
- Elsevier, a publisher of scholarly journals, presented experiences with higher education consortiums and collaboration with governments and development organizations on supporting research networks.
- The European Training Foundation (ETF) presented study results on lessons learned in ETF operations supporting skills qualifications frameworks. Tertiary and Vocational Education Commission, Sri Lanka, presented a case study of national skills qualification framework preparation process, supported by ADB loan project, in the country.
- ADB and the World Bank had several meetings to share latest developments in education sector assistance strategies. The World Bank made presentations on its ongoing global education strategy review process, and on the plans of a study on benchmarking education in which ADB will be a partner.
- CfBT Education Trust provided an overview of Public Private Partnerships (PPPs) in primary and secondary education. The presentation covered different PPP models. Case studies on PPP project implementation in education in various countries were discussed.
- International Financing Corporation (IFC) made a presentation on its strategies and project operations supporting PPPs in education and private education.
- Several sessions were held on higher education, including on mission leaders' experiences in processing higher education projects, and on training opportunities and staff development programs in higher education.
- Brownbag presentations were held on the need to strengthen economic and sector work in education, to support CPS.
- Comparative Education Research Center, University of Hong Kong, made a presentation on the latest comparative education trends in the region.

21. Appendix 2 includes a full list of brown bag presentations and other learning events.

B. Knowledge Dissemination, Newsletters and Websites

22. The CoP benefits from information, documentation, and recent publications on a wide range of topics in education, spanning development agencies, research organizations, universities and other bodies. These are made available to CoP members through circulation of a monthly e-bulletin (newsletter) on education, and e-alerts and e-resources, which are coordinated with the ADB library's information services. CoP members receive summaries and web links on a wide selection of reference and knowledge resources on cutting edge development issues in the sector.

23. The education sector external website in www.adb.org is being continuously improved. The CoP plans to launch a blog for online discussions and exchange of experiences on education development issues. An education C-Cube internal website has been established, on higher education issues as a priority, and will be expanded to serve as a platform for sharing field experiences and knowledge on the education sector as a whole.

C. External Networks and Collaborations

24. The CoP participates in external networks and inter-agency forums in areas that have relevance to ADB operations in the sector. Examples include networks and inter-agency groups in technical and vocational education and training (TVET), higher education, and benchmarking education systems for results.

25. *Inter-Agency Working Group on TVET*, aims to

- (i) Promote the use of common terms and definitions in TVET country level and act as a clearinghouse of knowledge to inform the global TVET debate;
- (ii) Strengthen the monitoring of TVET through the use of specific indicators agreed between agencies involved in TVET and promote the use of shared normative instruments to monitor country compliance with international agreements and obligations; and
- (iii) Undertake joint studies and research projects to provide policy advice, develop capacity, promote better practice, and enhance impact at the country level.

26. Membership of the group currently includes ADB, World Bank, UNESCO, ILO, European Commission, European Training Foundation, African Development Bank, and the OECD. Following since its inception in 2008, the group has held a series of meetings in 2009-2010. ADB Education CoP has offered to host group's meeting in 2011, and aims to organize a high level Skills Forum in conjunction with the meeting.

27. In addition, in the area of TVET and skills development, the CoP is planning to undertake joint analytical work with OECD on skills development in the region. The activity is part of OECD's *Global Skills Strategy Study*. In addition, the CoP is participating in an advisory panel of WB's *Workforce Skills Study Project*.

28. *Benchmarking Education Systems for Results* is part of World Bank's ongoing program to develop tools and indicators that would benchmark characteristics of high performing education systems. In 2010 ADB Education CoP representatives participated in a regional benchmarking conference in Singapore, organized by the World Bank. The World Bank has

invited ADB Education CoP to contribute to joint analytical work in this topic area and to partner for a follow-up conference, which will be held in Bali in 2011. The benchmarking initiative is expected to help monitor policies and education system performance and guide research on achieving better education outcomes in developing countries.

29. Participation in the interagency activities is financed from the COP budget. In addition, the CoP financed participation of its members in a range of external conferences. Particular importance was given to participation in events which focused on education development issues which are in line with ADB's operational priorities set in the sector operation plan. Appendix 3 includes a list of the interagency meetings and conferences in which CoP members have recently attended.

