



Technical Assistance Report

Project Number: 46433
Capacity Development Technical Assistance (CDTA)
December 2013

Nepal: Supporting Education and Skills Development

CURRENCY EQUIVALENTS

(as of 11 October 2013)

Currency unit	–	Nepalese rupee/s (NRe/NRs)
NRe1.00	=	\$0.01027
\$1.00	=	NRs97.4103

ABBREVIATIONS

ADB	–	Asian Development Bank
CTEVT	–	Council for Technical Education and Vocational Training
DOE	–	Department of Education
EPC	–	Education Policy Committee
MOE	–	Ministry of Education
SSP	–	School Sector Program
SSRP	–	School Sector Reform Plan
TA	–	technical assistance
TSDU	–	TVET Sector Development Unit
TVET	–	technical and vocational education and training

TECHNICAL ASSISTANCE CLASSIFICATION

Type	–	Capacity development technical assistance (CDTA)
Targeting classification	–	General intervention
Sector (subsectors)	–	Education (education sector development, technical education and vocational skills training)
Themes (subthemes)	–	Social development (human development), private sector development (a conducive policy and institutional environment), gender equity (gender equity in human capabilities), capacity development (institutional development)
Location (impact)	–	National (high)

NOTES

- (i) The fiscal year (FY) of the Government of Nepal ends on 15 July. “FY” before a calendar year denotes the year in which the fiscal year ends, e.g., FY2013 ends on 15 July 2013.
- (ii) In this report, "\$" refers to US dollars.

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I. INTRODUCTION

1. The Asian Development Bank (ADB) is one of the key development partners in the education sector in Nepal. ADB has been actively supporting the Government of Nepal in the ongoing School Sector Reform Plan (SSRP) and the recently approved Skills Development Project.¹ The capacity development technical assistance (TA) for Supporting Education and Skills Development is an outcome of a series of discussions with the government and other stakeholders.² The TA responds to the government's high priority of equitably accessible, relevant, and quality education to prepare its workforce to achieve sustainable, broad-based, inclusive economic growth, as intended by the Three-Year Plan (FY2014–FY2016). The government concurred with the design and monitoring framework, implementation arrangements, costs and financing plan, and terms of reference in October 2013. The design and monitoring framework is in Appendix 1.

II. ISSUES

2. **Achievements in school education.** Nepal has made substantial progress in enhancing access and equity, and modest progress in improving the efficiency and quality of school education. The net enrollment rate in primary education (grades 1–5) has increased from 92.0% (FY2009) to 95.3% (FY2013) and in basic education (grades 1–8) from 73.0% to 87.5%. Gender parity in the net enrollment rate has been achieved in both primary and secondary education. The percentage of teachers with the required qualification and training has reached 91.5% in basic and 90.7% in secondary (grades 9–10) education. Dropout and repetition rates have decreased and cycle completion rates have improved at all levels. This has led to more children graduating from basic education and continuing to secondary education. On the institutional front, too, a decentralized educational management system is in place, under which schools are managed by school management committees whose core members are elected from among the parents. Professional support for and oversight of the schools occur through a network of central agencies under the Ministry of Education (MOE), regional education directorates, district education offices, and resource centers. The budget process is also decentralized and schools are entitled to central funding based on student enrollments and teacher positions, in addition to earmarked funds for various school management functions.

3. **Remaining challenges in school education.** Despite the progress, school education is still characterized by low efficiency and weak governance, which are undermining the quality of education. The repetition rates in grade 1 continue to be high at 19.9%, as do the dropout rates at 7.7%, and are much higher than the original targets set by the SSRP. Pass rates in the annual school-leaving certificate (grade 10 examination) are also below 50%, especially in the public schools, where more than 80% of all students study. While more than 90% of teachers have required qualification, there is a considerable gap between teacher training and improvement in classroom pedagogy. Inadequate capacity of central and local bodies, insufficient internal control and compliance mechanisms, and a weak monitoring and evaluation system continue to constrain the effective implementation of the SSRP, locally in particular. The financing shortfall in the SSRP is also looming as one of the major issues that could derail the

¹ ADB. 2011. *Report and Recommendation of the President to the Board of Directors: Proposed Policy-Based Grant and Technical Assistance Grant to Nepal for the School Sector Program*. Manila; ADB. 2013. *Report and Recommendation of the President to the Board of Directors: Proposed Grant to Nepal for the Skills Development Project*. Manila.

