



# Evaluation Study

---

Reference Number: SAP:UZB 2010-29  
Sector Assistance Program Evaluation  
September 2010

## Uzbekistan: Education

Independent Evaluation Department

Asian Development Bank

## CURRENCY EQUIVALENTS

(as of 31 July 2010)

Currency Unit	–	sum (SUM)
SUM1.00	=	\$0.000621
\$1.00	=	SUM1,610.60

## ABBREVIATIONS

ADB	–	Asian Development Bank
ADF	–	Asian Development Fund
BETDP	–	Basic Education Textbook Development Project
CAPE	–	country assistance program evaluation
CAR	–	Central Asian republic
COM	–	Cabinet of Ministers
CSP	–	country strategy and program
CSPU	–	country strategy and program update
CSSE	–	Center for Senior Secondary Education
DMC	–	developing member country
ESDP	–	Education Sector Development Program
GDP	–	gross domestic product
ICT	–	information and communication technology
ICTBEP	–	Information and Communications Technology in Basic Education Project
IED	–	Independent Evaluation Department
IFI	–	international financial institution
IMF	–	International Monetary Fund
INSETT	–	in-service teacher training
M&E	–	monitoring and evaluation
MDG	–	Millennium Development Goal
MOPE	–	Ministry of Public Education
MOHSSE	–	Ministry of Higher and Secondary Specialized Education
MTEF	–	medium-term expenditure framework
MTS II	–	medium-term strategy II
NPBED	–	National Program for Basic Education Development
NPPT	–	National Program for Personnel Training
OCR	–	ordinary capital resources
PCR	–	project completion report
PIU	–	project implementation unit
PPP	–	public–private partnership
PSD	–	private sector development
RBEP	–	Rural Basic Education Project
RDTA	–	research and development technical assistance
RTRFF	–	republican textbook revolving fund foundation
RRP	–	report and recommendation of the President
SAPE	–	sector assistance program evaluation
SDP	–	sector development program
SHS	–	senior high school
SSE	–	senior secondary education
SSEP	–	Senior Secondary Education Project

STDP	–	Second Textbook Development Project
TA	–	technical assistance
TCR	–	technical assistance completion report
TPAR	–	technical assistance project audit report
TRS	–	textbook rental scheme
TVET	–	technical and vocational education and training
UNESCO	–	United Nations Educational, Scientific and Cultural Organization
UNICEF	–	United Nations Children's Fund
WISP	–	Welfare Improvement Strategy Paper

## GLOSSARY

<i>hokimiyat</i>	–	local government
<i>mahalla</i>	–	community
<i>oblast</i>	–	provincial or regional government and administration
<i>Oliy Majilis</i>	–	state representative legislative body
<i>raion</i>	–	district government and administration

## NOTES

- (i) The fiscal year (FY) of the government ends on 31 December.
- (ii) In this report, "\$" refers to US dollars.

## KEYWORDS

adb; asian development bank; country partnership strategy; country strategy and program; education; employment; evaluation; human resource development, independent evaluation department; national program for basic education development; national program for personnel training; productivity; sector assessment; sector assistance program evaluation; skills development; uzbekistan

<b>Director</b>	R. B. Adhikari, Independent Evaluation Division 1, IED
<b>Team leader</b>	K. Hardjanti, Principal Evaluation Specialist, IED
<b>Team members</b>	A. Anabo, Senior Evaluation Officer, IED S. Labayen, Senior Operations Evaluation Assistant, IED
<b>Independent Evaluation Department, SE-22</b>	

In preparing any evaluation report, or by making any designation of or reference to a particular territory or geographic area in this document, the Independent Evaluation Department does not intend to make any judgments as to the legal or other status of any territory or area.

## CONTENTS

	<b>Page</b>
<b>EXECUTIVE SUMMARY</b>	
I. INTRODUCTION	1
A. Objective, Scope, and Rationale	1
B. Evaluation Framework and Methodology	1
II. SECTOR BACKGROUND AND DEVELOPMENT CONTEXT	2
A. The Evolving Political, Economic, and Social Setting	2
B. Key Development Challenges	3
C. Government's Strategies and Priorities in Education	5
D. The Education System in Uzbekistan	6
E. ADB's Strategies and Programs	10
F. Other Development Partners' Strategies and Programs	12
G. Findings and Lessons from Earlier Evaluations	13
III. ASSESSMENT OF ADB'S ASSISTANCE IN THE EDUCATION SECTOR	17
A. Strategic and Institutional-Level (Top–Down) Performance Assessment	17
B. Project/Program-Level (Bottom–Up) Performance Assessment	21
C. Overall Assessment	30
IV. KEY FINDINGS, LESSONS, KEY ISSUES, AND RECOMMENDATIONS	30
A. Key Findings	30
B. Lessons	32
C. Key Issues	33
D. Recommendations	34
<b>APPENDIXES</b>	
1. ADB Lending and Nonlending Assistance for the Education Sector in Uzbekistan	35
2. Evaluation Framework	37
3. Selected Socioeconomic Data in Uzbekistan	40
4. ADB's and Other Development Partners' Strategies and Activities for the Education Sector in Uzbekistan	45
5. Lessons from ADB's Past Assistance in the Sector	47
6. Outputs, Outcomes, and Impacts of Completed and Ongoing Loan Projects for the Education Sector in Uzbekistan (1997–2009)	51
7. Ratings of Education Projects in Uzbekistan (1997–2008)	79

The guidelines formally adopted by the Independent Evaluation Department (IED) on avoiding conflict of interest in its independent evaluations were observed in the preparation of this report. Director General, IED recused himself from the review and approval of this report, and delegated this to Director, IED1 due to his previous involvement in all aspects of ADB's operations in Uzbekistan. B. Prakash, R. Jamon, and M. Shagzatova were the consultants. To the knowledge of the management of IED, there were no conflicts of interest of the persons preparing, reviewing, or approving this report.

## EXECUTIVE SUMMARY

The objective of this sector assistance program evaluation (SAPE) is to assess the performance of Asian Development Bank (ADB) assistance in the education sector of Uzbekistan for the period 1996–2009. It also identifies factors affecting the performance, and draws lessons and recommendations to feed into the preparation of a country assistance program evaluation and future education sector operations. The SAPE undertakes strategic and institutional as well as project and program-level performance evaluation of the sector assistance.

The Government of Uzbekistan gives high priority to human development. After gaining independence in 1991, Uzbekistan continues to provide quality education to its citizens. It developed a National Program for Personnel Training (NPPT) in 1997, which has been implemented in three stages and is coming into full effect from 2010. Uzbekistan also adopted the National Program for Basic Education Development in 2004. In 2007, a Welfare Improvement Strategy Paper was developed to reduce the poverty incidence in Uzbekistan.

**Development challenges.** Uzbekistan, the most populous in the Central Asian region, is a doubly landlocked country. It is endowed with precious natural resources such as copper, gold, natural gas, oil, and uranium. In recent years, the Uzbekistan economy has been growing at the rate of 8.5%–9.5% per annum. It has weathered the global financial and economic crisis well, certainly better than many economies at its level of development in the region. In this sense, the key challenge is to stay the course, complete the transition, and keep on removing the "binding constraints" that are precluding better economic performance and private sector development. It needs to absorb newer technologies rapidly to boost the productivity of economic operations. Backed with good governance, its investment climate needs to be transparent, stable, and predictable for the global investors. Despite the high rate of economic growth, poverty incidence has risen.

The main challenge of human development in Uzbekistan lies in the development of skilled and knowledgeable personnel who are able to facilitate the transition to an internationally competitive economy. The availability of quality human resources is critical in effecting this transformation. The government, with the assistance of ADB and other development partners, is seeking to accelerate this transformation. Uzbekistan spends about 8%–9% of its gross domestic product on education, which is much higher than in countries at a comparable level of development. Ensuring efficiency, effectiveness, and sustainability of such high investment in education is a challenge for the country.

**ADB's assistance to the education sector.** ADB's medium-term strategy II prioritized addressing the goal of poverty reduction and emphasized catalyzing investments through human resource development, and strengthening inclusiveness through key social development interventions. ADB's medium-term strategy II included education as one of the core operational sectors where ADB should focus its expertise and assistance. ADB's Strategy 2020 also identifies education as one of the five core areas for specialization. It recognizes that investments in and access to education and vocational training are necessary for more inclusive growth, achieving gender equality, and for promoting public–private partnership (PPP) and regional cooperation. ADB assistance also supports the Millennium Development Goals, especially those seeking to reduce poverty, enhance the status of women, and augment knowledge and skills. The education sector strategy also supports the alignment of ADB assistance with the inclusive growth needs of the country.

The total value of ADB loans to Uzbekistan from 1996 to 2009 is \$1.29 billion, of which \$290.5 million (22.5%) were loans to the education sector. These were sourced from both the ordinary capital resources (72.5%) and the Asian Development Fund (27.5%). In addition, ADB extended 15 technical assistance (TA) projects totaling \$6.5 million and a grant of \$1.5 million from the Japan Fund for Poverty Reduction. ADB is the leading development partner in the sector in terms of the volume of assistance.

**Strategic and institutional-level assessment (top-down).** At the strategic and institution level, the SAPE makes an assessment of education sector performance based on three broad categories: (i) strategic positioning of ADB assistance, (ii) contribution to overall development results, and (iii) ADB's institutional performance.

The strategic positioning of ADB's assistance is rated *substantial* based on five key areas: (i) relevance, (ii) responsiveness, (iii) operational flexibility, (iv) portfolio management, and (v) relationship with development partners (para. 61 and Table 5). The contribution to overall development results is rated *substantial* by assessing pro-poor growth, social development, as well as good governance and capacity building (para. 62 and Table 6). ADB's institutional performance is rated *modest*, based on: (i) the quality of ADB's support; (ii) sensitivity and responsiveness to clients; (iii) client ownership, (iv) harmony with development partners, (v) compliance with capacity building, (vi) consistency with ADB's corporate strategy, and (vii) feedback of borrowers/executing agency (para. 63 and Table 7). Overall, the top-down assessment of ADB's education assistance is rated *successful*.

**Project/program-level assessment (bottom-up).** A bottom-up (project-to-project level) evaluation is carried out following the standard criteria of: (i) relevance, (ii) effectiveness, (iii) efficiency, (iv) sustainability, and (v) impact. Ratings of the individual projects were pooled to come up with an overall bottom-up rating for all education projects in Uzbekistan. The combined overall rating of these projects is *successful* (para. 96).

**Overall assessment.** On the whole, after combining the overall top-down and bottom-up assessments, this SAPE rates the performance of ADB's assistance to the education sector in Uzbekistan as *successful* (Appendix 7).

**Key findings** (details are given in paras. 100–106). For the past 12 years, ADB has consistently assisted the government in designing the country's new education system. Items (i) to (v) below describe some examples of ADB assistance in Uzbekistan's education sector that worked.

ADB supported interventions in education in Uzbekistan were generally inclusive as they targeted the entire school-going population, including girls. And through pupils, ADB's interventions also reached a large proportion of the parents and families, including the poor in the rural areas. They also improved the working conditions of the public employees, including teachers and education sector administrators.

There were some specific features of ADB assistance such as the textbook rental scheme that made it particularly relevant to poor households. Reforms relating to the family-*mahalla*-school nexus promoted and encouraged greater participation on the part of the schoolchildren's parents and households in the day-to-day management of the school and its activities. These participatory forums provided a platform for the stakeholders, civil society organizations and nongovernment organizations to contribute to the development of education in the country.

School functionaries, especially teachers, constituted the bulk of public service employees. Many ADB supported interventions were directed at improving earnings, working conditions, and technical competencies. The interventions also created more opportunities for professional development and growth. Similarly, most of the educational administrators in the civil service benefited from the investments in the education sector, especially under the Education Sector Development Program.

ADB also addressed specific thematic issues in the sector, laying the basis for the government's aspirations on the vocational and technical side, and combining it with computer skills for pedagogic purposes. The investments that focused on information and communication technology (ICT) in basic education were provided by the ICT in Basic Education Project. It was followed by another loan addressing rural basic education in Uzbekistan that included support for ICT. The inclusion of ICT has helped modernize the teaching–learning approaches and keep up with international developments, which teachers and students highly appreciated.

ADB has developed a good working relationship with the Ministry of Public Education. ADB's support, particularly for the Basic Education Textbook Development Project followed by the Second Textbook Development Project, has strengthened the core teaching–learning system by helping develop the Ministry of Public Education's new curriculum, instruction materials, guidelines, teacher training, textbooks, and by introducing the textbook rental scheme. Since then, improving pedagogy in Uzbekistan's school system has been a priority and this has enhanced the quality of the teaching–learning process.

Responding to the government's keen interest in the senior secondary education (SSE) and the main thrust of the 1997 NPPT, ADB's second loan focused on the SSE. The issues to be dealt with at the SSE level were more varied and complex. The project included establishing 45 model senior high schools. ADB responded to the government's priority but the Ministry of Higher and Secondary Specialized Education, as a new executing agency, faced some difficulties in implementation.

On the downside, creating a separate system for grades 10–12, including separate premises for some high schools, has in some instances prevented uninterrupted transition from basic to SSE, with negative implications for some girl students in rural areas.

Development partners appreciate ADB's role in Uzbekistan's education sector. ADB has been acknowledged as the lead development partner in terms of the volume of assistance to the sector. Policymakers and implementing agencies in Uzbekistan are gaining confidence. The government will provide full support to the primary and secondary education, and has indicated that no foreign financial assistance (loan) is needed for these subsectors.

There is wide scope for PPP in the education sector. Partnerships or joint ventures with high-quality international universities are an option, as proven by the joint venture with Westminster University in the United Kingdom. The family-*mahalla*-school nexus is another example of PPP. Uzbekistan is now embarking on some significant reforms through greater autonomy, school-level committees and management of off-budget resources.

Future opportunities for ADB will possibly be within the higher education and vocational training, i.e., skills that support new technologies in industries—the specific industries will have to be carefully explored further. The two levels of approaches could be: (i) for the public sector, supporting programs such as ICT; and (ii) for PPP, supporting partnerships and/or joint ventures

with high-quality international universities. However, these will require stronger and more conducive policy and regulatory environment.

**Lessons.** During the preparation of the SAPE, many lessons have been noted for improving the performance of ADB loans and TAs. Key lessons for loan and TAs are given below while details are provided in the main text (paras. 108–109).

Loan projects that respond to the government's priorities and have full government commitment are easier to implement and have better chances of success. Policy-based loans focusing on the structural and institutional reforms in a given system should be designed and implemented only in the context of a proper sector road map and political economy. This is required not only for the financing institutions but also for sharing the future vision for the sector with other development partners.

Many executing agencies are still focused on outputs. Executing and implementing agencies need to understand that the outcomes and impact of the project are just as essential as the outputs in justifying the process, modality, and magnitude of assistance.

Establishment of a full-fledged monitoring and evaluation (M&E) system should be a necessary condition for both designing and implementing a project. Too many projects get approved and implemented without developing M&E systems.