D. Education Sector Staff Retreat 2010

30. The CoP held a Staff Retreat in March 2010. The Retreat served as the forum to review the key priorities included in the education sector operations plan, which was being prepared at the time of the retreat.

31. The retreat program included presentations on Strategy 2020, the draft version of education sector operation plan, and the envisaged special emphasis in ADB's Planning Directions 2010 on the importance of increasing assistance in the sector. CoP members discussed the priorities for ADB support in the sector in the Work Plan and Budget Framework 2010-2012 and beyond, and the initiatives needed to improve and scale up operations in the future, and the implications for staff skills mix, recruitment, and other resources.



Ms. Ursula Schaefer-Preuss, Vice President for Knowledge Management and Sustainable Development, delivered the opening remarks at the education sector staff retreat.

32. The retreat identified ways to strengthen the emphasis on education in country programming. In addition, the retreat identified needs for preparing a communication strategy for the sector and strengthening knowledge generation and sharing among CoP members, and with external partners. Following the retreat, a communication and knowledge sharing strategy has been prepared for the CoP. The strategy will focus on, among others, timely and effective communication within the CoP, and with internal and external stakeholders on important education sector issues, and on utilizing the latest technology for improving communication and knowledge sharing.

33. Work on knowledge generation and sharing is focusing on transforming sector-related information into knowledge, tapping more effectively into local sources of knowledge (Ministries of Education, education institutions, NGOs, local think tanks), strengthening linkages with other organizations' knowledge sharing platforms, improving access and maintenance of education sector's website, and expanding the range formats for knowledge products in the sector.

34. In addition, a staff development program framework for the education sector was endorsed by the staff retreat. For the design and delivery of the program, a partnership has been established with the Comparative Education Research Center of University of Hong Kong. To further support staff development and knowledge sharing activities, the CoP is in process of establishing partnerships also with other leading external organizations.

VI. PROJECT OPERATIONS IN THE SECTOR

A. CoP Peer Reviews of Proposed Projects

35. The new business processes of ADB introduced in 2010 provide CoPs with a mandate to undertake peer review of projects proposed in their sectors. The review follows two-stage approach: peer review of concept papers of projects, followed by peer-review of ensuing full project documents prepared for Board approval. Since the introduction of the new business process, the education CoP has undertaken a number of peer-reviews. List of these is included in Appendix 4.

36. The business processes allow CoPs organize peer-reviews in a way that best fit with circumstances and resources in each sector. In the education sector, the peer-reviews do not follow a very strict template, instead consistency is achieved by focusing on key priority aspects in each project proposed. While the good practice guides prepared by the CoP serve as knowledge products, they also serve as guides for the peer-review corresponding with the operational priorities set in the sector operations plan. So far, peer-reviewers in the sector have included current sector staff, and also several former sector staff who have moved within ADB out of education sector operations, but have remained proactive members of the CoP. In addition, also an external peer-reviewer has been engaged.

37. As the peer-review by CoPs is a rather new business process at ADB, it will be important to systematically review the experiences gained from it. The role of ADB staff as members of CoP, including their role as peer-reviewers, should be more firmly institutionalized by explicitly including such activities in staff workplans and by rewarding in staff performance evaluation the good professional contributions they make as CoP members. With this institutional support, the peer-review process can continue to enhance the role of education CoP as a collective body and strengthen a higher level of team work with sharing of experiences in project design and processing. In this way, CoP members can bring greater technical coherence to education sector operations.

B. Implementing Priorities of the Education Sector Operations Plan

38. CoP members were engaged in processing a number education projects and programs in 2009-2010. They reflect the increasing diversity of approaches needed to address the challenges faced by DMCs in education across different sub-sectors. In line with the objectives of Strategy 2020 and the education sector operations plan, the CoP members were engaged in processing higher education and TVET projects. Support to basic education continued in DMCs where there are still considerable remaining challenges in ensuring access to basic education to all children. Support to secondary education also continued to be an important priority. ADB support also responded to specific needs emerging in DMCs, e.g. in form of multisector projects (with education component included) as a response to the financial crisis and to address post earthquake reconstruction. Appendix 5 includes list of loans and grants approved in the sector in 2009 and 2010.