² The TA first appeared in the business opportunities section of ADB's website on 16 October 2013.

progress in achieving its objective.³ Further, the SSRP envisaged a gradual increase in budget allocation to the education sector to 20% of the national budget; however, the government is finding it a challenge to realize this target in the presence of competing needs from other sectors.⁴

4. In the remaining period of the SSRP until FY2015, the government aims to (i) achieve Education for All and Millennium Development Goal mission through accelerated interventions, (ii) rectify the SSRP course of actions based on its best practices, and (iii) develop the concept for education beyond 2015 through regular and engaged technical discourse nationally and subnationally. Development partners in the sector-wide approach agreed, in principle, to extend the current joint financing agreement to meet the full SSRP period, supporting the three objectives.

5. **Issues in technical and vocational education and training.** Technical and vocational education and training (TVET) in Nepal has a strong foundation anchored on the Council for Technical Education and Vocational Training (CTEVT), Training Institute for Technical Instruction, and National Skills Testing Board. Formal TVET is provided through 26 public institutes, 75 vocational units attached to district secondary schools (annex schools), and over 450 privately run but publicly affiliated providers. The TVET system urgently needs improvement to realize Nepal's human resource potential and meet the government's objective of inclusive, employment-oriented growth. Key problems undermining TVET performance are (i) insufficient, inequitable access; (ii) poor quality; (iii) low market relevance; and (iv) weak and outdated institutional capacity. In response, the government approved the TVET Policy, 2012 focusing on equitable access, quality, relevance, sustainable financing, and better coordination.

6. **Institutional arrangement of education sector.** All education subsectors in Nepal are under the purview of MOE, supported by its suborgans for implementation. MOE is responsible for policy and coordination, while the Department of Education (DOE) (for school education), CTEVT (for TVET), University Grants Commission (higher education), and many other specialized agencies are responsible for implementation of the policies and programs. In school education, the implementation responsibility is further decentralized to regional resource centers and regional resource persons, district education offices, and school management committees and parent and teacher associations. CTEVT management is largely centralized, although there has been discussion of devolving it to and increasing the autonomy of training institutions. Recently, CTEVT established five regional offices for better implementation and monitoring of training activities.

7. **Key areas for capacity development needs.** Capacity strengthening at all levels is required to successfully implement the priority reform agenda and manage effective and accountable delivery of education services. Capacity development needs are vast and cannot be met with available, limited resources, and therefore strategic interventions would be required. Lessons from SSRP implementation and TVET involvement indicate two priority areas: (i) strengthening policy formulation, coordination, and the monitoring function of MOE; and (ii) strengthening the capacity of front-line service providers (e.g., school management committees, technical institutions) and of the support system for them (regional education directorates, resource centers, resource persons, and district education offices).

³ The joint annual review of the SSRP in May 2013 projected that the funding requirement for the plan in FY2014 is \$747.14 million, of which expected allocation from the government and development partners amounts to \$643.33 million. In this context, the total funding gap for the upcoming fiscal year is \$103.81 million.

⁴ For FY2012, 16.6% of the national budget was allocated to the education sector, out of which 68.9% was to basic education, 16.7% to secondary education, and 1.45% to CTEVT.

III. THE TECHNICAL ASSISTANCE

8. The TA is proposed to support MOE and its agencies in (i) enhancing their capacity in policy formulation, coordination, and monitoring of policy implementation led by the Education Policy Committee (EPC); and (ii) implementing the capacity development plan, especially for local and regional service providers.⁵ These will contribute not only to the completion of the current SSRP (extended until FY2015) but also to education program formulation beyond 2015. The TA will support (i) the TVET Sector Development Unit (TSDU) under EPC of MOE in improving coordination, and (ii) the Research and Planning Division of CTEVT in skills gap analysis and skills forecasting. The TA will enable ADB's continued and critical engagement in the education sector through (i) strategic policy dialogues by providing timely and high-quality technical inputs, (ii) multi-stakeholder engagement for broad-based ownership in any proposed reform and policy actions by ensuring adequate public consultations in key reform issues, (iii) support for implementation capacity development, and (iv) assistance for new program and project design.

A. Impact and Outcome

9. The impact will be greater efficiency and inclusiveness of school education and TVET. The outcome will be stronger government capacity for planning, coordinating, and implementing key reforms; and inclusive, results-oriented school education and skills development programs. The TA will assist MOE and help related agencies carry out key studies and stakeholder consultations, and ensure that the ensuing programs are technically sound in design, results-oriented, based on stakeholder consensus, and have adequate implementation arrangements, including plans for sustainable long-term financing and built-in capacity development plans.