The terms of reference of TAs for consulting firms are seldom comprehensible to the lay decision makers, especially if these are uninitiated and lack technical know-how about the subject and the project. This is especially so in the case of the transition economies because they are new to the jargon of the competitive market economies. As part of the TA preparation, an agreement with the executing agency should be on mechanisms and procedures for accessing readily available information.

Public officials, traditionally, are not trained to analyze and handle quantitative data even if the information is readily available. Capacity building in data collection, data analysis, project evaluation, and M&E is required in a comprehensive manner.

As the economic transition progresses, the Central Asian countries like Uzbekistan are likely to have new needs for sector policies and programs. ADB should continue policy dialogue with the government agencies to stay abreast of the changing situation.

**Key issues.** ADB's assistance could have benefited from a more rigorous analysis—whether it was in relation to the drawing of the sector road map, in working out education's interface with employment opportunities or in designing the financing modalities. ADB's country strategy and program focuses on the private sector as the engine of growth. Sustainable supply of marketable skills and competencies lies at the heart of an effective education development strategy. Significant reforms need to be made to progress rapidly in this direction.

The Rural Basic Education Project, approved in 2007, mentions that ADB is planning to conduct a study on education financing, including a survey of parental contribution to education. This is now being prepared through a regional TA expected to be approved in 2010. It would allow ADB to work with the government in determining areas where further improvements in the sector are required. The data collected would be used as the basis for suggesting new mechanisms for education financing to increase the efficiency of the sector and strengthen its governance. Through its emphasis on devolution and its off-budget provisioning of resources

under the National Program for Basic Education Development, the country is strengthening its capability to manage funds at the school level. A carefully devised and well-implemented reform policy is essential.

ADB has however indicated its shift from basic education to improving public hygiene and health by supporting water supply and sanitation (country operations business plan 2010–2011). Earlier, the 2006 country strategy and program indicated that ADB should stop supporting SSE since (i) experience has been mixed, and (ii) focus on SSE might divert investment from basic education.

**Recommendations.** Below are the main recommendations that ADB may consider in helping the government maintain its momentum to ensure a sustainable education development in the medium and long term, conducive to the country's requirements for human resources to sustain a more competitive and rapidly growing national economy.

Recommendation	Responsibility	Timing
(i) ADB should remain engaged in the education sector, focusing on higher education and vocational training, i.e., skills that support new technology industries.	Central and West Asia Department	During the formulation and implementation of ADB's new country partnership strategy and related operations
(ii) Two levels of approaches to be adopted: (a) for the public sector, support programs related to information and communication technology, and (b) for public-private partnership support partnerships or joint ventures with international universities.		
(iii) Assist in building a stronger and more conducive policy and regulatory environment for the above.		
(iv) Assist in building and operating a reliable system of monitoring and evaluation of the education sector's activities and their results.		

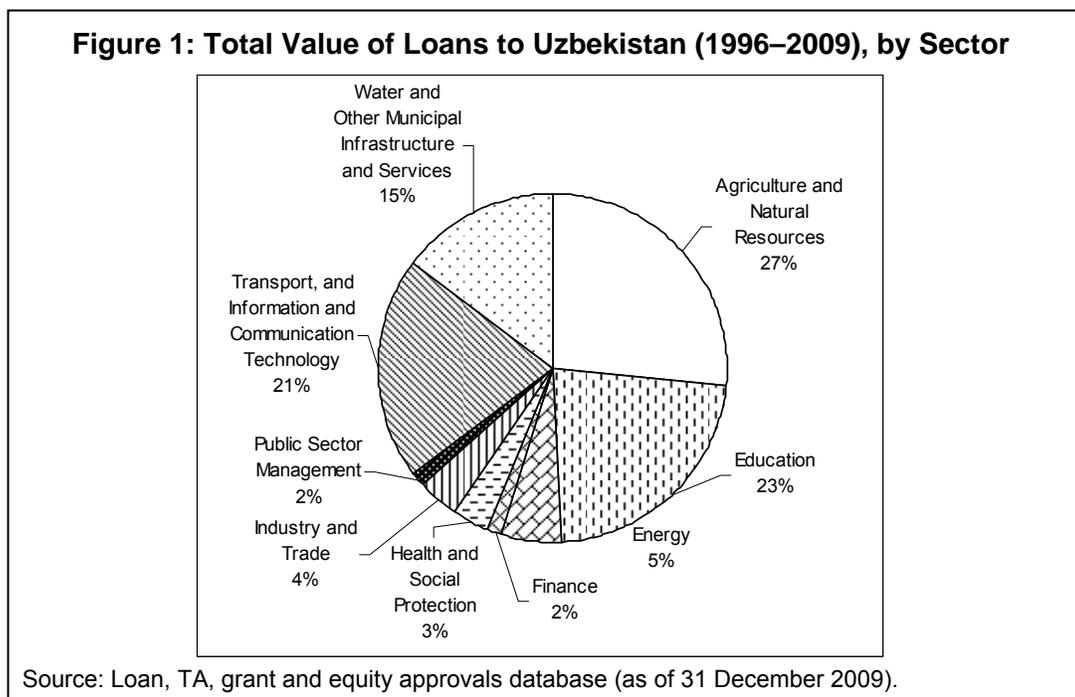
Ramesh Adhikari  
 Director, IED1  
 Independent Evaluation Department

## I. INTRODUCTION

### A. Objective, Scope, and Rationale

1. The objective of this sector assistance program evaluation (SAPE) is to assess the performance of Asian Development Bank (ADB) assistance in the education sector of Uzbekistan from the end of 1997 to the end of 2009; identify factors affecting the performance; and draw lessons and recommendations to feed into the preparation of a country assistance program evaluation (CAPE) and future education sector operations<sup>1</sup> in Uzbekistan.

2. The total value of ADB loans to Uzbekistan from 1996 to December 2009 is \$1.29 billion, of which overall assistance to the education sector, the second biggest sector, totaled \$298.5 million. (Figure 1 and Appendix 1, Table A1.1). From 1996 to 2009, six loans amounted to \$290.5 million, of which 43% supported pre-primary and basic education, and 37% targeted education sector development. Fifteen technical assistance (TA) projects on education were approved for \$6.50 million, consisting of \$3.10 million for advisory TA, \$1.85 million for project preparatory TA, and \$1.55 million for regional TA. One Japan Fund for Poverty Reduction grant project for \$1.50 million was also provided (Appendix 1, Table A1.2). ADB is the lead international development partner and funding agency for Uzbekistan's education sector.



### B. Evaluation Framework and Methodology

3. The SAPE uses top-down (strategic and institutional) and bottom-up (operational) assessments based on the CAPE guidelines of ADB Independent Evaluation Department

<sup>1</sup> There was a 1997 interim operational strategy, followed by 2000 country operation strategy, county strategy and program (CSP) update 2003–2005, and CSP update 2005–2006. It is noteworthy that the emphasis laid on education was consistent throughout. See Table 2 in the 2006 CAPE, p. 21.

(IED).<sup>2</sup> The top-down assessment examines the positioning of ADB's assistance, its contribution to overall development results, and ADB's institutional performance. The bottom-up assessment includes an appraisal of ADB's assistance in terms of relevance, effectiveness, efficiency, sustainability, and impact (Appendix 2). The SAPE also describes links to other programs supported by other development partners (Appendix 4).

4. The SAPE draws on project documents, available evaluation reports, and information generated by fieldwork. It identifies the main trends in ADB's assistance to the sector, and lays the ground for identifying lessons for future operations. Two SAPE missions were fielded (1–7 December 2009 and 2–23 March 2010) for consultation with the government agencies and collection of necessary data. At the end of the main mission, a workshop was conducted to discuss the findings and implications of the SAPE.

## II. SECTOR BACKGROUND AND DEVELOPMENT CONTEXT

### A. The Evolving Political, Economic, and Social Setting

5. Uzbekistan is a doubly landlocked country, being surrounded by countries (Afghanistan, Kazakhstan, Kyrgyz Republic, and Tajikistan) that are themselves landlocked. It straddles the legendary Silk Road and, geographically, constitutes the very core of Central Asia. Uzbekistan is the most populous of the Central Asian republics (CARs). It is also active in the ADB-supported Central Asia Regional Economic Cooperation Program.

6. Its population in 2008 registered at approximately 27.8 million and was growing at an annual rate of 1.5% (Appendix 3, Table A3.1). In 2007, an estimated 36.7% of Uzbekistan's population lived in urban areas. The country is divided into 12 provinces, one autonomous region, and one independent city. The provinces are further subdivided into districts.

7. Uzbekistan's economy has performed strongly in recent years. Real gross domestic product (GDP) is estimated to have grown at around 9% in 2009 (Appendix 3, Table A3.2). It grew at 9.5% in 2008 and 2007, and 7.5% in 2006. In 2007, agriculture accounted for 24% of GDP, industry 32.6%, and services 43.4%.<sup>3</sup> Uzbekistan has generally achieved significant progress in macroeconomic, structural, and institutional reforms in the past decade. Since independence in 1991, the government's efforts are geared toward supporting private sector development (PSD), liberalizing the financial and trade sectors, fostering a conducive business environment, and sustaining growth and improvements in living standards. To this end, Uzbekistan adopted a path of gradual transition from centrally planned economic system to a market-based one, while ensuring self-sufficiency in its food and energy requirements.

8. The Millennium Development Goals (MDGs) indicators of Uzbekistan show that 46.3% (2003) of the population live below \$1.25 purchasing power parity per day. The under-5 mortality rate per 1,000 live births in 2007 was 41% (Appendix 3, Table A3.3). The literacy rate of 15–24 year-olds is high at 99% (Table 1). In school year 2006–2007, about 5.7 million students were enrolled in 9,773 basic education schools, of which 80% were located in rural

<sup>2</sup> ADB. 2006. *Guidelines for the Preparation of Country Assessment Program Evaluation Reports*. Manila. The CAPE guidelines encourage evaluators to "use the CAPE evaluation framework, modified as appropriate" for preparing SAPE (para. 4). The 2006 guidelines are being revised and will be completed later in 2010.

<sup>3</sup> ADB. 2009. *Key Indicators for Asia and the Pacific 2009*. Manila.

areas.<sup>4</sup> The state of education in Uzbekistan is generally in line with the MDG of achieving universal primary education (Goal 2)<sup>5</sup> and promoting gender equality and empowering women through the elimination of gender disparity in education (Goal 3).<sup>6</sup> In this context, education is seen as an important intervention to combat poverty, pursue gender equality, widen opportunities for employment, and promote competitiveness and PSD. The fact that Uzbekistan is spending 8%–9% of its GDP (more than the annual average of the Organisation for Economic Co-operation and Development countries and much higher than other CARs)<sup>7</sup> is the most striking feature of its education sector. The education sector expenditures in Uzbekistan, including the percentage of its GDP from 1998 to 2009 and the estimation for 2010, are in Appendix 3, Table A3.4.

**Table 1: Literacy Rate of 15–24 Year-Olds in Central and West Asia (%)**

Country	Total		Female		Male	
	1999 (or Year)	2007	1999 (or Year)	2007	1999 (or Year)	2007
Afghanistan	34.3 (2000)	...	18.4 (2000)	...	50.8 (2000)	...
Armenia	99.8 (2001)	99.8	99.9 (2001)	99.8	99.8 (2001)	99.7
Azerbaijan	99.9	99.9	99.9	100	99.9	99.9
Georgia	...	...	...	...	...	...
Kazakhstan	99.8	99.8	99.9	99.9	99.8	99.8
Kyrgyz Republic	99.7	99.6	99.7	99.7	99.7	99.5
Pakistan	55.3 (1998)	69.2 (2006)	43.1 (1998)	58.4 (2006)	67.1 (1998)	79.1 (2006)
Tajikistan	99.8 (2000)	99.9	99.8 (2000)	99.9	99.8 (2000)	99.9
Turkmenistan	99.8 (1995)	99.8	99.8 (1995)	99.9	99.8 (1995)	99.8
Uzbekistan	99.3 (2000)	99.4 <sup>a</sup>	99.3 (2000)	...	99.4 (2000)	...

... = not available.

<sup>a</sup> Literacy rate of 15 year-olds and over.

Sources: Asian Development Bank. 2009. *Key Indicators for Asia and the Pacific*. Manila, and United Nations Development Programme (UNDP) Uzbekistan in Figures. <http://www.statistics.uz>.

## B. Key Development Challenges

9. While Uzbekistan has immense potential for economic development, it faces tremendous challenges in translating these opportunities into reality. The country is strategically located at the heart of Central Asia and is endowed with precious natural resources: copper, gold (of which it was the 10th largest producer in the world in 2009),<sup>8</sup> natural gas, oil, and uranium. It has most of the essential infrastructure in place and, since independence, has been engaged in transforming its economy into a market-based economy. The challenge, however, goes beyond a simple “economic transition.” It also involves reorienting and reconfiguring the institutions and infrastructure into internationally competitive structures suited to the national development in a rapidly globalizing world.

<sup>4</sup> ADB. 2007. *Report and Recommendation of the President to the Board of Directors: Proposed Loan to the Republic of Uzbekistan for the Rural Basic Education Project*. Manila. Details of grants, loans and TA projects are found in Appendix 1. They are not footnoted when they are referred to in the text.

<sup>5</sup> The target under Goal 2 is to ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling.

<sup>6</sup> The target under Goal 3 is to obtain equality of males and females in primary, secondary, and tertiary education by 2015.

<sup>7</sup> In 2008, public expenditures on education as a percent of GDP for other Central Asia republics (CARs) were as follows: (i) Armenia, 2.7%; (ii) Azerbaijan, 2.6%; (iii) Georgia, 2.9%; (iv) Kazakhstan, 2.5% (2005); (v) Kyrgyz Republic, 5.2%; and (vi) Tajikistan, 4.1%. Source: ADB. 2009. *Key Indicators*. Manila, and United Nations Economic and Social Commission for Asia and the Pacific (ESCAP).

<sup>8</sup> *The Economist*. 23–29 January 2010, p. 90.

10. In the 1990s, in the wake of independence, Uzbekistan's economy suffered a series of economic shocks. Government revenues fell, agricultural production shrank, the share of industrial value added declined, and unemployment rose. The population was exposed to socioeconomic distress as the provision of employment and welfare services was disrupted. The government took a pragmatic and "gradualist" approach to transformation. It deployed state-led controls to regulate the economy. It monitored and closely directed financial management, credit expansion, and trade sectors. It prioritized and pursued import substitution and self-sufficiency in energy and food. During the last few years, the government's prudent policies managed to secure significant macroeconomic achievements, especially compared with other Central Asian economies.

11. The development challenges implied generating human and systemic capabilities across a range of institutions to enable them to operate in the global commercial environment. This meant providing the population with skills, information, knowledge, and expertise compatible with the international competitive standards. A major challenge is to absorb newer technologies rapidly enough to boost the productivity of economic operations<sup>9</sup> and make the investment climate more transparent, stable, and predictable, thus stimulating global investor confidence.