39. Overall, education project operations in Southeast Asia department (SERD) are already much in line with the priorities of the sector operations plan, and will be further consolidated in this regard in the coming years. In several DMCs in South Asia region and in Mongolia in East Asia region, the focus of ADB support to education will increasingly shift in the coming years toward the sector operations plan priorities. In recent years ADB has not processed new projects or programs in the education sector in Central and West Asia Department (CWRD), where, instead ADB is providing indirect support to social sectors through public sector financial management programs. In the Pacific region, the implementation of the sector operation plan priorities will be carefully contextualized to fit the specific development needs of fragile states.

C. Examples of ADB Support to Education

Improving higher education in Lao PDR

40. The Project, Strengthening Higher Education in Lao People's Democratic Republic, will benefit about 400,000 university graduates and result to an outcome of an expanded higher education system that will be governed by improved financial management and quality assurance systems. The project will contribute to improving curriculum, quality of teachers and faculty, and the learning environment for students. Academic and student exchange programs will be expanded with neighboring countries, and Education Ministry's cooperation will be strengthened with the Southeast Asia Ministers of Education Organization (SEAMEO) and its Regional Center for Higher Education and Development, and other higher education networks. While increasing enrolment capacities in higher education institutions, the project will also support improved targeting of disadvantaged students through better admission criteria and its effective implementation.

Linking vocational and skills training to labor market needs in Cambodia

41. Strengthening Technical and Vocational Education and Training – Project in Cambodia will expand access to technical and vocational education and training (TVET) in the country. The expected outcome of the project is an expanded TVET system which will respond to the needs of industry and lead to the creation of jobs in both formal and informal sectors. The project also aims to strengthen capacity for policy development, planning and management at national and provincial levels, and support policy studies that will assist in establishing a long-term vision and direction for the development of the TVET system and explore ways of

improving financing to the sector. Labor market information systems will be developed to improve system management and planning.

Expanding quality basic education for all in Nepal

42. Together with a group of development partners, ADB is supporting the School Sector Reform Program in Nepal. The expected outcome of the program is a more equitable, inclusive, effective, and holistic education system. The program seeks to build on past achievements of steadily improving access to basic education and in narrowing gender and social disparities in enrollment. The program addresses the education needs of children in remote areas as well as those subjected to social exclusion.



Community involvement through school management committees is a key aspect of improving the quality and responsiveness of the education system at the local level. The School Sector Reform Program in Nepal promotes school based management through school improvement plans and social audits which are supportive of making the education system more inclusive.

(Photo by B. Bhattacharya, NRM)

Improving quality and relevance of secondary education in Vietnam

43. ADB is financing a Secondary Education Sector Development Program in Vietnam. The expected outcome of the program is improved quality and equity of the secondary education system. The program will support Government's efforts to improve efficiency and competitiveness in secondary education. The project aims to increase access to girls and ethnic groups and to reduce disparities between girls and boys through the implementation of a conditional cash transfer program. It will contribute to improving the quality of teaching and schools as well enhance the learning outcomes of students as measured through internationally standardized tests. The number of secondary school graduates will be increased, their skills and performance in response to the labor market needs will be improved, and unit costs of schooling per student will be reduced through improved participation and completion rates.

Improving access and quality in lower secondary education in Lao PDR

44. This ADB - financed Basic Education Sector Development Program supports in Lao PDR helps the Government expand equitable access to lower secondary education and improve the quality of education. This expected outcome of the program supports achievement of MDGs and gender parity in education.



Lower secondary students in Lao PDR catch a first glimpse of what's to come, during a pre-test of new textbooks and teacher guides developed under the ADB-supported Basic Education Sector Development Program

(C. Spohr, SERD, photo by: Wayne Ganibe)

Education Sector Analytical and Capacity Development Partnership in Indonesia

45. A good example of multi-agency cooperation where the ADB brings to bear its comparative strength in program planning, management, and analytical work is in Indonesia. The ADB is partnering with the EU and AusAID for technical and advisory support for policy dialogue to buttress the implementation of the country-wide reform program in education. The partnership fund facility, steered by the ADB on behalf of the agencies, will strengthen policy-led budget support to actualize the targets of Government's education strategic plan.

46. The partnership facility will contribute to studies and sector analytical work, and will support institution building and capacity development in education planning at central, provincial and district levels. The initiative is expected to contribute to expenditure-efficient policies, setting of service standards, and capacity development of education administration to strengthen accountability and quality of education delivery. At post-basic level, public-private partnerships for secondary and higher education will be explored to augment resources to the sector.