B. Methodology and Key Activities

10. The activities of the TA will be carried out in consultation with MOE and other agencies concerned to ensure their ownership and effectiveness of TA input utilization. MOE and the agencies will assign counterpart officials to work with TA consultants to ensure knowledge and know-how transfer to the counterpart officials. Inclusiveness has been a central theme to the government's development strategy. The TA will build on previous experience in gender and socially inclusive education initiatives and ensure that any ensuing plans and implementation efforts will continuously and consciously incorporate measures to promote equity in access. The TA will have the following outputs:

- (i) **Output 1: Policy formulation, coordination, and monitoring of implementation improved.** It aims at (a) providing substantive policy advisory and technical inputs in the areas of school education reform (advanced teaching and learning methodologies, teacher development, and decentralized education management) as identified by the SSRP extension; and (b) building the key agency officials' capacity, especially EPC's capacity to develop, coordinate, and monitor implementation of policy actions based on the technical inputs. The latter will contribute to the government's post-2015 program development. The TSDU within the EPC will be strengthened to develop a road map and accompanying medium-term expenditure framework for TVET, which will be the basis for better

⁵ Includes school management committees, head teachers, school teachers, and other supporting systems at the district and regional levels.

coordination between several ministries delivering training programs. A TVET fund mechanism will be developed as a single financing window, as envisaged in the TVET Policy, 2012. Together with the road map, the TVET fund will help the government prepare a platform for a more sector-wide approach to TVET. Measures to build an enabling environment for private sector investment and participation in TVET and school education will be explored in view of government resource constraint but increasing private spending and investment in education. A baseline survey will be conducted to inform policy options in private sector financing (such as training levy, enterprise-based training, and public-private partnership in school education and skills development).

- (ii) **Output 2: Capacity development plan supported.** Under the SSRP, a comprehensive capacity development framework was developed, but it was not operationalized. An institutional review completed in September 2013 informed an action plan to strengthen the SSRP implementation arrangements. Some short-term actions will be taken up by SSRP and as School Sector Program (SSP) third-tranche conditions, but MOE, DOE, and schools will require technical support to implement medium- and longer-term actions. Most of all, any capacity development efforts should be relevant to improving students' learning outcomes. Output 2 will support the implementing agencies in introducing reform measures, such as (a) preparing and piloting a performance-based appraisal mechanism for better accountability of service providers,⁶ and (b) strengthening internal control, compliance mechanisms, and monitoring and evaluation systems and improving the capacity of stakeholders, especially local ones, to implement those mechanisms and systems on a pilot basis. Any new mechanism will be thoroughly discussed with stakeholders to ensure ownership and effective implementation. Mechanisms developed through the pilot implementation and lessons learned will inform the design of proposed follow-on of SSP. For TVET, the TA will develop the capacity of the Research and Planning Division of CTEVT in conducting skills gap analysis and skills need forecasting. Output 2 will also support the government in meeting SSP third-tranche conditions and implementing the Skills Development Project, as necessary.
- (iii) **Output 3: Education development interventions defined.** With output 1, it is expected that EPC and TSDU will be able to lead education sector dialogue and consultations, and develop plans and programs for the next phase. Output 3 will provide any additional resources required for project preparation including designing new education and TVET initiatives, feasibility studies, and due diligence required for investment programs and projects and TA for ADB's financing consideration.

C. Cost and Financing

11. The TA is estimated to cost \$1,110,000, of which \$1,000,000 will be financed on a grant basis by ADB's Technical Assistance Special Fund (TASF-V). The government will provide

⁶ These include teachers, head teachers, district education offices, regional centers, regional education directorates, DOE, and other central department level entities. Key performance indicators will be developed for each function, focusing on their roles in ensuring student's learning outcome. It is hoped that this can highlight the multifaceted challenges in increasing student's learning outcome and also increase accountability of respective parties involved in education service delivery. Further reform actions, resource allocation, capacity development can be also fine-tuned in the areas where performance is lagging behind.

counterpart support in the form of office accommodation, counterpart officials and other staff time, coordination support, and other in-kind contributions. The cost estimates and financing plan are in Appendix 2.

D. Implementation Arrangements

12. MOE will be the executing agency. It will form a TA steering committee with representation from the National Planning Commission, Ministry of Finance, DOE, TSDU, CTEVT, and other agencies concerned. Under the guidance of the steering committee, MOE will also establish a working group in each subsector, responsible for specific deliverables. MOE, DOE, TSDU, and CTEVT will assign officials whose functions and roles are most relevant to the TA activities to work with the TA consultants to ensure ownership and sustainability of TA inputs as well as knowledge and know-how transfer. Counterpart officials will be required to develop the consultant terms of reference and monitor progress of deliverables by consultants. Pre- and post-engagement questionnaires will be used to measure the effectiveness of TA inputs from the perspective of the counterpart officials.