12. Given that about two-thirds of the total population resides in rural areas, agriculture can play an important role in absorbing the slack in the labor market and generating productive employment opportunities.<sup>10</sup> It can contribute to food self-sufficiency and has the potential of reducing poverty in rural areas.<sup>11</sup>

13. Thus, Uzbekistan's development needs can be summarized as follows: (i) overcoming the challenge of a doubly landlocked<sup>12</sup> country; (ii) completing the transition from a centrally planned economy to a competitive market economy; (iii) changing the orientation of infrastructure and institutions to one focused on the development of a national economy and regional economic cooperation; (iv) using the potential of the agricultural sector to absorb labor, generate employment, and reduce poverty; (v) managing macroeconomic policy in a transparent, stable, and predictable manner; and (vi) attracting investments by providing a conducive business environment. A high level of skills, knowledge, and expertise among Uzbekistan's population is critical in effecting this transformation.

14. The government has made substantial progress in some of the above areas. The country's economic performance has gradually improved, and a key challenge is to stay the course and keep removing the impediments to even better economic performance. Uzbekistan's economy has withstood the 2008–2009 global financial and economic crises quite well. In a recent statement,<sup>13</sup> the International Monetary Fund (IMF) summarized the Uzbekistan position as follows:

"Uzbekistan has remained mostly resilient to the global economic crisis as a result of the authorities' prudent policies that enabled them to accumulate considerable resources to

---

<sup>9</sup> World Bank. 2005. *Enhancing Job Opportunities in Eastern Europe and the Former Soviet Union*. Washington, D.C.

<sup>10</sup> Beginning with its first loan in 1996, ADB has invested \$345 million, the highest assistance to any sector, in agriculture and natural resources in Uzbekistan.

<sup>11</sup> ADB. 2006. *Country Strategy and Program: Uzbekistan, 2006–2010*. Manila (p. 4, para. 9; and p 13. para. 51).

<sup>12</sup> Also means land-linked country.

<sup>13</sup> Statement by International Monetary Fund (IMF) Executive Director at the Conclusion of their Visit to Uzbekistan. IMF Press Release No. 09/344, 14 October 2009.

support growth in this period and withstand the impact of the crisis and due to its cautious approach to participation in global financial markets."

### C. Government's Strategies and Priorities in Education

15. The Constitution of Uzbekistan provides that all citizens are entitled to free general education. The government has placed a high priority on education, particularly on restructuring and modernizing the education system, and improving the quality of education services to promote people's access to income-generating opportunities. *Oliy Majlis*, Uzbekistan's state representative legislative body, adopted the Law on Education in August 1997. The law spells out the national education policy enunciated in the Law on Education, and is made by the Cabinet of Ministers<sup>14</sup> (COM) under the overall guidance of the Office of the President. However, decision makers do not have sufficient experience in evidence-based policymaking, and have only limited exposure to relevant research, global educational standards and international good practices. In brief, a strong commitment from the top leadership, notwithstanding the practice of education policy and planning, is under-resourced.

16. The implementation of education policy reforms was initiated under the National Program for Personnel Training (NPPT).<sup>15</sup> NPPT says that, upon securing independence, Uzbekistan chose its own path of economic and social development, and created the need to reorganize the structure and content of training.<sup>16</sup> Among others, NPPT introduced the following reforms: (i) increasing senior secondary education (SSE) from 2 to 3 years; (ii) restructuring and rationalizing the agencies responsible for education services such as the Ministry of Public Education (MOPE) and the Ministry of Higher and Secondary Specialized Education (MOHSSE); (iii) decentralizing financial resources; (iv) improving public governance in educational establishments; (v) increasing the salaries of teachers; and (vi) modernizing the framework of the curriculum, instruction materials, and learning assessment.

17. In 2004, the government followed through with education reforms by adopting the National Program for Basic Education Development (NPBED), also known as the National Program for School Education Development<sup>17</sup> 2004–2009, which aimed to strengthen school education so it would meet international standards. NPBED sought to remove disparities between rural and urban schools, and to establish a compulsory 12-year schooling system in Uzbekistan by 2009. It adopted a number of measures to streamline school financing, including measures to establish an off-budget School Education Fund.

---

<sup>14</sup> The COM of Uzbekistan is the executive body of the country, ensuring guidance on effective functioning of the economy, social and cultural development, execution of the laws and other decisions, as well as decrees and resolutions issued by the President of the Republic of Uzbekistan.

<sup>15</sup> NPPT was launched in 1997 focusing on school education, including vocational and technical education. In 2004, the National Program for Basic Education Development (NPBED) was launched focusing on general secondary education and resource allocation issues.

<sup>16</sup> "...the Uzbek government recognized the fact that a well-developed system of education is one of the most fundamental factors in promoting economic prosperity in a market-based environment, and therefore committed itself to creating an education system that reflected national values and produced highly qualified specialists." In T. Majidov, D. Ghosh, and K. Ruzie. 2009. *Keeping Up with Revolutions: Evolution of Higher Education in Uzbekistan. Sterling Economics Discussion Paper #3*. Sterling, and (Scotland): University of Sterling (January, p. 17).

<sup>17</sup> Japan Bank for International Cooperation. 2007. *Education Sector Study in Uzbekistan: Focusing on Senior Secondary Education*. Tokyo (August, p. 19); World Bank. 2006. *Interim Strategy Note for the Republic of Uzbekistan for the Period of FY2007/08*. Washington, DC; see also, World Bank. 2006. *Project Appraisal Document on a Proposed Credit to the Republic of Uzbekistan for a Basic Education Project*. Washington, DC.

18. In 2007, the Welfare Improvement Strategy Paper (WISP)<sup>18</sup> was finalized with the aim to reduce poverty in Uzbekistan.<sup>19</sup> The WISP has four pillars: (i) high growth rates by maintaining macroeconomic stability and accelerating structural reforms, (ii) human development and social protection, (iii) reduced interregional inequalities in living standards, and (iv) better environment protection. Under the second pillar, the government seeks to expedite reforms in education, health, and social services. Specifically, it aims to boost the quality of education at all levels through measures that augment the physical and human resource base of the education system.

#### **D. The Education System in Uzbekistan**

19. Preceded by a preschool preparation up to 6 years of age, the school education system of Uzbekistan consists of 12 years divided as follows: (i) primary education of 4 years (grades 1–4); (ii) junior secondary education of 5 years (grades 5–9);<sup>20</sup> and (iii) SSE, a compulsory<sup>21</sup> 3-year system (grades 10–12). Higher education in Uzbekistan comprises undergraduate (bachelor) programs of 4 years, master’s programs of 2 years, and doctorate programs of 3–6 years.

20. After independence, the education sector in Uzbekistan faced major challenges. GDP declined and government resources shrank, adversely affecting the sector’s performance. The government, however, attached a high priority to education and was determined to restructure the system. It has since carried out a number of reforms and is committed to building a high-quality education system. In the 2006–07 school year, there were 9,800 daytime secondary schools (21.4% urban and 78.6% rural) with 5.7 million students (31.6% urban and 68.4% rural).<sup>22</sup> Schools are grouped into clusters and the lead schools. Likewise, recent data suggests that Uzbekistan has 99 functioning academic lyceums<sup>23</sup> and 953 vocational colleges with about 50,000 teachers and 588,000 students.<sup>24</sup>

21. The education system before independence was so different that Uzbekistan had to virtually start anew and address a whole range of issues on policy, planning, governance, and management of education. The need to upgrade teaching skills, techniques, and tools; improve the curriculum; and provide for adequate resources was also apparent. The government, to its credit, is fully committed to establishing an educational system of international standards. Education accounted for approximately 30.1% of total public expenditure in 2008, equivalent to 6.7% of GDP in the same year (footnote 11).

---

<sup>18</sup> Per capita income that was growing in the mid-1990s at only 2% annually has steadily reached a growth rate of about 9% in 2009.

<sup>19</sup> Uzbekistan had 47% of population with income below \$2.15 (purchasing power parity) and a Gini coefficient of 0.35 (the highest among the Central Asian countries, although only marginally) in UNDP. 2005. *Central Asia Human Development Report*. Bratislava.

<sup>20</sup> The nomenclature to describe stages of education is different across development agencies. For example, ADB lumps primary and junior secondary education under basic education (grades 1–9), whereas documents of the government, the World Bank, and the Japan Bank for International Cooperation refer to general school education.

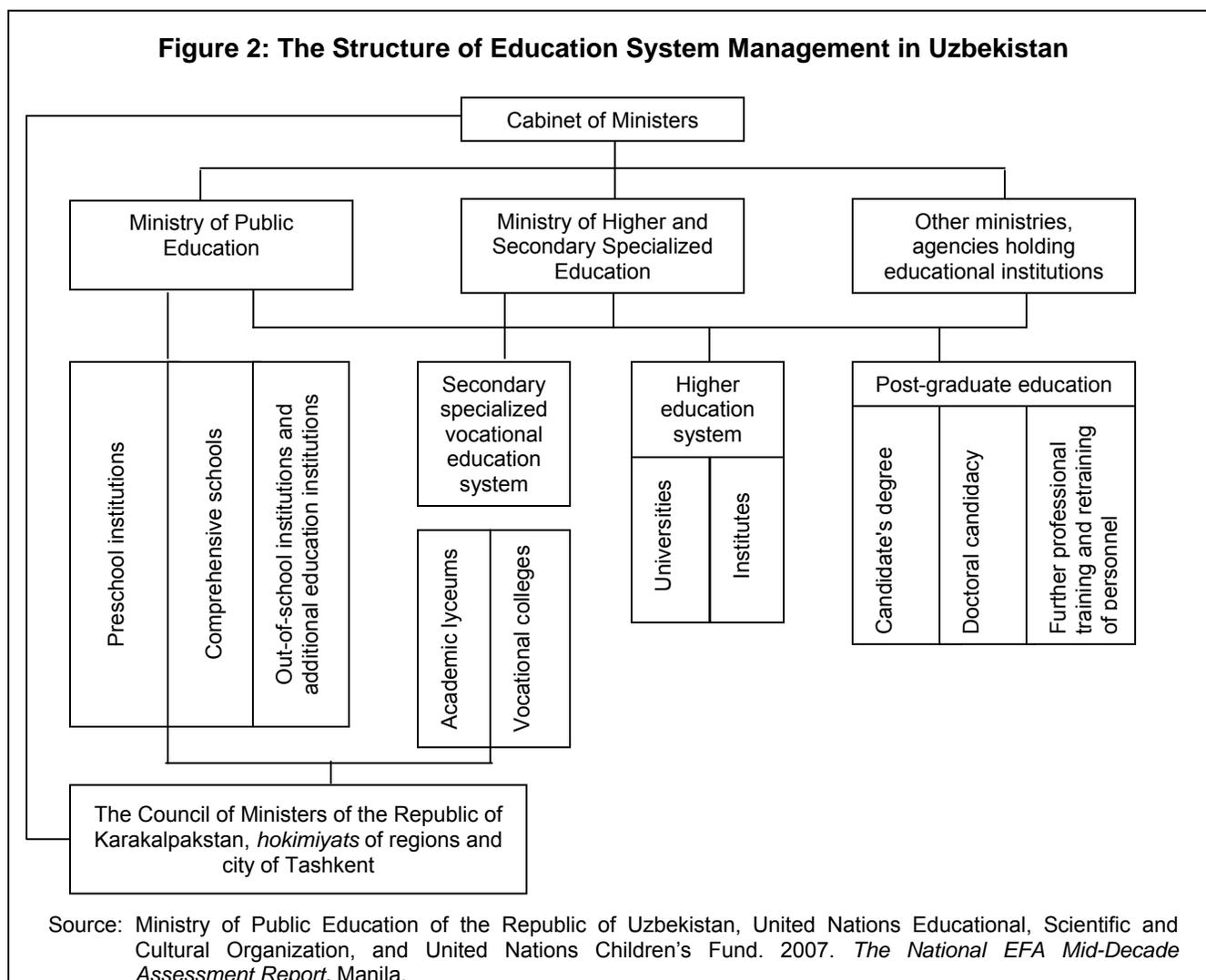
<sup>21</sup> With full effect from 2010 (footnote 11, Appendix 3, para. 88).

<sup>22</sup> UNESCO. 2008. *Central Asia – Education for All (EFA) Mid-Decade Assessment, Synthesis Report*. Almaty (p. 132).

<sup>23</sup> Lyceums seem to be located proportionately more in the developed urban centers than in the rural areas.

<sup>24</sup> Footnote 22, p. 134. Despite expansion of school buildings, schools in urban centers tend to be over-crowded. This is particularly true for the reputed schools.

22. As to the government agencies responsible for the education sector, MOPE administers basic-education schools (grades 1–9) and MOHSSE oversees secondary specialized vocational education (grades 10–12) such as academic lyceums and vocational colleges (Figure 2).



23. MOPE is a government entity authorized to undertake management of basic education.<sup>25</sup> MOPE implements the education policy, and sets standards and programs in general education including curriculum, textbook and teacher development through the departments of education of the *oblasts* and *raions*.

24. MOHSSE oversees the academic lyceums, vocational colleges, universities and institutes. MOPE and MOHSSE, along with their attached national and local institutions, were

<sup>25</sup> MOPE's activities are under the authority of the COM. It was established by the Decree of the Presidium of the Supreme Council, 27 January 1990, and by the Resolution of the COM "On Improvement of Administration of Public Education of Uzbekistan" № 54, 27 January 1990. The organizational structure of MOPE was approved by the Resolution of the Cabinet of Ministers "on management structure of the Ministry of Higher and Secondary Specialized Education of the Republic of Uzbekistan" № 152, 20 March 1990.

further restructured in 2004 to make the system more responsive to Uzbekistan's emerging needs.

25. **Gender balance in the education system.** Girls benefit from equality in pursuing education as stated in the government policy. This is also in line with the legacy of education during the pre-independence regime. The present policy and practices of the government have further reinforced this. In many schools, in fact, girl students outnumber boys. This is especially true for basic education (grades 1–9). Likewise, female teachers often outnumber male teachers.

26. Despite these outstanding accomplishments (Table 2), gender differentials have begun to appear in secondary education. Under the 1997 NPPT, many senior secondary schools are now stand-alone and separately located schools for grades 10–12, as opposed to the earlier practice where senior classes (up to grade 11) were within the basic school building. As a result of this separation, some girl students or their families do not find it convenient to go to a distant senior secondary school, which affects their decision to continue schooling. Since a higher proportion of senior secondary schools focuses on vocational and technical education, female students do not always find it attractive to join these courses. All of this further discourages girl students to pursue senior secondary schooling.

27. The fact that fewer girl students attend senior secondary schools reduces girl enrolment in higher education. More importantly, entry examination for higher (post-grade 12) education gives premium to students who have participated in, or performed defense (military) services. This preference works against gender equality in higher education. The cumulative effect of these factors is lower enrollment of girls in higher education. Table 2 shows the decrease in the ratio of girls to boys at the tertiary level.