Education Sector Component in a Multisector Program in Vietnam

47. The Human Resources Sector Development Project in Vietnam exemplifies effective combination of education inputs within the health sector. The program outcome will include key policy reform actions in health workforce management and financing. It will support a new comprehensive plan to upgrade health teaching institutions at tertiary education level and the adoption of new models of costing and managing service delivery in district hospitals.

48. The key project outputs and investments include: (i) improved planning and management of human resources through the establishment of a system for the registration of medical workforce; (ii) improved quality of human resources through upgrading and improving capacity of key tertiary education institutions and teaching staff; and, (iii) improved clinical management and financing systems in the health service delivery setting. This initiative is expected to increase the number of health sector workforce with adequate tertiary education qualifications and skills. Bulk of the loan is classified as financing for education.

VII. Future Directions

49. The operations plan approved for the sector in 2010 will direct CoP activities in the coming years. The plan provides a momentum to move forward in several fronts.

50. The CoP has prepared a strategy for communication and knowledge sharing to effectively support the implementation of the sector operations plan. It will be important to communicate with internal and external stakeholders, and with support from appropriate communication tools, about the importance of education in development in the region. It is also important to strengthen communication on ADB's increasing role and operational priorities in the sector.

51. ADB's operation departments have the responsibility to implement the sector operations plan. The CoP will support the implementation through improved knowledge sharing activities, carefully crafted staff development support, and proactive partnerships with internal and external partners. The CoP will pursue these activities increasingly in an interlinked manner.

52. The CoP will help operations expand analytical and sector work as a contribution to deliberations on education in the region, and to support country programming. This is highly important for helping operations scale up support to the education sector. In addition, studies and other knowledge products will support country programming and project processing and implementation. These efforts will also help stakeholders in DMCs strengthen their knowledge base on education development, and improve measurement and monitoring, including the monitoring of equity and quality indicators at the disaggregated country level, and thus, more effectively inform education policies.

53. The CoP will pursue also cross - sectoral and - thematic analytical work. Currently, this is particularly important in the area of skills development, and its linkages with broader human resource development frameworks and national strategies in DMCs. In addition to the education sector, several other sectors contribute to skills development in DMCs. The CoP has commenced a study to promote coherence in human resource strategies and skills development across sectors in DMCs.

54. In 2010, the CoP worked with DfER on new education sector indicators for incorporation ADB's corporate results framework. The new indicators reflect the priorities of the new operation plan in the sector. The indicators will be further refined and used for DfER annual reporting starting from 2012. By then the CoP will help prepare baselines for the new indicators.

55. It is anticipated that to implement the objectives of the sector operations plan, regional departments will recruit more sector specialists, particularly for TVET and higher education projects. The CoP will support staff development activities in the sector in close cooperation with the Staff Development and Benefits Division and external institutional partners. The efforts will enhance the overall technical and operational knowledge base and staff skills mix in line with the operational priorities in the sector. Priority will be given to enhancing staff skills in the economic and sector work in education, and in policy and technical aspects of public-private partnerships in education, and TVET and higher education.

56. The CoP will cultivate external partnerships with other development agencies, education institutions, and private sector actors in order to create synergies and utilize comparative advantages for education development. Partnerships and joint work will reinforce the coherence of policy reforms and build a base for sustainable long-term development in the education sector.