13. The TA will provide 22 person-months of international consultants and 50 person-months of national consultants. ADB will engage the consultants as individuals (48 person-months) and through a firm (24 person-months) in accordance with ADB's Guidelines on the Use of Consultants (2013, as amended from time to time). The firm selection will follow the quality- and cost-based selection method (90:10 quality–cost ratio), using bio-data technical proposal as the contract would be less than \$600,000. All TA-financed goods will be procured in line with ADB's Procurement Guidelines (2013, as amended from time to time). Disbursements under the TA will be made in accordance with the *Technical Assistance Disbursement Handbook* (2010, as amended from time to time). The TA will be implemented over 24 months with expected commencement in January 2014 and completion in December 2015. The consultant requirements and terms of reference are in Appendix 3.

IV. THE PRESIDENT'S DECISION

14. The President, acting under the authority delegated by the Board, has approved the provision of technical assistance not exceeding the equivalent of \$1,000,000 on a grant basis to the Government of Nepal for Supporting Education and Skills Development, and hereby reports this action to the Board.

DESIGN AND MONITORING FRAMEWORK

Design Summary	Performance Targets and Indicators with Baselines	Data Sources and/or Reporting Mechanisms	Assumptions and Risks
<p>Impact Greater efficiency and inclusiveness of school education and TVET</p>	<p>By 2017 (for all indicators):</p> <p>Increase in mean years of schooling (15 years old and above) to 10 years (male and female) (2011 baseline: 8.1 years [males: 8.2 years, females: 8.0 years])</p> <p>Increase in share of Dalit students in secondary grades to 13% (2011 baseline: 10%)</p> <p>At least 15,500 students have completed TSLCs or diplomas and 86,200 trainees have completed short-term courses (2012 baseline: 13,300 students for TSLCs or diplomas and 46,200 trainees in short-term courses)</p>	<p>DOE annual report</p> <p>DOE annual report</p> <p>CTEVT annual report</p>	<p>Risk Political transition may distract the government's focus from key reforms</p>
<p>Outcome Stronger government capacity for planning, coordinating, and implementing key reforms; and inclusive, results-oriented school education and skills development programs</p>	<p>By 2015 (for all indicators):</p> <p>A new school sector program and medium-term expenditure framework approved by MOE</p> <p>TVET road map and TVET fund mechanism adopted by the government</p>	<p>MOE approval</p> <p>MOE and MOF approval</p>	<p>Assumption Revenue generation improves to support increased investment in secondary education and skills development</p>
<p>Outputs 1. Policy formulation, coordination, and monitoring of implementation improved</p>	<p>By 2015 (for all indicators):</p> <p>Extended SSRP effectively implemented under the direction of the EPC</p> <p>A post-2015 education sector reform plan developed through wide consultation and with gender and social inclusion considerations</p> <p>A TVET road map developed with a results framework and expenditure framework through wide consultation and with gender and social inclusion considerations</p> <p>At least four policy studies in priority reform areas in school education and skills development disseminated^a</p> <p>Studies on private sector financing status and options (including PPP) disseminated</p>	<p>Favorable rating of SSRP implementation in development partner review report</p> <p>The draft education sector plan and regional and development partner consultation reports</p> <p>Draft road map and consultation report</p> <p>Policy studies made public through MOE's website and public consultation</p> <p>Financing options paper published on MOE's website and public</p>	<p>Risk Frequent reshuffle of officials makes it difficult for agencies to retain trained staff</p>

Design Summary	Performance Targets and Indicators with Baselines	Data Sources and/or Reporting Mechanisms	Assumptions and Risks
		consultation	
2. Capacity development plan supported	<p>By 2014, existing capacity development plan is updated</p> <p>By 2015, a performance-based appraisal mechanism for service providers at different levels is piloted</p> <p>By 2015, at least 200 officials (male and female) of MOE, DOE and CTEVT, school management committee members, and head teachers are trained in strengthened internal control and compliance mechanisms and M&E systems</p>	<p>Updated plan approved by MOE</p> <p>Document on performance-based appraisal methods and lessons learned published on MOE's website</p> <p>Approved internal control and compliance mechanism and M&E systems and training report</p>	
3. Education development interventions defined	<p>By 2015 (for all indicators):</p> <p>A high-quality, gender- and socially responsive secondary education development program submitted to MOF for possible ADB financing</p> <p>New areas for ADB intervention (TA or lending) are proposed for 2016 onwards</p>	<p>Program documentation completed for appraisal</p> <p>New education entries in country operations business plan</p>	