**Table 2: Ratio of Girls to Boys in Education Levels  
of Developing Member Countries in Central and West Asia**

Country	Primary		Secondary		Tertiary	
	1990	2007	1990	2007	1990	2007
Afghanistan	0.55	0.63	0.50	0.38	0.50	0.28 (2004)
Armenia	...	1.03	...	1.05	...	1.20
Azerbaijan	0.99	0.99	1.00	0.96	0.69	0.88
Georgia	...	0.97	...	1.00	...	1.12
Kazakhstan	1.00	1.00	1.02	0.99	1.25	1.44
Kyrgyz Republic	1.02	0.99	1.06	1.01	1.08	1.30
Pakistan	0.48	0.82	0.50	0.76	0.50	0.85
Tajikistan	0.97	0.96	0.94	0.84	0.54	0.38
Turkmenistan	0.99	...	1.02	...	1.15	...
Uzbekistan	1.00	0.97	0.92	0.98	1.11	0.71

... = not available.

Sources: ADB. *Key Indicators for Asia and the Pacific*. (various issues).

28. Despite national laws and programs, the promotion of gender equality in public and political life encounters substantial problems such as shortage of resources, stereotypes of traditional culture and poor marketing techniques. With all the commitment to gender equality ideas, it can be observed that there are no women at higher levels, a low percentage of female representatives among government officials and middle executives, and even in the sphere of education management, notwithstanding the high number of women teachers, educational establishments are headed mainly by men. All this calls for development and acceptance of

complex measures and state strategies aimed at ensuring equal rights and opportunities for men and women, advancing the role and status of women.<sup>26</sup>

29. **Schooling and student performance.** A general assessment of the teaching–learning process discussed here is based on: (i) the SAPE team’s visits to schools; (ii) its discussions with teachers, employers, and civil society representatives; (iii) research findings of professional education agencies such as the United Nations Educational, Scientific and Cultural Organization (UNESCO), and the United Nations Children’s Fund (UNICEF);<sup>27</sup> and (iv) consultations with government officials. Based on the multiple indicator cluster survey (2006), as many as 98% of the school-age cohort are attending schools regularly, and the number of pupils attending schools has now stabilized in step with Uzbekistan’s demographic transition. The number of students in grades 1–9 declined from 5.6 million in 2001 to 5.3 million in 2007 as the school-age cohort shrank. A UNICEF review (2009, p. vii) concludes: “The rates of schooling at all levels, from preschool to higher education, are above those of the group, and pupil-teacher ratios are closer to those of rich countries than to those of their reference group.” The Government of Uzbekistan apparently has succeeded in ensuring high levels of enrollment.

30. Strengthening the teaching–learning process is the next step in which the sector has made noticeable progress. Textbooks have been made available to pupils. Information and communication technology (ICT) is being provided in the classroom and, most importantly, teacher salaries have been increased significantly over the last few years. Salaries rose by 50% in 2007 and by 65% in 2008. Employees confirmed this during SAPE visits. With a teacher–pupil ratio of slightly more than 12 pupils per teacher, the system is well endowed. More importantly, pedagogic improvements are being pursued.

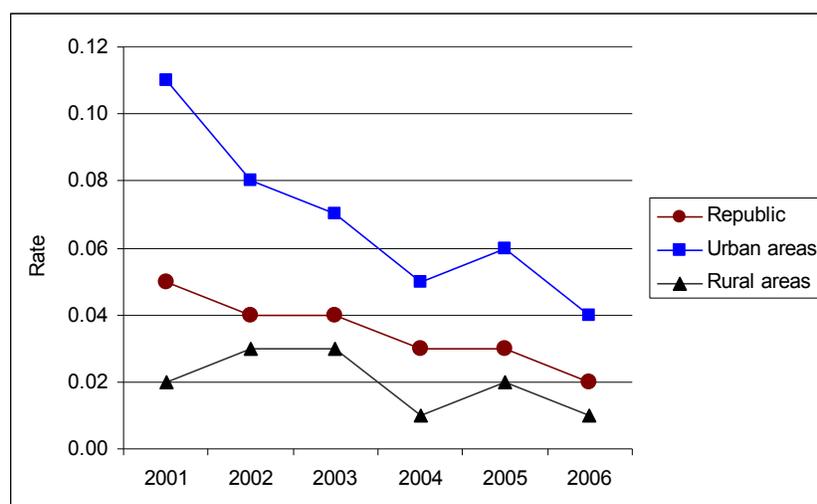
31. School performance indicators manifest themselves in many ways but are usually judged effective in terms of: (i) graduates’ employability (referred to in this report as external efficiency); and (ii) the quality of learning, skills and competencies. It seems that the rate of graduate unemployment in Uzbekistan is low compared with other countries and, more importantly, it declined from 2.4% in 2000 to 1.2% in 2005. As the pace of economic growth has picked up during the last 4–5 years, one can expect even greater improvement. As to the quality of learning, skills, and competencies, participation in the Programme for International Student Assessment and the Progress in International Reading Literacy Study is reportedly under consideration. This will provide the benchmark for Uzbekistan’s education development in comparison to other countries, especially after the country has adopted the child-centered schooling methodology.<sup>28</sup>

32. Improvement of students’ school performance in Uzbekistan is also reflected in the declining trend of repetition rates among grades 1–11 (Figure 3). The total repetition rate (republic) has fallen from 0.05 in 2001 to 0.02 in 2006. Total repetition rates in urban and rural areas have also declined, although rates in urban areas are higher or twice the overall rates (from 0.11 in 2001 to 0.04 in 2006), while rates in rural areas are lower (from 0.02 in 2001 to 0.01 in 2006). Repetition rates are lower in grades 1–4 and higher in grades 10–11 (Table 3).

<sup>26</sup> Footnote 22, pp. 56–57.

<sup>27</sup> J. F. Pfaffe and F. Orivel. 2009. *Review and Assistance in Strategic Development of the Education Programme – In Preparation for the Next Government of Uzbekistan-UNICEF Country Programme of Cooperation 2010–2015*. Tashkent: UNICEF. See also footnote 22 (Kazakhstan) (final mission report, September).

<sup>28</sup> J. F. Pfaffe. 2009. *Summative Evaluation of the Child-Friendly Schools Project (2006–2008), Uzbekistan*. Tashkent: UNICEF (final evaluation report, June).

**Figure 3: Repetition Rates in School Education in Uzbekistan**

Source: Ministry of Public Education of the Republic of Uzbekistan, United Nations Educational, Scientific, and Cultural Organization, and United Nations Children's Fund. 2007. *The National EFA Mid-Decade Assessment Report*. Manila.

**Table 3: Repetition Rates in School Education in Uzbekistan**

Item	2001	2002	2003	2004	2005	2006
<b>Republic</b>	<b>0.05</b>	<b>0.04</b>	<b>0.04</b>	<b>0.03</b>	<b>0.03</b>	<b>0.02</b>
Grades 1–4	0.04	0.03	0.02	0.01	0.01	0.01
Grades 5–9	0.07	0.06	0.05	0.03	0.04	0.03
Grades 10–11	0.02	0.04	0.06	0.03	0.06	0.03
<b>Urban Areas</b>	<b>0.11</b>	<b>0.08</b>	<b>0.07</b>	<b>0.05</b>	<b>0.06</b>	<b>0.04</b>
Grades 1–4	0.08	0.05	0.03	0.03	0.03	0.02
Grades 5–9	0.15	0.10	0.09	0.07	0.07	0.05
Grades 10–11	0.02	0.05	0.10	0.04	0.14	0.04
<b>Rural Areas</b>	<b>0.02</b>	<b>0.03</b>	<b>0.03</b>	<b>0.01</b>	<b>0.02</b>	<b>0.01</b>
Grades 1–4	0.02	0.02	0.02	0.02	0.02	0.02
Grades 5–9	0.03	0.04	0.03	0.02	0.02	0.02
Grades 10–11	0.02	0.04	0.05	0.03	0.03	0.03

Source: Government of Uzbekistan, Ministry of Public Education; United Nations Educational, Scientific and Cultural Organization; and United Nations Children's Fund. 2007. *The National EFA Mid-Decade Assessment Report*. Manila.

## E. ADB's Strategies and Programs

33. ADB's education operations in Uzbekistan have assisted the government in various stages of reform. In the country's transition to a market economy, ADB's 1996 interim operational strategy for Uzbekistan targeted education as one of three priority sectors, alongside agriculture and infrastructure rehabilitation, to ensure financial and social stability. The 2000 country operational strategy also identified education as a priority sector. The succeeding country strategy and program updates (CSPUs) of 2002–2004; 2003–2005; 2004–

2006; and 2005–2006<sup>29</sup> highlighted the importance of reducing poverty by promoting private sector-led economic growth and human resource development. Under these CSPUs, specific forms of education assistance focused on curriculum reform, textbook development, and teacher education.

34. The 2006 county strategy and program (CSP) for Uzbekistan (2006–2010) (footnote 11) aims to contribute to pro-poor growth in line with the WISP goals. Under the 2006 CSP, one of the strategic priorities is building the human capital of the poor by improving access to early childhood development services and quality basic education. In regard to basic education, the WISP identifies the following two areas of interventions: (i) rural basic education, and (ii) strengthening the capacity for managing reforms and promoting sector efficiency. The long-term outcome of the CSP in relation to this strategic priority in education would be some reduction in the rural–urban disparities in the quality of basic education.

35. ADB's 2002 education policy<sup>30</sup> also aims to support the objectives of the MDGs such as reducing poverty; enhancing the status of women; and providing knowledge, attitudes, and skills. Further, the Education and Skills: Strategies for Accelerated Development in Asia and the Pacific study<sup>31</sup> supports aligning ADB's assistance in the education sector with the development and inclusive growth needs of developing member countries (DMCs). It indicates three subsectors as the key priorities in ADB's assistance: (i) basic education, (ii) technical and vocational education and training (TVET), and (iii) higher education. Under basic education, the areas of assistance include education up to secondary level, greater use of ICT, TVET, and private sector participation and partnerships. Under TVET, the priorities include: (i) the improvement of organizational and management structures, (ii) the development of occupational standards, (iii) the establishment of financial incentives by setting performance standards, and (iv) the expansion of training provision. In higher education, ADB plays an important role in (i) widening access to postsecondary education, (ii) managing and operating higher education systems, and (iii) developing capacity of systems and institutional administrators.

36. The medium-term strategy II<sup>32</sup> (MTS II) prioritized addressing the goal of poverty reduction. In addition, the MTS II emphasized: (i) catalyzing investments through human resource development; and (ii) strengthening inclusiveness through key social development interventions to improve education and health, and support gender equality.<sup>33</sup> The MTS II included education as one of the core operational sectors where ADB should focus its expertise and assistance.

37. Strategy 2020 emphasizes inclusive growth as a development approach and identifies education as one of the core areas of ADB specialization.<sup>34</sup> It underscores the need for more investments in education, and acknowledges that investments in and access to education and vocational training are necessary for more inclusive growth. ADB has a proven record of

<sup>29</sup> The list of Uzbekistan's CSPUs is available at <http://www.adb.org/Documents/CSPs/UZB>.

<sup>30</sup> ADB. 2003. *Policies and Strategies on Education*. Manila.

<sup>31</sup> ADB. 2008. *Education and Skills: Strategies for Accelerated Development in Asia and the Pacific*. Manila.

<sup>32</sup> ADB. 2006. *Medium-Term Strategy II (2006–2008)*. Manila.

<sup>33</sup> See ADB. 2008. *Strategy 2020: The Long-Term Strategic Framework of the Asian Development Bank, 2008–2020*. Manila (pp. 12 and 15) for education and gender equality linkage.

<sup>34</sup> ADB. 2008. *Strategy 2020: The Long-Term Strategic Framework of the Asian Development Bank 2008–2020*, Manila, refocuses operations in “five core specializations that best support its agenda, reflect DMCs’ needs and ADB’s comparative strengths, and complement efforts by development partners: (i) infrastructure; (ii) environment, including climate change; (iii) regional cooperation and integration; (iv) financial sector development; and (v) education. One of the operational and institutional goals under Strategy 2020 is to have 80% of its operations in its new core operational areas by 2012.

achievements in education, having successfully taken the lead role in developing countrywide education programs and projects. ADB will continue to (i) support expanded, higher-quality, more accessible basic and secondary education, particularly in smaller and poorer DMCs; (ii) direct its attention increasingly to raising the quality of TVET, and of selected fields in tertiary education; (iii) support the expansion of these post-secondary education subsectors; (iv) help develop policies and capacity to ensure that programs to improve education are implemented effectively; and (v) explore opportunities for new approaches and instruments involving public-private partnerships (PPPs) (Strategy 2020, p. 20).

38. **ADB's education operations.** Since 1996, ADB's assistance to the education sector in Uzbekistan totaled \$298.5 million (para. 2). The loans sourced from both the ordinary capital resources (OCR = 72.5%) and the Asian Development Fund (ADF = 27.5%) included: two loans for textbooks for basic education, one loan for SSE, one sector development program (comprising a policy loan and investment loan), one loan for ICT in basic education, and another loan for rural schools. Details of loans and TAs, including one grant project, are provided in Appendix 1, Table A1.2.

## F. Other Development Partners' Strategies and Programs

39. ADB is the lead international development partner in Uzbekistan's education sector. Apart from the World Bank, much of the donor support has been in the form of TA to the education sector<sup>35</sup> (Table 4).

**Table 4: ADB's and Other Development Partners' Strategies and Activities for the Education Sector in Uzbekistan**

Donor	Strategy/Activities/Period
ADB	Supports efforts to improve the quality of education, raise system efficiency, and strengthen national capacities to manage sector reforms. ADB is the lead development partner in the sector (1997–2007)—\$290.5 (loans); \$8.0 (technical assistance).
World Bank	Basic education loans to support preschools and primary schools: (i) Basic Education Project, first phase (2006) for \$15.0 million; and (ii) second phase (2009) for \$28.0 million.
European Union	Vocational education; university networks; (i) restructuring of higher education (Trans-European Mobility Scheme program started in 1994 and ongoing, approved every 6 years); and (ii) Technical Assistance for the Commonwealth of Independent States, assistance to MOHSSE and MOPE in the restructuring of education system (1998–2000).
KfW	Support to vocational education in construction and communal utilities sectors (1998–2001).
GTZ	Support for adult education and vocational education: (i) supporting policy reforms in vocational education, curriculum development, and skills training (1999–2001); and (ii) providing consultant services in developing professional education (1996–2000).
SDC/SECO	Upscaling of skills development project; upscaling of vocational education.
JICA	Vocational education project (senior secondary education project, 2001–2003; scholarships to 20 students each year to study in universities on human resources development (from 1999 to present); support of educational reform, retraining teachers to expand professional education (2002–2003).
UNICEF	Early childhood development, quality basic education, and child-centered initiatives (2002–2006).
UNICEF/UNESCO	Education Management Information System (2004–2006).
USAID	Basic Education Sector Strengthening Program (2003–2005).
Government of PRC	Provision of information and communication technology in basic education (2004).
IsDB	Loan on construction and equipping of secondary schools (2007–2008) amounting to \$10.3 million.
British Council	Development of English textbooks and teacher training (2006–2010).