Appendix 1: Education Sector Committee and CoP Members

Name	Designation	Division
Regional and Sustainable Development Department (RSDD)		
Jouko Sarvi	Practice Leader (Education Sector) and Chair, Education Committee	Poverty Reduction, Gender, and Social Development Division (RSGS)
Shanti Jagannathan	Education Specialist	RSGS
Prachayani Praphamontripong	Higher Education Specialist (Staff Consultant)	RSGS
Dorothy Geronimo	Education Sector Officer	RSGS
Myla Bonto	Assistant Sector Analyst	RSGS
East Asia Department (EARD)		
Jazira Asanova	Education Specialist	Urban and Social Sectors (EASS)
Eisuke Tajima	Education Specialist	EASS
Celine Peyron Bista	Social Sector Specialist	PRC Resident Mission
Itgel Lonjid	Social Sector Officer	Mongolia Resident Mission
Bayarmaa Tsetsgee	Assistant Project Analyst	Mongolia Resident Mission
Southeast Asia Department (SERD)		
Ikuko Matsumoto	Director and Co-Chair, Education Committee	Social Sectors Division (SESS)
Wendy Duncan	Principal Education Specialist	SESS
Norman LaRocque	Sr. Education Specialist	SESS
Christopher Spohr	Sr. Education Economist	SESS
David Ablett	Education Specialist	SESS
Swetal Sindhvad	Education Specialist	SESS
Sam Sideth Dy	Education Specialist (Staff Consultant)	Cambodia Resident Mission
Wolfgang Kubitzki	Senior Social Sector Economist	Indonesia Resident Mission
Sutarum Wiryono	Project Officer (Education)	Indonesia Resident Mission
Khamtanh Chanthy	Senior Project Implementation Officer	Lao PDR Resident Mission
Soudalay Souannavong	Assistant Project Analyst	Lao PDR Resident Mission
Eiko Izawa	Senior Education Specialist	Viet Nam Resident Mission
Tuyen Nhat Nguyen	Social Sector Officer	Viet Nam Resident Mission
South Asia Department (SARD)		
Brajesh Panth	Principal Social Sector Specialist	Agriculture, Natural Resources and Social Services (SANS)
Kowsar Chowdhury	Senior Social Sector Specialist	Office of the Director General SANS
Victoria Fe Mariano	Project Implementation Officer	SANS
Rudi Van Dael	Social Sector Specialist	SANS
Ayako Inagaki	Principal Social Sector Specialist	Bangladesh Resident Mission
Jamal Mahmood	Senior Project Officer	Bangladesh Resident Mission
Krishna Panday	Senior Project Implementaton Officer	Nepal Resident Mission
K. M. Tilakaratne	Senior Project Implementation Officer	Sri Lanka Resident Mission
Jagath Peththawadu	Project Implementation Officer (Finance)	Sri Lanka Resident Mission

Those highlighted in blue are members of Education Sector Committee.

Appendix 1 (continued): Education Sector Committee and CoP Members

Name	Designation	Division
Central and West Asia Department (CWRD)		
Asadullah Khan Sumbal	Economist (Public Finance)	Financial Sector, Public Mgt and Trade Division (CWFM)
Michiel Van der Auwera	Social Security Specialist	CWFM
Linda Arthur	Social Sector Specialist	Pakistan Resident Mission
Munir Ahmed Abro	Project Implementation Officer (Health and Rural Development)	Pakistan Resident Mission
Asel Chyngysheva	Portfolio Management Specialist	Tajikistan Resident Mission
Bobir Gafurov	Finance & Private Sector Devt Officer	Uzbekistan Resident Mission
Nargiza Talipova	Portfolio Management Officer (Social Sector)	Uzbekistan Resident Mission
Pacific Department (PARD)		
Sally Pedersen	Principal Public Management and Human Capacity Development Specialist	Pacific Operations (PAHQ)
Kiyoshi Nakamitsu	Education Specialist	PAHQ
Susan Francisco	Sr. Operations Officer	PAHQ
Independent Evaluations Department (IED)		
Yasushi Hirosato	Principal Evaluation Specialist	Independent Evaluation Division (IED2)
Office of the President (OPR)		
Leah Gutierrez	Senior Advisor to the President	Office of the President (OPR)

Those highlighted in blue are members of Education Sector Committee.

Appendix 2: In-House Brown Bag Presentations and Learning Events in the Education Sector, 2009 - 2010

Date	Topic and Description	Speaker
15 January, 2009	<p>Education CoP brownbag: quality assurance in higher education in the Asia-Pacific Region.</p> <p>The Asia-Pacific Quality Network (APQN) has 57 members and 6 observers from 27 countries in the Asia-Pacific Region. Lessons and challenges in developing capacity of quality assurance agencies in higher education were discussed.</p>	Chita Pijano, President APQN
28 January, 2009	<p>Education CoP presentation and peer review: financing and cost-sharing in education.</p> <p>A good practice guideline was presented for CoP peer review.</p>	Victor Levine, ADB Consultant
18 March, 2009	<p>Education CoP presentation and peer review: good practice in technical and vocational education and training, and skills development.</p> <p>A good practice guideline was presented for CoP peer review.</p>	Richard Johanson, ADB Consultant
10 June, 2009	<p>Education CoP brownbag: higher education issues across Asia and the Pacific.</p> <p>Training materials and outline for education sector staff development programs in higher education were presented.</p>	David Chapman, ADB Consultant
20 October, 2009	<p>Consultation meeting with the World Bank on education sector assistance strategies.</p> <p>ADB and World Bank shared latest developments in education sector assistance strategies.</p>	Elizabeth King, Director of Education, Human Development Network, WB
5 November, 2009	<p>Education CoP brown bag: public-private partnerships in education.</p> <p>CfBT Education Trust provided an overview of PPPs in primary and secondary education. The presentation guided examination of different PPP models. Case studies on PPP implementation in education in various countries were discussed.</p>	Michael Latham, Director of Operations South Asia, CfBT Education Trust