Activities with Milestones ^b	Inputs
1. Policy formulation, coordination, and monitoring of implementation improved	ADB: \$1,000,000
1.1 EPC closely monitors and adjusts the direction in the implementation of priority actions under the extended SSRP (continuously)	Item Amount (\$'000)
1.2 Conduct public consultations in regions on the review findings and collect inputs from regional stakeholders (within 4 months)	1. Consultants 825
1.3 EPC assesses the best practices from SSRP implementation to inform the new program formulation and related consultations (within 4 months)	2. Equipment 5
1.4 Assist TSDU to establish steering committee and conduct public consultation on the draft TVET road map and key targets (within 3 months)	3. Workshops, training, seminars and conferences 70
1.5 Select key reform areas and set policy study scope to inform reform actions (within 6 months)	4. Surveys 35
1.6 Conduct baseline studies for private sector financing to evaluate magnitude of, different modalities, and issues and opportunities for private funding of education and skills development (within 6 months)	5. Miscellaneous administrative and support costs 10
1.7 Conduct stakeholder consultations on potential private sector financing schemes and PPP mechanisms (within 12 months)	6. Contingencies 55
1.8 Assist TSDU in developing results framework and medium-term expenditure plan in consultation with stakeholders, and provide	Note: The government will provide counterpart support in the form of office space, counterpart officials and staff time, and other in-kind contributions.

<p>necessary technical support to key stakeholders (CTEVT, NSTB, TITI, and private sector) (within 12 months)</p> <p>1.9 Conduct studies in consultations with beneficiaries, experts, service providers, and policy-making groups, and disseminate the findings and recommendations to garner broad-based support for key reforms (within 16 months)</p> <p>1.10 Assist MOE in preparing post-2015 education sector strategy and updated medium-term education sector program and expenditure framework, widely consulted, focusing on key reform areas with operational plans (within 20 months)</p> <p>2 Capacity development plan supported</p> <p>2.1 Conduct consultation meetings with agencies to review capacity development plan and assess critical bottlenecks for action (within 3 months)</p> <p>2.2 Develop key performance indicators per service provider at different levels through thorough consultation with teachers, head teachers, regional centers, regional resource persons, district education offices, regional education directorate, DOE, and other department agencies for full ownership and practical application (within 6 months)</p> <p>2.3 Pilot the performance appraisal mechanism in two selected regions (within 9 months)</p> <p>2.4 Develop internal control and compliance mechanisms and M&E systems (within 9 months)</p> <p>2.5 Solicit feedback from the stakeholders on performance appraisal mechanisms (within 12 months)</p> <p>2.6 Select training participants, set timeline, and develop training modules (within 12 months)</p> <p>2.7 Document lessons learned from the pilot (within 15 months)</p> <p>2.8 Conduct training and evaluate the effectiveness of training (within 18 months)</p> <p>3 Education development interventions defined</p> <p>3.1 Design and conduct necessary surveys (within 12 months)</p> <p>3.2 Prepare draft education sector analyses and conduct stakeholder consultations for validation of recommendations, focusing on critical bottlenecks and emerging issues in secondary education and skills development (within 15 months)</p> <p>3.3 Engage MOE and stakeholders in due diligence process (program soundness, fiduciary management, safeguard, and M&E systems) for better ownership and understanding of issues and proposed mitigation measures (within 20 months)</p>	
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^a These will include: (i) advanced teaching and learning methodologies in science, math, and English in secondary education; (ii) teacher development and management that includes merit-based recruitment procedures, deployment and transfer, career path, and professional development; (iii) market-responsive pre-vocational and vocational subjects taught in secondary education; (iv) secondary education curriculum review, examination, and assessments; (v) use of information and communication technologies to enhance student's learning experience; and (vi) introduction of structured apprenticeship programs for skills development.

^b Timeline in number of months after fielding consultants.

ADB = Asian Development Bank, CTEVT = Council for Technical Education and Vocational Training, DOE = Department of Education, EPC = Education Policy Committee, M&E = monitoring and evaluation, MOE = Ministry of Education, MOF = Ministry of Finance, NSTB = National Skill Testing Board, PPP = public-private partnership, SSRP = School Sector Reform Plan, TA = technical assistance, TITI = Training Institute for Technical Instruction, TSDU = TVET Sector Development Unit, TSLC = Technical School Leaving Certificate, TVET = technical and vocational education and training.

Source: Asian Development Bank.