<sup>35</sup> The SAPE mission held individual discussion with donors (Europa House, GTZ, Japan International Cooperation Agency, UNESCO, UNICEF, and the World Bank) and has reflected its findings in the subsequent discussion.

ADB = Asian Development Bank; GTZ = Deutsche Gesellschaft für Technische Zusammenarbeit; IsDB = Islamic Development Bank; JICA = Japan International Cooperation Agency; KfW = Kreditanstalt für Wiederaufbau; MOHSSE = Ministry of Higher and Secondary Specialized Education; MOPE = Ministry of Public Education; PRC = People's Republic of China; SDC/SECO = Swiss Agency for Development and Cooperation/State Secretariat for Economic Affairs; UNESCO = United Nations Educational, Scientific and Cultural Organization; UNICEF = United Nations Children's Fund; USAID = United States Agency for International Development.

## G. Findings and Lessons from Earlier Evaluations

40. **2006 CAPE Uzbekistan.** The 2006 CAPE included an assessment of ADB's education sector assistance for the period 1996–2004, based on a program comprising five loans totaling \$260.5 million (26.8% of the total lending until then), five project preparatory TA projects amounting to \$1.35 million (12.7% of project preparatory TA until then), and five advisory TA projects totaling \$2.7 million (14% of advisory TA until then).

41. The CAPE noted that education was one of the most reform-oriented sectors, and that significant reforms had been started in the sector and were pursued sensibly. It found that ADB projects contributed to the improvement of the government's education development efforts. These projects were generally assessed as *relevant* and *efficacious*, as the assistance was aligned with the country's goals and strategies.

42. The CAPE observed that the education sector strategy in Uzbekistan sought support "to improve the relevance and quality of education and enhance national capacities to plan, design, manage, and monitor sector reforms." The targets were compulsory education and early childhood development (p. 35, para. 130). Further, it noted that ADB had established an "effective relationship" with key officials in basic education. However, the CAPE noted that ADB had not been able to develop a similar relationship at the senior secondary level. Instead, it observed that when it came to SSE, ADB had responded positively to the strong government request "despite some professional staff advice to the contrary" (p. 36, para. 137).

43. To be fair, in 2006, the CAPE had little information with which to evaluate the efficiency and sustainability of the program because only ADB's Basic Education Textbook Development Project (BETDP) had been completed at the time of the evaluation, and the rest were in the early stages of implementation. The CAPE assessed this project as *highly effective* and *sustainable* because it introduced a transparent and innovative textbook rental scheme (TRS), and arranged that the proceeds of textbook rentals be deposited in bank accounts controlled by the schools. Project reports had noted that these accounts were audited annually and the balances disclosed to the parents.

44. However, the CAPE voiced concern over the sustainability of publishing and printing houses unless they were able to diversify their businesses. It concluded that significant reforms had been started and pursued sensibly; and that the TRS had shifted one set of significant costs from the budget to the students, while allowing for the very poor to borrow textbooks from schools.

45. **Technical assistance evaluation.** In addition, a 2002 TA performance audit report (TPAR)<sup>36</sup> evaluated six TAs that supported the effective management of investments and reform

---

<sup>36</sup> ADB. 2002. *Technical Assistance Performance Audit Report on Selected Technical Assistance in the Education Sector in Three Central Asian Republics*. Manila. The six TAs covered include: (i) Education and Training Sector Study (2308-KAZ), (ii) Strengthening Educational Administration and Management at the Central and Local Levels TA (2872-KAZ), (iii) Education and Training Master Plan TA (2290-KGZ), (iv) Strengthening of Education Planning

in basic education in three CARs: Kazakhstan, Kyrgyz Republic, and Uzbekistan. According to the 2002 TPAR, the TAs were influential in improving the relevance, quality, and efficiency of the education sectors in the countries studied; and in rationalizing their organization and structure. The TAs contributed to the development of strategies aimed at sustaining reforms through cost effectiveness, resource mobilization, and a comprehensive management information system. Commenting on the rapid growth of the education sector in the CARs, the TPAR noted that the main reasons were: (i) the rapidly changing economic conditions of the CARs, (ii) the new priorities of the governments, (iii) the changing pattern of employment and the marketability of skills, and (iv) the increasing presence of the private sector in higher education (pp. 1–2, para. 3).

46. The TPAR included two Uzbekistan TAs (Monitoring the Implementation of Education Reform and Capacity Building in Education Finance). These were attached to the BETDP loan. The related TA completion reports (TCRs) are discussed later on. The TPAR rates both these TAs as *highly successful*. However, except for the TA for Monitoring the Implementation of Education Reform, no provision for dissemination was made in the design of the reviewed TAs. The TPAR identified the TA for Capacity Building in Education Finance as one of the two best reports in terms of the quality of research, the substance of analysis, and the appropriateness of recommendations.

47. **Lessons.** Given the availability of CAPE 2006, the project completion reports (PCRs) and the TCRs, among others, a number of the lessons for improving ADB operations in the education sector in Uzbekistan can be identified. These have been pooled and are presented along with their sources in Appendix 5. A brief, synthesized and stylized version is presented below before moving on to the top–down and bottom–up evaluation in this report.

48. **Operational strategy and the choice of sector.** The challenges in starting a long-term relationship and working with a new DMC are always tough. On the part of ADB, getting to know the client requires a lot of upfront effort, staff time, and learning. This is especially so in the case of the transition economies, which often go through deep structural changes before embarking on a new growth path. Their decision makers and the bureaucracy might be apprehensive about the changes, sensitive about the criticism, and generally lacking in know-how about the new ways of doing business with development partners. Hence, it is creditable that ADB succeeded in establishing a good rapport with Uzbekistan, and chose to work in a sector to which the government was fully committed. ADB has demonstrated its long-term commitments by continuing to assist the sector and generally keeping pace with the reforms in the country.

49. In this regard, the 2006 CAPE noted that ADB's program of assistance could have been enhanced and the policy dialogue facilitated if there had been an agreement about the intended outcomes to which ADB would contribute. This, presumably, refers to the lack of an explicit sector development plan by ADB for education in Uzbekistan. Given the number of studies and TA reports that have been undertaken in Uzbekistan, the segments of a sector plan could well be available in ADB;<sup>37</sup> but nothing has been explicitly recognized or identified as a sector road map.<sup>38, 39</sup>

---

and Administration TA (2879-KGZ), (v) Monitoring Implementation of Education Reform TA (2947-UZB), and (vi) Capacity Building in Education Finance TA (2948-UZB).

<sup>37</sup> The SAPE team was not able to access any of the TA consultant reports, whether in ADB headquarters or Uzbekistan Resident Mission.

<sup>38</sup> The 2006 CSP mentions that in preparation of the CSP, a sector assessment of education was prepared in February 2005 (CSP 2006, Appendix 2, para. 4).

50. **Government counterpart.** Given the commitment and priority that Uzbekistan's leadership attaches to the education sector, policy dialogue with the government assumes high importance. Further, in view of the learning curve facing government officials and policymakers, a series of high-level policy discussions would give the government (especially COM, Ministry of Finance, MOPE, and MOHSSE) confidence in ADB's recommendations. Lessons identified under some TAs clearly point to the enormity of this task.

51. Further, one needs to keep the concerned line ministry and other agencies in focus. Conventionally, ADB missions pay due regard to the line ministry, but when dealing with an important sector like education, it is crucial to keep other sector ministries in the loop as they, too, have a stake in the output. Among the issues identified in the lessons, there is mention of ADB doing well with MOPE but not so well with MOHSSE. Likewise, the lessons identify that in the case of the Center for Effective Management of Investments and Reforms in Basic Education, COM was somewhat hesitant about going along with MOPE's approach. COM is a policymaking body while MOPE is responsible for the day-to-day implementation of the education policy; COM perhaps felt that MOPE was securing its own turf by establishing the center. Hence, COM did not issue the requisite decree for its establishment. The moral of the story is that, while staying its own course rigorously, ADB has to tender its advice carefully and with understanding. The issue identified in the lessons underscores the delicacy of the situation, and the need to carry on the dialogue at various levels across different ministries, often simultaneously.

52. **Alignment and harmonization of institutions.** In a number of projects and TAs, it has been mentioned that the rules of the government needed to be changed, modernized, or upgraded as they were out of date and not conducive to a successful transition to a globally competitive economy. ADB needs to pick its path for such realignment and harmonization, depending on the significance and urgency of the reform. Because, at any point, there is an abundance of institutions in the country, and not all can be transformed within a short interval. ADB needs to map the institutions that are on the ground and identify which need to be adjusted on a high-priority basis. When the official language of the country is not English, translated copies of the key country documents must be promptly available to the staff, consultants, and other functionaries. Otherwise, much of their valuable time is lost in learning about the ground conditions. A few such things seem to have happened in some TAs in Uzbekistan. Following up on these lessons is instrumental to establishing a common framework for country assistance with the development partners.

53. **Project formulation, design, and appraisal.** Lessons identified in the CAPE, the PCRs and the TCRs point to some limitations to sound project preparation. They relate to the omission of critical inputs in project costing and financing (viz., missing the cost of imported paper in the textbook project); or putting riders on the agreed project after it had been negotiated and circulated to the Board for consideration, e.g., the Education Sector Development Program (ESDP) loan. The limitations may also relate to the failure to link policy loan components

---

<sup>39</sup> The absence of a sector road map can be a critical constraint in an area where the DMC government has no clearly articulated strategy, which was not the case in Uzbekistan. Therefore, ADB worked alongside the government strategy. ADB was always working with the government to implement programs articulated at the highest level with full commitment of resources. It was fast paced support with one project following another aiming to achieve the aspirations and goals outlined in NPPT and later in NPBED. With these two programs now delivered, the government is planning to take stock of the situation to clearly determine areas for future support. ADB also plans to support this process with a social sector financing research and development technical assistance (RDTA).

explicitly with the investment loans under the same project, or to a lack of functional coordination between the TAs and the project components. These limitations certainly do not take anything away from the commendable role played by ADB's education projects in Uzbekistan, yet they point to the need for a more careful, thorough, and diligent project preparation and implementation. This is especially so in a new DMC, where a sound project design is critical in ensuring its confidence in ADB assistance and guidance. It is equally important that the development partners can put faith in the lead development partner for the education sector. Otherwise, such limitations open the door for the skeptics and opponents to serve their own vested interests by distracting the stakeholders from the merit of ADB's assistance.

54. **Project implementation, outputs, and outcomes.** A large number of lessons relate to the implementation of projects that often end up emphasizing outputs over outcomes. This is especially relevant to process-oriented projects like education that seek to introduce innovations in the teaching–learning and assessment systems of a country. For example, in vocational and technical education, the procurement of a new building, machinery, and equipment should hardly be seen as an end product. Likewise, demonstrating practical applications to students instead of letting them do and practice with their own hands robs them of a learning opportunity. In student-centered learning, it is critical that the pace of the curriculum be set by the teachers' absorption of new knowledge and skills, before they can impart it to their students. It is often the case that the teachers themselves were not exposed to the new methods when they were studying or training to become teachers.<sup>40</sup> It also underscores the lesson that in the case of knowledge-based innovations, the best results are often obtained by exposing potential users to international best practices.

55. On a more practical level of project administration, the PCRs note that ADB should have laid more emphasis on ensuring that the different aspects of project implementation were carried out as appraised and agreed with the government. Project steering committees did not meet regularly or function effectively. There should have been more insistence on loan covenants. Further, there are issues of capacity in the government generally and in the education sector in particular. This has been a constant challenge confronting ADB's portfolio management. While project officers are expected to be trained and experienced, qualified project staff stays away from these temporary project positions with lower than market salaries. These observations by operational staff clearly reveal a certain laxity in project administration. Whereas a lot of effort seems to have gone into designing good projects, the implementation was not always carried out with equal commitment. The PCRs note several administrative and process-oriented shortcomings (Appendix 5, Table A5.2).

56. **Technical assistance implementation.** The TCRs note that the implementation of TAs was not as effective as it could or should have been. Some consultants had to spend their valuable time doing tasks that were not part of their terms of reference. Some consultants failed to present their analysis and critique of the older system in a nuanced manner. Consequently, their reports did not elicit a positive response from the government, and their recommendations were summarily turned down. Some TAs needed a more flexible time schedule for achieving their objectives. In brief, the utilization of the TA was much less effective than should have been the case. This is despite the IED's earlier evaluation of ADB assistance to Uzbekistan, which

---

<sup>40</sup> This has now emerged as a constraint in Uzbekistan in that the quality of teacher training does not match the higher quality of secondary and senior secondary schooling, especially regarding the use of ICT in teaching–learning situations.

noted that “ADB should improve the management of the TA program and the results achieved” (CSP 2006, p. 15, para. 58).

57. **Project benefit monitoring and evaluation.** This has been traditionally a chronic shortcoming in many ADB projects, and Uzbekistan’s education sector is no exception. The PCRs note that not enough attention was devoted to establishing the benchmarks to gauge the progress made. No quantified indicators were used systematically for notching up the progress. Where this was done, or where a management information system was established, it was not followed up for utilization. The situation is more difficult in Uzbekistan, as many officials and functionaries lack the technical skills and know-how to handle quantitative analysis because they have had no previous exposure to an evidence-based decision-making methodology. To some extent, this lack of transparency and unwillingness to share data with wider stakeholders is reminiscent of the legacy of the past centrally planned system. This is unfortunate as it deprives ADB and the government of the opportunity to claim credit for achievements in the sector. One also cannot be sure about the sustainability of government efforts in the absence of reliable indicators. ADB’s results framework also cannot be fully implemented under these conditions. This runs counter to the 2000 country operation strategy that had clearly indicated the need to “adopt a result orientation with monitorable indicators linked to ADB interventions” (CSP 2006, p. ii).<sup>41</sup> Despite a significant amount of OCR and ADF assistance, it is a cause for concern that such an omission was allowed to persist uncorrected for nearly 12 years.<sup>42</sup> Such neglect is now beginning to seem systemic and needs to be dealt with urgently, as noted by the 2006 CSP (Appendix 3, p. 101, para. 89[vi]): “Establishing an effective education management information system, along with qualified professionals, should be a key component of future education sector reform.”

58. Currently, ADB is preparing a research and development technical assistance (RDTA) which will help develop programmatic interventions in education sector with clear indicators and benchmarks. These risk-based programs can help in providing focused and timely support which is relevant and required. The RDTA will also provide resources to carry out a financial analysis of the sector.

### III. ASSESSMENT OF ADB'S ASSISTANCE IN THE EDUCATION SECTOR

59. The assessment of ADB’s assistance in the education sector in Uzbekistan during 1998–2009 is based on a combination of its strategic and institutional-level (top–down) and its project/program-level (bottom–up) performances.