**Appendix 2 (continued): List of Brown Bag Presentations and Learning Events
in the Education Sector, 2009 - 2010**

Date	Topic and Description	Speaker
3 December, 2009	<p>Education CoP brown bag: developing qualifications frameworks - a tool for modernizing education and training?</p> <p>The European Training Foundation (ETF) presented study results on lessons learned in ETF operations supporting qualifications frameworks.</p>	Jean-Marc Castejon, Senior Expert on Human Capital Development, ETF
16 February, 2010	<p>Education CoP presentation and peer review: support to inclusive education</p> <p>A draft knowledge product was presented for CoP peer review.</p>	Sheldon Shaeffer ADB Consultant
11 March, 2010	<p>Education CoP: 2nd consultation meeting with the World Bank on education sector assistance strategies.</p> <p>The WB made a presentation on its ongoing education strategy review process.</p>	Elizabeth King, Director of Education, Human Development Network, WB
18 March, 2010	<p>Education CoP brown bag: the national consortium model - Improving equity and quality in Asian higher education.</p> <p>Elsevier, a publisher of scholarly journals, presented its experiences on collaboration with governments and development organizations on higher education consortiums and research networks. Stakeholders from Pakistan Ministry of Higher Education also participated in the event.</p>	Joan Chia, Regional Sales Manager, Elsevier
17 June, 2010	<p>Education CoP brown bag: strengthening economic and sector work (ESW) in education sector operations</p> <p>Issues were presented for incorporation in an education sector guide for strengthening ESW to support country programming and project operations in the sector.</p>	Victor Levine, ADB Consultant
24 September, 2010	<p>Education CoP brown bag: comparative education.</p> <p>Latest trends in comparative education in Asia and the Pacific were presented, including shadow education systems and policy implications.</p>	Mark Bray, Director of Comparative Education Research Center, University of Hong Kong

**Appendix 2 (continued): List of Brown Bag Presentations and Learning Events
in the Education Sector, 2009 - 2010**

Date	Topic and Description	Speaker
5 November, 2010	<p>Education CoP presentation and peer review: national qualifications frameworks in technical and vocational education and training.</p> <p>A draft country case study was presented for CoP peer review.</p>	Tilakaratne Piyasiri, Director General, Tertiary and Vocational Education Commission, Sri Lanka
10 November, 2010	<p>Education CoP presentation: benchmarking education.</p> <p>A WB-led study on benchmarking public and private education was discussed.</p>	Harry Patrinos, Lead Education Economist, Human Development Network, WB
11 November, 2010	<p>Education CoP presentation: private education.</p> <p>Global trends and issues in private education were presented, and lessons from International Finance Corporation's (IFC) investments in private education were shared.</p>	Svava Bjarnason, Senior Education Specialist, IFC
3 December, 2010	<p>Education CoP Seminar on Higher Education.</p> <p>Education sector mission leaders shared their experiences in processing and implementing higher education projects. Challenges and opportunities in higher education reform and project design were discussed.</p>	Yasushi Hiroto, IED, Eisuke Tajima, EARD, Norman LaRoque, SERD

Appendix 3: Participation of Education CoP Members in External Events, 2009 - 2010