COST ESTIMATES AND FINANCING PLAN
(\$'000)

Item	Amount
Asian Development Bank^a	
1. Consultants	
a. Remuneration and per diem	
i. International consultants (22 person-months)	554
ii. National consultants (50 person-months)	185
b. International and local travel	76
c. Reports and communications	10
2. Equipment ^b	5
3. Workshops, training, seminars, and conferences ^c	70
4. Surveys	35
5. Miscellaneous administration and support costs ^d	10
6. Contingencies	55
Total	1,000

Note: The technical assistance (TA) is estimated to cost \$1,110,000, of which contributions from the Asian Development Bank are presented in the table above. The government will provide counterpart support in the form of office space, counterpart official and staff time, and other in-kind contributions. The value of government contribution is estimated to account for 10% of the total TA cost.

^a Financed by the Asian Development Bank's Technical Assistance Special Fund (TASF-V).

^b The equipment will include computers, printers, and possible other equipment for use by the consultants. These will be turned over to the Ministry of Education upon TA completion.

^c This may include subcontracting of local nongovernment organizations and facilitators.

^d The amount includes \$5,000 for vehicle lease, if required.

Source: Asian Development Bank estimates.

OUTLINE TERMS OF REFERENCE FOR CONSULTANTS

A. Introduction

1. The capacity development technical assistance (TA) will support the key education sector agencies in enhancing their capacity in planning, designing, implementing, and monitoring sector programs and projects, focusing on strategic reform agenda and instilling inclusiveness, strong result-orientation, and sound fiduciary management practices in the sector management. This will greatly contribute efficient and economic use of public resources and increasing private sector investment. The TA will also support the Asian Development Bank (ADB)'s continued and critical engagement in the sector through (i) strategic policy dialogues by providing timely and high quality technical inputs, (ii) multi-stakeholder engagement for broad-based ownership in any proposed reform/policy actions, (iii) carefully embedded capacity development and knowledge transfer for officials who are responsible for key functions, and (iv) pilot implementation to gather lessons learned for the future program.

B. Consulting Services

2. The TA will provide 22 person-months of international and 50 person-months of national consulting services in accordance with ADB's Guidelines on the Use of Consultants (2013, as amended from time to time). Due to the sector-wide approach in the ongoing and the proposed School Sector Program (SSP), where coordination with multiple development partners is essential, it would be difficult to define and fix the scope and timing of consultant requirement upfront for a firm contract. Two technical and vocational education and training (TVET) experts will also be engaged as individual consultants. ADB will closely communicate with the executing and implementing agencies to ensure satisfactory performance of the consultants. To support implementation capacity development and contribute to the due diligence assessments, 24 person-months of national consultant inputs will be hired through a firm using the quality- and cost-based selection method (90:10). The summary of consulting service requirements is provided below. More detailed terms of reference will be developed at a later stage.

Summary of Consulting Services Requirement (person-month)

Position	International	National	Home	Field
A. Individual consultants				
1 Education management specialist	2		0.5	1.5
2 Education management specialist (team leader for school education)		8	7	1
3 Teacher development and management specialist		6	5	1
4 Education public-private partnership specialist	2		0.5	1.5
5 Fiduciary management specialist	2		1	1
6 Education economist	2		0.5	1.5
7 Skills gap analysis expert	3		0.5	2.5
8 TVET coordination specialist (team leader for TVET)		6	5	1
9 TVET road map specialist	3		0.5	2.5
10 Pool of international consultants	8		1.5	6.5
11 Pool of national consultants		6	5	1
Subtotal (A)	22	26		
B. Firm				
1 Financial management specialist		6	4	2
2 Education financing specialist		3	3	
3 Procurement specialist		6	4	2
4 Environment specialist		3	1.5	1.5

Position	International	National	Home	Field
5 Social safeguard specialist		3	1.5	1.5
6 Gender and social development specialist		3	1.5	1.5
Subtotal (B)	0	24		
Total (A+B)	22	50		

TVET = technical and vocational education and training.

Source: Asian Development Bank.

C. Individual Consultants

3. **Education management specialist** (international, 2 person-months). The specialist will have more than 15 years of experience in education management, especially in secondary education, with a postgraduate degree in education, business administration, public administration, or related social science discipline. The specialist should have experience in managing education in a developing country context and initiating or advising policy reforms, especially in teaching and learning methodologies, introduction of information and communication technology-based education, curriculum development, assessment and examination, and introduction of pre-vocational and vocational subjects in secondary education. The specialist will be working with the Education Policy Committee (EPC) and a counterpart official assigned by the Ministry of Education (MOE) to share international best practices and their application to fit Nepal's context. The specialist will (i) help MOE review the School Sector Reform Plan (SSRP) program and results framework, and suggest an updated results framework for secondary education; (ii) lead sector and institutional assessments that support the design of the secondary education results framework; (iii) assist the MOE-led team in developing strategies for improving the quality and relevance of secondary education; and (iv) provide technical inputs in curriculum, assessment, examination, and pedagogy, as appropriate.