#### A. Strategic and Institutional-Level (Top–Down) Performance Assessment

60. The country strategy and program (footnote 1) documents are the main source of information for assessing top–down performance. The SAPE assesses ADB’s assistance to Uzbekistan in terms of (i) strategic positioning of ADB assistance; (ii) contribution to overall development results; and (iii) ADB’s institutional performance, i.e., the quality and responsiveness of ADB’s services. The discussion begins with a qualitative assessment along the three broad categories. It is followed by a brief discussion of the sector issues that require specific attention in future operations before an assessment based on numerical rating is given. At the end of each table, an overall assessment is provided along with a summative evaluation.

<sup>41</sup> Interestingly, CSP 2006 itself goes on to complain that the CSP 2000 “lacked monitorable indicators.” (CSP 2006, p. 14, para. 56).

<sup>42</sup> The government representatives acknowledge the need to improve measurement and evaluation in the education system and during discussions highlighted this as a candidate for improvement in Uzbekistan.

## 1. Strategic Positioning

61. The assessment of ADB's strategic positioning in the education sector is based on how ADB responded to the evolving challenges and priorities within the sector. It takes into account the following key areas: (i) relevance, (ii) responsiveness, (iii) operational flexibility, (iv) portfolio management, and (iv) relationship with development partners. Results are in Table 5.

**Table 5: Strategic Positioning**

<b>Key Area</b>	<b>Assessment</b>
1. Relevance	In terms of CSPs, and the Uzbekistan Welfare Improvement Strategy Paper, ADB interventions in the education sector were highly relevant for the country to establish and secure a quality education system in a globally competitive market economy.
2. Responsiveness	ADB responded adequately and in a timely manner to the 1997 National Program for Personnel Training, 2004 National Program for Basic Education Development, and Uzbekistan education laws. During 1997–2009, ADB responded with 6 loans and 6 advisory TAs, besides project preparatory TAs (6), regional TAs (3), and one JFPR grant.
3. Operational flexibility	ADB displayed much operational flexibility. It started with the Basic Education Textbook Development Project focusing on the core curriculum and textbooks but soon moved to the Senior Secondary Education Project, under which it set up model schools and provided equipment and furniture. It then addressed policy issues and pursued qualitative improvements under the ESDP. It reinforced its commitment to the textbooks through the Second Textbook Development Project, and moved into ICT and rural basic education.
4. Portfolio management	ADB's timing of the project pipeline was well developed. At any stage it kept enough projects going to maintain momentum. It is only in the last 2 years (2008 and 2009) that a lull emerged in the portfolio, as the country partnership strategy shifted its priority to other sectors. Apart from a few delays, projects were implemented reasonably well.
5. Relationship with development partners	ADB is the lead development partner. Its relationship with the United Nations Children's Fund and the United Nations Educational, Scientific and Cultural Organization were good and cooperative. Relationships with GTZ, the Japan International Cooperation Agency, and the World Bank were equally well maintained. See also Table 4.
<b>Overall Assessment on Strategic Positioning</b>	On the whole, ADB's strategic positioning was executed well (rating: <i>substantial</i> ).

ADB = Asian Development Bank, CSP = country strategy and program, ESDP = Education Sector Development Program, GTZ = Deutsche Gesellschaft für Technische Zusammenarbeit, ICT = information and communication technology, JFPR = Japan Fund for Poverty Reduction, TA = technical assistance.

Source: Independent Evaluation Department.

## 2. Contribution to Development Results

62. This section looks at ADB's contribution to the country's development results through its education sector assistance, specifically to (i) pro-poor growth, (ii) social development/MDGs, and (iii) good governance and capacity building. Results are in Table 6.

**Table 6: Contribution to Development Results**

<b>Key Area</b>	<b>Assessment</b>
1. Pro-poor growth	The textbook rental scheme was a highpoint of ADB's pro-poor emphasis in educational investments. By producing quality long-lasting textbooks and enabling them to be circulated among pupils on a rental basis, the Basic Education Textbook Development Project generated savings for households as well as the public budget. Similarly, ADB's initiative in promoting quality basic education in rural areas is likely to be pro-poor, as most of the poor in Uzbekistan reside in rural regions.
2. Social development/ Millennium Development Goals	ADB's education assistance has helped promote social development by maintaining high levels of literacy and education in the country. Gender equity prevails in basic education, and a large proportion of teachers are female. In addition, textbooks and instruction materials have been reviewed for gender biases. Labor migration overseas boosts population welfare through remittances and current consumption standards. Uzbekistan has accomplished universal education in the country.
3. Good governance and capacity building	The spread of ICT under ADB education assistance helps improve governance in the country by promoting communication and transparency in public transactions. This is likely to increase pressure for evidence-based policymaking and implementation. Involvement of employers, parents, and civil society organizations in school matters (through the family- <i>mahalla</i> -school nexus) boosts governance at the grass roots of the education sector. It is capable of spreading beneficial effects beyond the schools.
<b>Overall Assessment on Contribution to Development Results</b>	The contribution of ADB's education sector assistance to development results in Uzbekistan has been <i>substantial</i> .

ADB = Asian Development Bank, ICT = information and communication technology.

Source: Independent Evaluation Department.

### 3. ADB's Institutional Performance

63. The assessment of ADB's institutional performance looked at: (i) quality support, (ii) sensitivity and responsiveness to clients, (iii) client ownership, (iv) harmony with development partners, (v) compliance with capacity building, (vi) consistency with ADB's corporate strategy, and (vii) feedback of borrowers/executing agency. Results are in Table 7.

**Table 7: ADB's Institutional Performance**

<b>Key Area</b>	<b>Assessment</b>
1. Quality support	ADB provided focused and quality support to the education sector in the country, especially as articulated in the Education Sector Development Program, textbook program, and textbook rental scheme.
2. Sensitivity and responsiveness to clients	Despite the fact that education sector policymaking was centralized and controlled, ADB responded to the government's initiative with understanding and in a positive and sensitive manner, i.e., by relieving the problem of non-availability of textbooks, and supporting senior secondary education.
3. Client ownership	The government led the operations, which preserved the client ownership of the education reforms, while ADB came up with new ideas based on its international experience.

Key Area	Assessment
4. Harmonization and alignment with development partners	There are not many major development partners in the sector with which ADB needed to harmonize rigorously. Except for the World Bank, other donors were extending only technical assistance to the sector. Nonetheless, as a lead development agency, ADB coordinated its activities with all the donors quite well, especially the United Nations Children's Fund and the United Nations Educational, Scientific and Cultural Organization.
5. Capacity building	A number of initiatives were undertaken to strengthen policies and implementation capacity in the sector by providing hands-on training and study visits abroad. These were supported by the limited available technical assistance as well as loans. Uzbekistan still requires a lot more progress in this area.
6. ADB's corporate strategy	Education is one of the priority areas in ADB's current and past corporate strategies. ADB's Uzbekistan operations were a significant support for the sector. They also helped achieve other objectives such as MDGs, gender and development, and human development, which have high priority for ADB.
7. Feedback of borrowers/ executing agency	The SAPE mission had many meetings with the borrower's ministries and agencies both in the capital as well as in the field. In-depth discussions were held with COM, MOHSSE, MOPE, Ministry of Finance, and the Ministry of Labor and Social Security. They were all appreciative of ADB's role and contributions in the educational development of Uzbekistan; specifically COM, MOPE, and MOHSSE conveyed their wish to continue the relationship. However, ADB funded project implementers in the field said that ADB needed to be more involved in project implementation, i.e., by providing sufficient review missions.
<b>Overall Assessment on ADB's Performance</b>	On the whole, ADB's performance has been satisfactory except for some shortcomings regarding sector road map, financial sustainability, and education–employment links, as discussed below (paras. 64–66). Thus, the overall performance rating is <i>modest</i> .

ADB = Asian Development Bank, COM = Cabinet of Ministers, MDGs = Millennium Development Goals, MOHSSE = Ministry of Higher and Secondary Specialized Education, MOPE = Ministry of Public Education, SAPE = sector assistance program evaluation.

Source: Independent Evaluation Department.

**64. ADB's perspective on education in Uzbekistan.** A sound and thorough assessment of the achievements in the education sector has to be rooted in ADB's perspective on education in Uzbekistan. Expected outcomes must be specified, indicating how they would change over time. However, there was no explicit road map for the education sector in Uzbekistan. To be fair, each project and its report and recommendation of the President (RRP) undertook due diligence, reviewed the sector, and designed the proposed interventions, but the documents do not easily yield a big picture of how the various projects relate to each other and to the sector as a whole. Fortunately, ADB operations were helped to some extent by the government's 1997 NPPT. The 2006 CAPE also noted that while ADB responded well to the government's preferences and its own CSP, there should have been an explicit ADB strategy for Uzbekistan's education sector. In the absence of such a road map, the policy dialogue seems ad hoc or opportunistic. It also opens up the possibility that other development partners' investment projects might not harmonize with ADB's thrust. This could leave some constituencies of the stakeholders uninvolved and weaken the mobilization of opinion in favor of educational reforms.

**65. Employment outcomes.** The slow growth of employment opportunities (at about 2.1% per annum, compared with the more than 3% increase in labor entrants) continues to be a major

challenge for the education sector. Apart from agriculture, Uzbekistan “has a potential comparative advantage in labor-intensive light manufacturing, but realizing it will depend upon reducing pervasive state involvement and allowing truly private enterprises to compete on a level playing field. Presently, this is a ‘binding constraint’ in Uzbekistan. In services, skills-based subsectors could be facilitated by a better fit between the education system and labor market needs, and by a well-functioning ICT environment” (CSP, 2006, p. 4, para. 9). However, education sector investments have yet to demonstrate external efficiency. The RRP of SSE and ESDP identified the significance of an education–employment interface and emphasized the need to generate marketable skills in Uzbekistan. However, the implementation of these loans, as noted in the 2006 CSP, did not lead to much improvement in this area. Education–employment links have much more relevance to the graduates of the SSE system, as they are the new entrants. Therefore, the inability to effect transformation in SSE is likely to delay any improvement in the job market of the school graduates.<sup>43</sup> More emphasis on SSE, especially its assessment of competency levels, examinations, and certifications, is urgent if the education sector has to serve as a conduit to gainful employment, particularly in the private sector. PPP is the preferred modality for support in these areas.

66. **Sustainable financing outcome.** Uzbekistan is spending 8%–9% of its GDP on the education sector. These investments come from its own financial resources, as well as from concessional and non-concessional loans. While this is a clear indication of the priority to support human capital formation, it could be unsustainable in the medium-to-long term. It is the cost–benefit analysis (including supply and demand assessments) that should determine the level of total education expenditure, and how it should be split between the public budget and private sources. Some of these public investments and fiscal reforms in the education sector are still to be fleshed out. Cost recovery is low. A detailed financial analysis of the education sector is required, not only for the sake of its proper development, but for apportioning the limited amount of public expenditure across the other public services such as water, nutrition, health, housing, etc. Such an analysis of education expenditure is part of the medium-term expenditure framework (MTEF). These frameworks are instrumental not only for the optimal allocation of resources for services, but also to protect these allocations when faced with macroeconomic volatility. In other words, it is this sustainability that is the main justification for an MTEF to ensure adequate investments in the medium-to-long term.

#### 4. Overall Assessment: Top–Down

67. Based on the assessments of the (i) strategic positioning of ADB assistance; (ii) contribution to overall development results; and (iii) ADB’s institutional performance, described above (paras. 61–63), the overall rating of ADB’s strategic and institutional performance (top–down) is *successful* (Appendix 7, Table A7.1).

### B. Project/Program-Level (Bottom–Up) Performance Assessment

#### 1. Relevance

68. **BETDP.** The post-independence fiscal contraction had reduced the government’s capacity to print and distribute textbooks and instruction materials. As part of the modernization of education, the government had replaced Cyrillic with Latin script, and the entire set of school

<sup>43</sup> The rationale of ADB’s Senior Secondary Education Project was “... to advance its economic and social transition, Uzbekistan needs a labor force with new skills and knowledge. The Government aims to establish an education system capable of imparting skills and knowledge in a market-oriented economy...” See ADB. 2009. *Validation Report – Uzbekistan: Senior Secondary Education Project*. Manila (p. 1).

textbooks had to be written and produced anew. A new curriculum was to be devised, textbooks written, teacher guides prepared, and teachers trained. In a sense, some fundamental reforms for Uzbekistan's transformation to a market-oriented society were in danger of being thwarted by the lack of school textbooks. BETDP was *relevant*<sup>44</sup> to Uzbekistan and its education policies. It also fitted in well with ADB's country strategy and its education sector strategy. However, project appraisal did not include the foreign exchange cost of importing paper for the textbooks. Consequently, the government had to bear the burden of importing paper. The rating for BETDP is *relevant*.

69. **Senior Secondary Education Project.** The project took off with the 1997 NPPT and was *relevant* to Uzbekistan's move to market-oriented development. In the words of the RRP, the project was designed "to advance the economic and social transition. Uzbekistan needs a labor force with new skills and knowledge." The project design was consistent with ADB's country operation strategy and education sector strategy. However, it had some design weaknesses. For example, under civil works, it lacked technical specifications to meet the specific requirements of equipment installation. The specifications were neither developed at appraisal nor provided for in the design so they could be developed at the time of construction. Another weakness was to leave the management of the project solely to the project implementation unit (PIU) designed, established and funded by the government, even though MOHSSE had no previous experience of implementing an ADB-funded project. The absence of technical specifications caused civil works to be delayed and added to the Government of Uzbekistan's funding burden as much as \$21.7 million, which was 27.5% above the appraisal estimate for civil works. Two years after the project effectiveness, in January 2003, PIU arrangements were found to be inadequate. Thereafter, project management arrangements were restructured and reorganized. The appraisal also failed to fully assess the two consultants' requirements. These consultants had been engaged to assist the PIU in project implementation. In brief, while the objectives of the Senior Secondary Education Project (SSEP) were in line with the government's policies, CSP and ADB education sector strategy, the design of the project added to implementation problems, apart from the fact that this was the first project to be implemented by the concerned ministry. The rating for this project is *relevant*.

70. **ESDP (policy loan).**<sup>45</sup> After supporting one project each in basic education (BETDP) and SSE, ADB moved on to support wider policy reforms in the sector. The Government of Uzbekistan had already completed the first phase (4 years) of the 1997 NPPT. In this sense, the policy loan was relevant in boosting the government's commitment to deeper sector reforms. Given the broad sweep of the reforms, a sector-wide development in education was indicated for ADB operations and this could best be done via the sector development program (SDP) modality. As such, ESDP was deemed quite relevant. However, the links between policy reforms and investment loans were not established clearly. This caused some implementation delays, as this was the first policy-based loan for the government. It led to problems in recruiting international consultants under the investment loan and prevented ESDP from delivering its full potential. The government undertook most of the policy reforms using resources available in its own public sector, thus depriving the sector of a much-needed modern, international perspective on education development. Nevertheless, the loan is rated *relevant* (see the box below).