Date	Event & Venue	CoP Participant(s)
March 2009	Asia-Pacific Quality Assurance Network (APQN) Conference. Hanoi.	Jouko Sarvi
September 2009	ADB-ADBI-ASEAN Regional Conference on the Impact of the Global Economic Slowdown on Poverty and Sustainable Development in Asia and the Pacific (Education sector session included). Hanoi.	Jouko Sarvi
September 2009	Inter-agency Meeting with UNESCO Regional Bureau and SEAMEO - Regional Institute for Higher Education Development. Bangkok.	Jouko Sarvi
December 2009	Global Higher Education Forum: Current Trends, Future Perspectives. Penang.	Jouko Sarvi
October 2009	Interagency Working Group Meeting on TVET. Geneva.	David Ablett
May 2010	Regional ASEAN Workshop on Educational Cooperation for Regional Competitiveness and Community Building. Jakarta.	Jouko Sarvi
April 2010	ADB-UNICEF Regional Workshop on The Role of Non-State Providers in Delivering Basic Services for Children (PPPs in Education session included). Manila.	Jouko Sarvi, Jamal Mahmood
May 2010	Inter-Agency Working Group Meeting on TVET; Sub-Working Group Meeting on TVET Indicators. Paris.	David Ablett
July 2010	Inter-agency meeting with World Bank. East Asia Regional Conference on Benchmarking Education Systems for Results. Singapore .	Jouko Sarvi, Shanti Jagannathan, David Ablett
September 2010	OECD International Conference on Higher Education. Paris.	Ayako Inagaki, Shanti Jagannathan
September 2010	Policy Forum of International Institute for Educational Planning: Challenges of Financing Basic Education - Revisiting Solutions Involving the Private Sector. Paris.	Ayako Inagaki, Shanti Jagannathan
September 2010	Higher Education Reform in Vietnam (Cross-RM Development Assignment). Hanoi.	Khamtanh Chanthy

**Appendix 3 (continued): Participation of Education CoP Members in External Events,
2009 - 2010**

Date	Event & Venue	CoP Participant(s)
September 2010	ADBIOECD International Conference on Skills Development in the Post-Crisis Context. Tokyo.	David Ablett, Jazira Asanova
November 2010	IVETA - CPSC International Conference on Education for Sustainable Development in TVET. Manila.	Jouko Sarvi, Wendy Duncan, David Ablett, Shanti Jagannathan, Petite Geronimo
October 2010	UNESCO – APEID Annual Education Conference. Bangkok.	Petite Geronimo
November 2010	International Conference of Association for the Study of Higher Education. Indianapolis.	Jouko Sarvi
December 2010	2nd East Asian International Conference on Teacher Education Research. Bangkok.	Jamal Mahmood

Appendix 4: Education CoP Peer Reviews of TA, Grant, and Loan Projects in 2010

Date	Proposed Project	Mission Leader	Document	Peer-reviewer
February 2010	LAO – Strengthening TVET	Norman LaRocque	RRP	Leah Gutierrez
March 2010	MON - Reforming Higher Education for Knowledge Society	Jazira Asanova	PATA	Yasushi Hirokato
April 2010	VIE – Skills Enhancement Project	Wendy Duncan	RRP	Brajesh Panth
May 2010	GEO – Social Service Delivery Program (multisector)	Lotte Schou-Zibell	Concept paper	Shanti Jagannathan
July 2010	MON – Higher Education Reform Project	Eisuke Tajima	Concept paper	Gerard Postiglione (external peer-reviewer)
July 2010	NEP – Support to Build Capacity in TVET	Kowsar Chowdhury	S-CDTA	Shanti Jagannathan
August 2010	GEO – Social Service Delivery Program (multisector)	Lotte Schou-Zibell	RRP	Shanti Jagannathan
August 2010	Lao PDR – Basic Education: Sector Development Program	Chris Spohr	Concept paper	Jazira Asanova
September 2010	VIE – Higher Education Project	Norman LaRocque	Concept paper	Jouko Sarvi
October 2010	TAJ – Social Service Delivery Reform Program (multisector)	Asadullah Sumbal	RRP	Shanti Jagannathan
October 2010	BAN – Primary Education Sector Development Program III (Prog3)	Brajesh Panth	Concept paper	Alain Borghijs
October 2010	CAM – Education Sector Development Program	Swetal Sindhvad	Concept paper	Rudi Van Dael
October 2010	SRI – Technical Education and Vocational Training Sector Development Project	Brajesh Panth	Concept Paper	David Ablett