4. **Education management specialist** (national, 8 person-months). The specialist will have more than 20 years of experience in education management, especially in secondary education, with a postgraduate degree in education, business administration, public administration, or related social science discipline. The specialist should have extensive experience in the Nepal education sector and in initiating or advising policy reforms, especially in education policy and planning, teaching and learning methodologies, curriculum development, assessment and examination, teacher development, and decentralized management arrangement. The specialist will be the team leader for consultants involved in school education. The specialist will be working with the EPC and counterpart officials assigned by MOE to maximize the utilization of the TA consultant inputs by identifying specific requirements under the guidance of EPC and ADB. The specialist will (i) help MOE review the SSRP program and results framework, and suggest an updated results framework for secondary education together with the international education management specialist; (ii) coordinate sector and institutional assessments that support the design of the secondary education results framework; (iii) assist the MOE-led team in developing strategies for improving the quality and relevance of secondary education; (iv) provide technical inputs in teacher development and performance management, curriculum, assessment, examination, and pedagogy, as appropriate; and (v) assist MOE in developing a performance-based appraisal mechanism for education service providers (i.e., developing key performance indicators for different levels of stakeholders and broad consultations).

5. **Teacher development and management specialist** (national, 6 person-months). The specialist will have more than 15 years of experience in teacher development and management.

The specialist will (i) assess the status of the teacher development and management strategy developed by MOE in 2013 and its time-bound action plan to implement the strategy, and assist MOE in revising it as necessary; (ii) assist MOE in developing and agreeing with stakeholders on the implementation of selected actions related to secondary school teachers' development and management; and (iii) help MOE finalize an agreed action plan that will lead to immediate outputs (2–3 years) as well as medium-term outputs (5 years) for strengthened secondary teachers' development and management.

6. **Education public–private partnership specialist** (international, 2 person-months). The specialist will have more than 10 years of experience in developing and managing different education financing schemes, and in public–private partnership (PPP) structuring and advisory roles. The specialist will have a proven track record in working on PPP in the education and developing country context. The specialist will review the existing financing schemes that involve the private sector in Nepal, and their performance and lessons learned from such schemes. The specialist will help articulate options for financing schemes for secondary education and TVET, as well as PPP modalities and risk sharing between public and private, in the context of Nepal by drawing on experience in the region and/or from other relevant countries.

7. **Fiduciary management specialist** (international, 2 person-months). The specialist will have more than 15 years of experience in financial management, accounting, audit, and reporting in a developing country public sector context. The specialist will assist the government and ADB in reviewing the existing fiduciary management action plan under the SSRP and suggest measures to ensure implementation of critical actions. In coordination with the national financial management specialist, the fiduciary management specialist will carry out financial management assessment, following ADB's Guidelines on Financial Management and Analysis of Projects, by reviewing proposed fund flow arrangements, internal control, reporting and auditing requirements, human resource capacity, and anticorruption measures to determine adequate risk mitigation and capacity development actions to be included in the program action plan. The specialist will also assist MOE's TVET Sector Development Unit (TSDU) in developing the fiduciary management guidelines for the TVET fund.

8. **Education economist** (international, 2 person-months). The economist will have a graduate degree in economics, public administration, business administration, or related disciplines, and at least 10 years of experience in financial and economic analysis, expenditure analysis, project design, project financing, feasibility studies, preferably in education and skills development areas, and preferably substantial experience in the region and Nepal. The economist will assist MOE and ADB in (i) assessing the expenditure framework and financing plan for the new SSP; and (ii) conducting an economic analysis of the proposed program, following the relevant policy and guidelines for results-based lending.

9. **Skills gap analysis expert** (international, 3 person-months). The expert will have a graduate degree or equivalent in economics, public administration, business administration, or related disciplines, and at least 15 years of experience in labor market analysis, skills trend analysis, and skills development policy design and implementation. Working with TSDU and Council for Technical Education and Vocational Training (CTEVT), as well as other key stakeholders in TVET, the expert will support CTEVT's Research and Planning Division in developing appropriate approaches and methodologies to carry out skills gap analysis and skills need forecast, which will support the government's policy formulation and implementation in TVET. The expert will train and mentor the staff of the Research and Planning Division and TSDU officials to ensure transfer of knowledge and practical analytical skills. The expert will

help draft the terms of reference for any necessary survey, which will be carried out by a local organization.