<sup>44</sup> Achievements are closer to a rating of 3, but CAPE guideline does not allow giving a value of 2.5; hence, a rating of 2 is given. Evaluation is underestimating the performance.

<sup>45</sup> The PCR for the investment component of the ESDP will be prepared after the loan closure. The write-up in this section deals only with the policy loan.

### Uzbekistan's Education Sector Development Program

**Modernizing structure, content, and processes.** During the policy loan's implementation, higher education was streamlined—the bachelor's degree is now 4 years and has more applied curriculum content. The adoption of the 4+5+3 system has extended secondary school education by 1 year to include grade 12.

**Curriculum development and education quality monitoring.** Curriculum modules have been revised to incorporate a child-centered teaching approach. Students are being prepared to take tests for the international benchmarking of learning outcomes in 2010. Likewise, the vocational curriculum was revised in senior secondary education (SSE).

**Teacher education.** The delivery of teacher training has been decentralized to increase access and reduce cost to teachers, and to improve the quality of rural teachers, organizational audit and staff redeployment. The policy loan helped the government revise the functions and responsibilities of administrative and managerial staff within Ministry of Public Education and Ministry of Higher and Secondary Specialized Education, at the central, regional, and district levels. It has also helped improve service conditions of teachers.

**Rationalization of facilities.** Nationwide school and community surveys covering both basic education and SSE were carried out to assess the condition of education establishments and their environment, and to give recommendations for improving efficiency in the utilization of physical and human resources. The data is available at <http://eduportal.uz/webmaktab>.

**Planning and coordination.** To improve the coordination of education reforms among government agencies, the Education Reform Implementation and Monitoring Unit was established.

**School management and community participation.** Governance and quality of schools have been improved through the establishment of school trustee councils (comprising school management, teachers, parents, *mahalla* [community] representatives, and local enterprises, etc.), through the strengthening of parent committees, and by encouraging more community involvement in schools.

**Nongovernment provision of education.** The policy loan provided international technical support for public-private partnership policy studies. The studies reported on the strengths and weaknesses of the private provision of educational services in the country, and issued policy recommendations that are now under review by the government.

**Targeting of underdeveloped areas.** The school mapping plan has enabled the government to target the schools with poor material resources—500 schools in poor areas were identified, rehabilitated, and equipped under the program.

**Assistance schemes for the poor and vulnerable population.** The family-*mahalla*-school link has been used as a mechanism to identify vulnerable families and assess the level of support required. Community committees have been established in most *mahallas* to review the submissions from poor families and forward deserving applications to the basic education and SSE institutions, which then provide assistance to families and indirectly help the students attend school.

Source: ADB. 2008. *Program Completion Report of the Education Sector Development Program*. Manila.

71. **Ongoing loan projects.** In addition, there are four ongoing loan projects. Two loans, the investment component of the ESDP and the Senior Textbook Development Project (STDP), have been physically completed and are awaiting financial closing. Another two loans, the Information and Communications Technology in Basic Education Project (ICTBEP) and the Rural Basic Education Project (RBEP), are being implemented. The SAPE mission had extensive discussions with the PIUs of ESDP and STDP. Both projects have contributed

significantly to the modernization of the education sector in Uzbekistan (rated *relevant*, and *highly relevant*, respectively). ICTBEP and RBEP are at different stages of completion. These projects were designed to extend the initial education reforms. They are consistent with the 2006 CSP, as well as ADB's education sector strategy. Designs of STDP and ICTBEP were particularly aligned as they shared the PIU and the project steering committee. The government is putting a high priority on promoting ICT education in the country, so ICTBEP is particularly well received and is considered *highly relevant* for the present phase of Uzbekistan's development.

72. **Technical assistance.** ADB's TAs played an important role in identifying reforms for the joint consideration of the government and ADB. The issues addressed relate to the broad policy reforms under the TA for Monitoring the Implementation of Education Reform, or specific issues of financial stability under the TA for Capacity Building in Education Finance. Both were assessed to be *highly relevant*. The TA for Capacity Building in Education Finance was credited with devising the most successful component under BETDP, i.e., the TRS. The TPAR termed this TA as *highly successful*. Some TAs, e.g., Interim Review of Senior Secondary Education System, succeeded in starting an internal debate and modification of the government policies in relation to NPPT, while others contributed to building capacity in the educational system, viz., TA for Capacity Building of the Center for Senior Secondary Education, which established the Center for Senior Secondary Education (CSSE). In this sense, the early TAs are deemed *relevant*. It should be noted, however, that most TAs were implemented in an overlapping time frame, so their contributions tend to spill over and be claimed or acknowledged in more than one project and document. All TAs are rated *relevant*.

73. Summing up, the completed loan projects were rated *relevant* to the modernization of education in Uzbekistan. They were also consistent with ADB's country operation strategy and education sector strategy. However, there were certain deficiencies in their design, as identified in their respective PCRs and mentioned in paras. 68–70.

## 2. Effectiveness in Achieving Outputs and Outcomes

74. BETDP reached and even surpassed most of the expected outputs anticipated at appraisal. It (i) achieved an average ratio of 10.4 textbooks per pupil for basic education (9 grades); (ii) improved the quality, durability, and availability of textbooks and other instruction materials; and (iii) enhanced the efficiency of the textbook production system. BETDP also provided Latin-script, Uzbek-language reading materials for the school library, kits of supplementary teaching aids, and selected textbooks for schools in non-Uzbek languages.

75. By improving the teams of authors, supervisors and trainers, and related curriculum, BETDP succeeded in effecting widespread pedagogic improvements in basic education, including the introduction of student-centered learning. At the end of BETDP, MOPE had a cadre of 62 authors and 122 specialists trained in manuscript evaluation, editing (including addressing gender issues in the curriculum and teaching materials), and desktop publishing. Staff development training exceeded targets by wide margins. The PCR notes that "In retrospect, project design could have included a more rigorous monitoring and evaluation framework" (BETDP PCR, para. 4). The BETDP is rated *highly effective*.

76. An associated development finance institution loan enabled improvements in the quality of textbook production materials (paper and hardboard), and printing equipment, by releasing the constraint of foreign exchange on necessary imports.

77. SSEP was rated *less effective* in achieving intended objectives, i.e., impacting on the SSE subsector or improving education–employment links, due to several reasons including implementation problems, resource constraints, and the absence of a monitoring and evaluation (M&E) mechanism. These are detailed in paras 78–80. As for training, the project underperformed: (i) only 8,424 personnel (16.3% of the total) were actually trained, whereas SSEP had envisaged the local training of 51,563 teachers, model senior high school directors, curriculum designers, authors, school librarians, and CSSE staff; and (ii) the overseas training program included 34 personnel (27% of the total) who “had not been previously employed in SSE nor had a direct relationship with the system.” The PCR notes that the CSSE had not introduced any regulation or efforts to retain specialists trained abroad under the project. The PCR validation report indicates that the project’s outcomes were only partially achieved (teacher development, students’ retention rates and completion rates, and employability of graduates) and were limited to the 45 model secondary schools. The education management information system and M&E components “were not completed and were vital in addressing policy decisions based on reliable data.”<sup>46</sup>

78. The CSSE had no prior experience working with ADB and was unfamiliar with ADB’s expectations, procedures, and monitoring mechanism. It took some time for ADB to realize that leaving the management of such a complex project in the hands of an uninitiated implementing agency slowed the progress. During the latter portions of project implementation, the CSSE had begun to learn and the remedial efforts on the part of ADB began to improve project performance. The PCR notes: “CSSE’s capacity in managing development agency-funded projects was fully utilized and enjoyed by other development partners, such as Japan Bank for International Cooperation and Deutsche Gesellschaft für Technische Zusammenarbeit (GTZ)” that came on stream subsequently.

79. Most importantly, the education management information system and the project M&E mechanisms were not functional. To begin with, there was scant hard, quantitative evidence on the education system of Uzbekistan, and whatever was accomplished under the project was not utilized. In 2004, the government wound up the entire department responsible for M&E under the CSSE, thereby removing any basis for the proper monitoring of SSEP and for reporting progress. This continues to be a major concern even now.

80. In addition, the government was having difficulty committing counterpart funds to the project activities. Due to this, in-service teacher training could not be carried out in the scale envisaged during appraisal. The PCR notes that the “current education financing system cannot provide adequate long-term support.” It undercuts the endorsement that the PCR provides elsewhere in the project: “... supported implementation of compulsory SSE and promoted equitable provision of SSE for boys and girls from low-income families, remote rural areas, and various language groups.” (*Less effective*, rating is 3.)

81. **ESDP (policy loan).** As mentioned earlier, the NPPT encouraged the government to continue engaging in policy reforms in the sector. Specifically, it helped implement the second phase of NPPT. It also helped develop and implement NPBED that was introduced in 2004. It ensured that the government would streamline the structure of education, and would rationalize staffing, and physical and financial resource allocations based on demand and equity. ESDP also contributed to improving the quality of education for the poor and vulnerable students, by rehabilitating schools and boarding facilities, providing financial and food assistance, and

---

<sup>46</sup> ADB. 2008. *Validation Report of the Senior Secondary Education Project in Uzbekistan*. Manila.

incentives for teachers to work in rural areas. Service conditions, including teacher salaries, improved as a result of education reforms carried out under ESDP.

82. The government conducted a comprehensive national survey of all schools in 2004. An electronic database was compiled on several variables, including infrastructure, teachers' profiles, the socioeconomic background of the community, student profiles. The database has been uploaded to the MOPE website, and is updated annually. Education reforms in Uzbekistan, however, continue to be at their initial stages. As noted by the PCR, the weak areas include the government's inability to improve internal coordination, reduce fragmentation, and improve the effectiveness and efficiency in planning policy formulations in the education sector (para. 52). The policy loan is rated *effective* in achieving its objectives and outcomes. The policy loan was effective in supporting the government's efforts to modernize its education system, align it to international norms and develop it toward a free-market economy by achieving the outcomes of the four policy directions. However, certain curriculum-related activities under ESDP could not be accomplished and are now expected to be carried out under STDP. The ESDP is rated *effective*.

83. **Ongoing loan projects.** Discussions with PIUs during the SAPE mission give the impression that the ongoing loan projects—ESDP (investment loan), STDP, ICTBEP, and RBEP—are likely to be *effective* because their design is based on the specific lessons learned from within Uzbekistan. To begin with, the last three projects (STDP, ICTBEP and RBEP) are inherently simpler. In a sense, they are the second-generation projects and more focused than ESDP with its complex design. ESDP was designed with a number of implementation agencies involved in different components of the investment loan. RBEP, for example, focuses only on the three regions. Nonetheless, slippages and faults due to lack of coordination during implementation erode the effectiveness even of these projects. For example, under STDP, the library resource rooms were not ready in time to accept equipment because the government did not finance the room refurbishment in a timely manner (RRP, RBEP, Appendix 12). However, it is only upon completion of the ongoing projects and preparation of the PCRs that anything certain can be said about their effectiveness. The preliminary rating is *effective*.

84. **Technical assistance.** Overall, the TAs are rated as *effective*. They succeeded in delivering their objectives in a difficult and challenging context. (*Effective*, rating is 3.8.) The TAs were appropriately identified. They performed multiple functions, e.g., suggesting policy reforms, providing hands-on training to ministry staff, and building capacity by familiarizing staff with ADB procedures, as they had no experience working with international financial institutions (IFIs). Some TAs made excellent contributions such as TRS, which was cited by ADB's 2009 Annual Report<sup>47</sup> as an important achievement. Generally, these TAs successfully assisted in the preparation of the policy loan and the implementation of successive loan projects. As a matter of fact, their magnitude seems to be inadequate in view of the challenges. The 2006 CAPE also noted the limited amount of TA available for the challenges ADB faced. IED's TPAR evaluated the TA for Monitoring the Implementation of Education Reform and the TA for Capacity Building in Education Finance as *highly successful*. However, confidentiality of data produced by the monitoring system impeded the dissemination of information, policy advocacy and donor coordination, a problem that is not confined to the TAs. TA-specific issues include: (i) some TA reports were bluntly critical instead of being nuanced—analysis carried out under the TA for Interim Review of Senior Secondary Education included some criticisms of SSE policies that elicited a defensive response from MOHSSE; (ii) sometimes the systems suggested by the TA consultants were beyond the capacity of the civil servants; and (iii) the TA for Monitoring the

---

<sup>47</sup> ADB. 2010. *ADB Annual Report 2009*. Manila.

Implementation of Education Reform established an education database—the information system for monitoring education reform—that turned out to be too sophisticated for policy analysis.

85. Summing up performance effectiveness, the completed loan projects are rated *effective*. BETDP was certainly effective even if it did not include any M&E arrangements. Further, its rating would have been greater if the appraisal estimates had factored in the cost of importing paper for the textbooks. SSEP, which is the least effective of the loan projects, could have been better implemented. The policy loan component of ESDP is also partly effective, but the final assessment hinges on the completion report for the investment loan component of ESDP. Field visits to the schools during the SAPE mission gave the impressions of schools being run well and equipment used effectively. Pedagogic outcomes of improvements in the teaching–learning process are being actively pursued and emphasized in schools.<sup>48</sup> TAs generally addressed the right topics and themes, but their magnitude was inadequate in view of the challenges they faced in Uzbekistan. M&E continues to be the major weakness of the otherwise robustly growing Uzbekistan education system. All loans and TAs are rated *effective*.

### 3. Efficiency in Resource Use

86. BETDP has been rated *efficient* because it achieved intended outputs and purposes cost-effectively. Under the project, the quality, durability, and availability of textbooks improved. The preparation of textbooks, their production and distribution helped set up a new supply system in the country. The TRS, which was “not anticipated at appraisal” (PCR, para. 57), emerged as the high point of the project, heralded by the government and donors as the most successful intervention in support of education in Uzbekistan. The three research studies under BETDP on the analysis of textbook sales and provision formed the basis for developing the MOPE textbook policy, which led to the development and adoption of the TRS and a draft charter for establishing a republican textbook revolving fund foundation (PCR, para. 19). The introduction of a transparent and competitive textbook procurement process stimulated the development of the local textbook publishing capacity, and the market conditions for continuing development of new and better textbooks. The BETDP is rated *efficient*.

87. **SSEP.** The project was *less efficient*. It was intended to initiate changes in the entire SSE system in Uzbekistan. It fell significantly short of this objective and ended up largely supporting 45 model schools. As mentioned above, its outputs were much lower than anticipated at appraisal. Shortcomings in civil works significantly increased the cost of the project for the government. Consequently, the implicit unit costs of project outputs were expected to be high and returns low. The SSEP is rated *less efficient*.

88. **ESDP (policy loan).** The initial delay in making the loan effective set back its completion by about a year. Nonetheless, the government was able to comply with most of the conditions to which it had committed in the policy matrix. The delay caused some activities to lose their initial synchronization with the investment loan, which had to be reset during implementation. Delays, combined with the non-availability of international consultants, as mentioned above, reduced its efficiency. As noted by the PCR, ESDP is therefore deemed to be *less efficient*.