**Appendix 4 (continued): Education CoP Peer Reviews of TA, Grant, and Loan Projects
in 2010**

Date	Proposed Project	Mission Leader	Document	Peer-reviewer
November 2010	VIE – Upper Secondary Development Project	Eiko Izawa	Concept Paper	Eisuke Tajima
December 2010	BAN – Secondary Education Sector Development Project	Rudi Van Dael	PATA	Shanti Jagannathan
December 2010	REG: Development Partnership for South Asia: Innovative Strategies for Accelerated Human Resource Development	Brajesh Panth	Increase in RETA amount, and Major Change in Scope	Jouko Sarvi
December 2010	BAN - Support for the Primary Education Sector Development Program	Brajesh Panth	S-CDTA	Jouko Sarvi
December 2010	VIE – New Model University Project	Norman LaRocque	RRP	Eisuke Tajima
December 2010	MON – Higher Education Reform Project	Eisuke Tajima	RRP	Norman LaRocque

Appendix 5: Loans and Grants Approved in the Education Sector in 2009 - 2010, (\$ million)

Loan No.	Country	Project	Approval Date	OCR	ADF	Other Funds	Total Funds	
G4209	BAN	Second Primary Education Development Program (Supplementary)	30-Jan-09			30.00	30.00	
L2508	PRC	Emergency Assistance for Wenchuan Earthquake Reconstruction	19-Feb-09	19.70			19.70	a/
G9133	CAM	Piloting the Post-Harvest Technology and Skills Bridging Program for the Rural Poor	20-Apr-09			2.00	2.00	
G0151	MON	Social Sectors Support Program	24-Jun-09		13.00		13.00	b/
G3899	BAN	Post -Literacy and Continuing Education (Supplementary)	10-Jun-09			2.50	2.50	
L2536/7	IND	Mizoram Public Resource Management and Development	18-Aug-09	15.00			15.00	c/
G9138	MON	Early Childhood Education for Nomadic and Migrant Children	28-Aug-09			2.89	2.89	
G0158	MON	Education for the Poor - Financial Crisis Response Project	18-Sep-09		17.00		17.00	
G0160	NEP	Education Sector Program Cluster (Subprogram III)	22-Sep-09		70.00		70.00	
L2551	NEP	Education Sector Development	22-Sep-09		25.00		25.00	
G0166	LAO	Strengthening Higher Education Project	5-Oct-09		24.80		24.80	
L2582/3	VIE	Secondary Education Sector Development Program	25-Nov-09		60.00		60.00	d/
G0178	CAM	Strengthening Technical and Vocational Education and Training Project	13-Nov-09		24.50		24.50	
L2618	SRI	North East Community Restoration and Development Project II-Supplementary	9-Mar-10		3.00		3.00	
L2626	SRI	Conflict Affected Region Emergency Project	15-Apr-10	8.70			8.70	
L2642/3	VIE	Health Human Resources Sector Development Program	22-Jun-10		25.00		25.00	e/
G211	LAO	Strengthening Technical and Vocational Education and Training Project	9-Jul-10		23.00		23.00	
L2652/3	VIE	Skills Enhancement Project	15-Jul-10		70.00		70.00	f/
L2662	PHI	Social Protection Support Project	2-Sep-10	200.00			200.00	g/
L2664	GEO	Social Service Delivery Program	21-Sep-10	33.90			33.90	h/
	VIE	New Model University Project (formerly Higher Education Sector Development Project)	TBC	170.00	20.00		190.00	i/
			Sub-Total 2009	34.70	234.30	37.39	306.39	
			Sub-Total 2010	412.60	141.00	0.00	553.60	
			TOTAL	447.30	375.30	37.39	859.99	
	OCR	52%	Loans \$ 650.30 (76 %)					
	ADF	44%	Grants \$ 209.69 (24 %)					

a/ Multisector project with total amount of \$400M. Education=\$19.7M; others for health, transport and power.

b/ Multisector project with total amount of \$16.9M. Education=\$13M; others for health.

c/ Multisector project with total amount of \$94M (Loan 2536) and \$6M (Loan 2537). Education=\$15M; others for public sector management and health.

d/ Loan 2582=\$20M and Loan 2583=\$40M.

e/ Multisector project with total amount of \$30M (Loan 2642) and \$30M (Loan 2643). Education=\$25M; others for health.

f/ Loan 2652=\$50M and Loan 2653=\$20M.

g/ Multisector project with total amount of \$400M. Education=\$200M; others for health.

h/ Multisector project with total amount of \$100M. Education=\$33.9M; others for health, public expenditure and fiscal management.

i/ This loan has been appropriated in 2010 budget. For approval in February 2011.

Source: ADB Records