10. **Technical and vocational education and training coordination specialist** (national, 6 person-months). The specialist will have a graduate degree or equivalent in education, public administration, business administration, or related disciplines, and at least 10 years of experience in planning, coordination, and monitoring and evaluation in TVET. The specialist will assist TSDU in operationalizing the TVET coordination mechanism (precursor of the TVET fund), which will initially start from a loosely aligned fund where development partners and government agencies plan and report against a common results framework under the road map. The specialist will assist TSDU in developing (i) the standard operating procedures, and planning and reporting templates for easier collation of information from different parties; and (ii) an annual progress report. The specialist will also serve as a team leader for TVET consultants under the TA, and assist TSDU in preparing terms of reference for specific TA inputs drawing on the pool of consultants.

11. **Technical and vocational education and training road map specialist** (international, 3 person-months). The specialist will have a graduate degree or equivalent in economics, public administration, business administration, or related disciplines, and at least 15 years of experience in economic analysis of TVET policy, planning, implementation, and monitoring and evaluation. The specialist will assist TSDU in developing a road map with strong results orientation with clear indicators in quality, relevance, and equity in access, and with emphasis on critical reform areas. The road map will be based on solid analyses of economic context, demand and supply of skilled labors for the domestic and foreign labor market, and in support of Nepal's national development plan. The specialist will also support the TSDU to develop a medium-term expenditure framework adequate to implement the road map, with the help of the education economist and other consultants as necessary. The specialist will assist TSDU and other stakeholders in providing details for the 3-year rolling plan and annual implementation plan. The specialist will also provide technical inputs to the implementation of the Skills Development Project by CTEVT.

D. Firm

12. **Financial management specialist** (national, 6 person-months). The specialist will have at least 10 years of experience in accounting, audit, financial management, and project management. The specialist should have professional qualification in accounting. Experience with ADB's financial management assessment and in-depth knowledge of the government's financial rules and regulations, as well as disbursement mechanism, are required. Under the guidance of the international fiduciary management specialist, the financial management specialist will contribute to financial analysis, financial due diligence, and risk assessment on proposed investment programs and projects or initiatives for ADB's financing consideration by reviewing and analyzing funds flow mechanism and financial management arrangements of proposed agencies (especially subnational ones) according to ADB guidelines, and recommending areas for improvements. The specialist will develop training modules by adapting existing materials, facilitate training of target groups in financial management, and support MOE and CTEVT in carrying out the recommended capacity building actions. The specialist will also collect financial data and assist the education economist in conducting expenditure analysis and assessing adequacy of budget to sustain the development outcome.

13. **Education financing specialist** (national, 3 person-months). The specialist will have at least 10 years of experience in costing, accounting, financial reporting, and project management.

Experience in developing comprehensive and detailed costing and financing plans and in-depth knowledge of the government's budget structure and codes are required. Under the guidance of the EPC and the national education management specialist, and in coordination with other consultants, the education financing specialist will prepare a medium-term expenditure framework to support the post-2015 SSP and detailed costing plan for the three-year rolling plan.

14. **Procurement specialist** (national, 6 person-months). The specialist will have at least 10 years of experience in public procurement and internationally funded projects and programs. In collaboration with the international fiduciary management specialist, the procurement specialist will (i) assess procurement systems for future investment program and projects, (ii) recommend improvements to the current procurement practices and capacity, and (iii) help develop a procurement plan as necessary. The specialist will develop training modules by adapting existing materials and facilitate training of target groups in procurement. The specialist will also support the project implementation unit of the Skills Development Project as required.

15. **Environment specialist** (national, 3 person-months). The specialist will have at least 10 years of experience in environmental impact assessments and management plans. Experience with ADB's or other multilateral investment banks' environmental safeguard work is required. The specialist will review the implications on environmental aspects of proposed program and projects in line with ADB's Safeguard Policy Statement (2009).

16. **Social safeguard specialist** (national, 3 person-months). The specialist will have at least 10 years of experience in indigenous peoples and resettlement issues. Experience with ADB's or other multilateral investment banks' social safeguard work is required. The specialist will review the implications on indigenous peoples and resettlement of proposed program and projects in line with ADB's Safeguard Policy Statement (2009).

17. **Gender and social development specialist** (national, 3 person-months). The specialist will have at least 10 years of experience in analyzing and assessing gender and social inclusion issues in Nepal. Experience with ADB's gender work for project preparation is required. The specialist will (i) assess the beneficiaries and the social benefits of any potential investment; (ii) map out the targeted groups with an emphasis on improving equity and ways to enhance more equitable access to secondary and tertiary education; and (iii) develop a new, or update the existing, consultation and participation plan and a gender and social inclusion plan.

E. Pool of Consultants

18. The TA will provide international (8 person-months) and national (6 person-months) consultant inputs for specialized areas such as math and science education and examination and assessment. This will help mobilize on-demand technical inputs in flexible and timely manner as specific demand arises.