---

<sup>48</sup> UNICEF. 2009. *Review and Assistance in Strategic Development of the Education Programme: In Preparation for the Next Government of Uzbekistan-UNICEF Country Programme of Cooperation 2010–2015*. Tashkent.

89. For the completed loans, BETDP is rated as *efficient*, and SSEP and ESDP are rated as *less efficient*. The ongoing two projects (ICTBEP and RBEP) are rated as *efficient*. Altogether, the loan portfolio is rated as *efficient*.

#### 4. Sustainability

90. **BETDP.** The first project of ADB in Uzbekistan's education sector, BETDP focused on the heart of the teaching–learning process, i.e., the textbooks and the curriculum. The government, which was committed to modernizing education in Uzbekistan but had no experience working with international funding institutions like ADB, went along with the proposals of the project and made a success of it. MOPE, particularly toward the second half of project implementation, demonstrated a strong commitment to the project purpose and objectives, as well as leadership in implementation (PCR, para. 51). The TRS, as mentioned above, stole the show and emerged as a successful intervention. The TRS under BETDP was found to have a solid basis for sustainable provision of affordable textbooks to students in basic education, as reflected in the high collection of rental fees. While about 15% of students are unable to pay the rental fees, they are financed by the government from its budget, amounting to approximately 0.3% of its expenditure in the education sector, with no significant budgetary impact (PCR, para. 60). The project's achievements are rated as *most likely sustainable*.

91. **SSEP.** In the absence of much information about the education project, and of a proper M&E system, it is difficult to assess sustainability. However, given the scope of the reforms that have yet to be done in the SSE system as a whole in order to achieve the objectives of SSEP, it appears *less likely* that the limited gains of the project could be sustained without additional resources and policy innovations in the sector. As the PCR notes, higher allocations for salaries at the expense of other expenditure categories may undermine the quality of SSE. Further, the cost-recovery system to replace the equipment was not taken into account, which makes it hard to guarantee sustainability of investments (PCR, para. 56). A detailed expenditure analysis of SSE is required to assess the situation and take a position on the intended policy reforms. Without such an analysis, it is hard to say whether compulsory SSE, as now structured, is a financially viable option for Uzbekistan. Resolving this aspect itself will require a focused and detailed analysis. The SSEP is rated *less likely sustainable*.

92. **ESDP (policy loan).** Given the government's high ownership of the ongoing education reforms, and its continued leadership and commitment, it is noted that the reforms under ESDP are *likely sustainable*. However, their precise form and impact may undergo changes as the government gathers experience and becomes more confident to undertake further reforms. Improving the macroeconomic situation also augurs well for these reforms to stay the course in Uzbekistan. The ESDP is rated *likely sustainable*.

93. Summing up, all completed projects are rated as *likely sustainable*, whereas two projects under implementation (ICTBEP and RBEP) are *most likely sustainable*. Combined, the loan portfolio is rated as *likely sustainable*.

#### 5. Impact Assessment

94. ADB's contributions to long-term changes in Uzbekistan's economic development through its lending assistance in the education sector are likely to be substantial. The government is using its commitment to educational development as a pivotal step in transforming Uzbekistan into a globally competitive market economy. The very first step of changing the script from Cyrillic to Latin, and then revising the curriculum and textbooks, implied

a major shift in the country's development direction, in which ADB assistance played an important role. Over the years, the government has maintained a high level of investments, providing new buildings, furniture and equipment, and raising the salaries of teachers and other education functionaries. Consequently, the morale of students and staff in the ministries and offices of education is high. ESDP (policy loan) helped improve the quality of education for the poor and vulnerable students, although the impact of SSEP on education sector policies and institutional development has been limited. Introducing ICT in the education system has made schools more dynamic. Added to this is the fact that macroeconomic conditions in the economy have improved tremendously in the last 5 years. Combined with Uzbekistan's prudent public expenditure pattern, the current conditions have made policymakers and administrators confident that they can: (i) successfully improve socioeconomic conditions of its population, (ii) further build on gender equity, and (iii) rapidly reduce poverty. However, the disadvantages in the rural areas continue to be high, and the government is keen to address these. ADB's RBEP is supporting the government to fully address these concerns.

95. The education sector's institutional capacity to manage educational development, policymaking and allocation of resources, and linking it all to the labor and employment market, still needs to improve further. This is particularly true for the system's M&E capability. Without making further progress in these areas, sustainable development of education can hardly be ensured. A large number of educated workers are now going abroad in search of gainful employment. With the help of the private sector, Uzbekistan needs to make better use of its human resources in the domestic economy to be able to sustain its economic growth. A technically capable population is a prime resource in such a process. Thus, in summary, while the gains of ADB's education assistance are *substantial*, there are areas for further improvements that need to be pursued relentlessly.

## 6. Overall Bottom-Up Assessment

96. Ratings of the individual projects were pooled to obtain an overall bottom-up rating for education projects in Uzbekistan (Appendix 7, Table A7.4). The resulting data is summarized in Appendix 7, Tables A7.2 and A7.3. Examining the completed projects, it is noted that BETDP, ADB's first project, has been the top scorer with an overall assessment rating of 21, out of a possible score of 24. It is followed by STDP (20) and the investment loan of ESDP<sup>49</sup> (16). The SSEP loan is at the bottom (12). ADB's overall performance has been good except for SSEP. The combined overall rating of all these projects is 16.8, which denotes *successful*.

97. An attempt has been made to assess the likely outcome of the two ongoing loans (ICTBEP and RBEP) in the same manner. The likely overall assessment in their case improves marginally to 19.

98. As for the TAs, the ratings range from 10 on the low side (TA for Effective Management of Investments and Reforms in Basic Education) to 18 on the high (TA for Capacity Building in Education Finance). The overall rating of all advisory TAs combined is 13.8, which is *partly successful* (Appendix 7, Table A7.4).

---

<sup>49</sup> The project has been physically completed but the PCR has still to be done. In this sense, this assessment is tentative as details about the outcomes are not known fully.

### C. Overall Assessment

99. The combined top–down and bottom–up assessments are shown in Table 8. The overall performance rating is *successful*. Details are in Appendix 7.

**Table 8: Summary of Top-Down and Bottom-Up Ratings**

Evaluation Criteria	Rating
<b>A. Top-Down Assessment</b>	
Strategic positioning	Substantial
Contribution to development results	Substantial
ADB's performance	Modest
<b>Subtotal (A)</b>	<b>Successful</b>
<b>B. Bottom–Up Assessment<sup>a</sup></b>	
Relevance	Relevant
Effectiveness	Effective
Efficiency	Efficient
Sustainability	Likely
Impact	Substantial
<b>Subtotal (B)</b>	<b>Successful</b>
<b>Total Score (A + B): Overall Rating</b>	
	<b>Successful</b>

<sup>a</sup> The bottom–up assessment combined the ratings of both loans and TAs.

Source: Independent Evaluation Department.

## IV. KEY FINDINGS, LESSONS, KEY ISSUES, AND RECOMMENDATIONS

### A. Key Findings

100. For the past 12 years, ADB has consistently assisted the government in designing the country's new education system. Items (i) to (vi) below describe some examples of ADB's assistance in Uzbekistan's education sector that worked:

- (i) ADB has developed a good working relationship with MOPE. ADB's support, particularly for BETDP and later STDP, has strengthened the core teaching–learning system by helping develop MOPE's new curriculum, instruction materials, guidelines, teacher training, and textbooks, and by introducing the TRS. Since then, improving pedagogy in Uzbekistan has been a priority and this has enhanced the quality of the teaching–learning process.
- (ii) The first two loans were focused on narrow subsector issues so ADB decided to address systemic education sector issues comprehensively through a sector development program, comprising a policy loan and an investment loan. It was a well-designed response to the country's development needs, its aspirations, and its strategy.
- (iii) ADB also addressed specific thematic issues in the sector, laying a foundation for the government's aspirations on the vocational and technical side, and combining it with computer skills for pedagogic purposes. The investments that focused on ICT in basic education were provided by ICTBEP. This was followed by another loan addressing rural basic education in Uzbekistan that included support for ICT. The inclusion of ICT helped modernize the teaching–learning approaches and keep up with international developments, which teachers and students highly appreciated.

- (iv) ADB supported interventions in education in Uzbekistan were generally inclusive, as they targeted the entire school-going population, including girls. And through pupils, ADB's interventions also reached a large proportion of the parents and families, including the poor in the rural areas, and improved the working conditions of the public employees, including teachers and education administrators.
- (v) There were some specific features of ADB assistance, e.g., the TRS, that made it particularly relevant to poor households. Family-mahalla-school reforms promoted and encouraged greater participation on the part of the schoolchildren's parents and households in the day-to-day upkeep and management of the school and its activities. These participatory forums provided a platform for the stakeholders, civil society organizations, and nongovernment organizations to contribute to the development of education in the country.
- (vi) School officials, especially teachers, constitute the bulk of public service employees. Many ADB supported interventions were directed at improving earnings, working conditions, and technical competencies. The interventions also created more opportunities for professional development and growth. Similarly, most of the educational administrators in the civil service benefited from the investments in the education sector, especially under ESDP.

101. ADB's second loan focused on the SSE in response to the government's keen interest in SSE and the main thrust of 1997 NPPT. The set of issues to be dealt within SSE was more varied and complex than those in the first loan. The project included establishing 45 model senior high schools. ADB responded to the government's priority but MOHSSE, as a new executing agency, faced some difficulties in implementation.

102. On the downside, creating a separate system for grades 10–12, including separate premises for some high schools, has hindered uninterrupted transition from basic education to SSE for some students. This appears to have particularly affected girl students in rural areas.

103. ADB's role is appreciated by its development partners and ADB is acknowledged as the lead development partner in the sector in terms of the volume of assistance. Policymakers and implementing agencies in Uzbekistan have gained confidence. The government has stated its full support for primary and secondary education, and has indicated that no foreign financial assistance (loan) is needed for the primary and secondary education.

104. Currently, there is a wide scope for PPPs in the education sector. Partnerships or joint ventures with high-quality international universities are an option, as proven by the joint venture with Westminster University in the United Kingdom. The family-mahalla-school nexus is another example of PPP in managing the day-to-day running of the schools. Uzbekistan is currently embarking on significant reforms through greater autonomy, school-level committees and management of off-budget resources.

105. Through its decentralization policies and by linking up with the local employers, Uzbekistan is trying to develop a more balanced and mutually supportive partnership with these groups. ADB initiated moves to catalyze this PPP under its projects by using private-sector printers and publishers to manufacture books and distribute them, and by involving Uzbekistan banks in financing the printing and publishing of textbooks.

106. Future opportunities for ADB will possibly be within the higher education and vocational training, i.e., skills that support new technologies in industries—the specific industries will have to be explored further. MOHSSE indicated that ADB could assist in improving the education program and literature in the fields of engineering, manufacturing, architecture, service, and agriculture by focusing on international experience, as well as developing scientific researches. The two approaches could be: (i) for the public sector, supporting programs such as ICT; and (ii) for PPP, supporting partnerships and/or joint ventures with international universities. However, these will require stronger and more conducive policy and regulatory environment.

## **B. Lessons**

107. This section summarizes lessons derived from completed loan and TA operations in Uzbekistan, which are quite similar to the lessons identified by the 2008 *Sector Synthesis of Evaluation Findings in the Education Sector*<sup>50</sup> (Appendix 5, Box A5).

### **1. Lessons from Loan Projects**

108. The following are the lessons identified from the loan projects:

- (i) The experience of ADB assistance to education sector in Uzbekistan suggests that education sector loan projects that respond to the government's priorities and have its full commitment and are prepared in consultation with beneficiaries and stakeholders have higher chances of success.
- (ii) Policy-based loans focusing on the structural and institutional reforms in a given system should be designed and implemented only in the context of a proper sector road map and political economy. This is required not only for the financing institutions, but also for sharing the future vision for the sector with other development partners.
- (iii) All assistance, including policy-based or infrastructure-oriented assistance, should seek to align itself and link up with resources already available on the ground to maximize synergies that advance development.
- (iv) When a process-oriented methodology or system such as “student-centered learning” or “learning by doing” is to be introduced to develop trainability among students, it requires a long lead-time in which core professionals and functionaries are trained and given time to digest the new process.
- (v) Appraisal should be thorough and rigorously carried out to make sure that it yields appropriate cost and financing estimates. Otherwise, it may lead to undue financial burden on the borrowers.
- (vi) Many executing agencies are still focused on inputs and outputs. Executing and implementing agencies need to understand that the outcomes and impact of the project are just as essential as the outputs in justifying the process, modality, and the magnitude of assistance.

---

<sup>50</sup> ADB. 2008. *Sector Synthesis of Evaluation Findings: Education Sector*. Manila (Executive Summary, pp. iii–v).

- (vii) Establishment of a full-fledged M&E system should be a necessary condition for both designing and implementing a project. Too many projects get approved and implemented without developing M&E systems.

## 2. Lessons from Technical Assistance Projects

109. Lessons identified in the context of loan projects also apply to TA projects. In addition, the following are TA-specific lessons:

- (i) The terms of reference of TAs for consulting firms are seldom comprehensible to the lay decision makers. This is especially so in the case of the transition economies, because they are new to the jargon of the competitive market economies. As part of the TA preparation, an agreement with the executing agency should be on mechanisms and procedures for accessing readily available information.
- (ii) In many instances, there is a need for more realistic time frames, especially regarding the translation of documents and in-depth review of the terms of reference by the national counterparts.
- (iii) While the business of education pertains to the ministry responsible for education, it is also the concern of other institutions and ministries. Thus, stronger and explicit links are necessary between the education ministry and other ministries, especially finance, planning, labor and employment. Experts from other ministries should be involved in TA working groups.
- (iv) Capacity building in data collection, data analysis, project evaluation, and M&E is required in a comprehensive manner to develop quantitative skills of government officials involved in education planning and administration.
- (v) As the economic transition progresses, CARs like Uzbekistan are likely to have new needs for sector policies and programs. ADB should continue policy dialogue with the government agencies to stay abreast of the changing situation.

### C. Key Issues

110. In many DMCs, the proportion of cost recovery varies according to the institutional arrangements of the country. Households are usually responsible for expenses relating to uniforms, transportation, school stationery, books, reading materials, participation in extracurricular activities, etc. Likewise, opportunity costs of schooling or giving up unpaid work in the households constitutes an important aspect of the private costs of schooling. It is estimated that roughly one-third to half of the cost of schooling is often borne by the students' households.<sup>51</sup> In the case of Uzbekistan, RBEP<sup>52</sup> states: "The affordability of education presents challenges for many low-income families, particularly in rural areas. At the commencement of

<sup>51</sup> M. Bray. 2002. *The Costs and Financing of Education: Trends and Policy Implications*. Manila: ADB.

<sup>52</sup> ADB. 2007. *Report and Recommendation of the President to the Board of Directors: Proposed Loan to the Republic of Uzbekistan for the Rural Basic Education Project*. Manila (p. 6, para. 23).

each school year, families need to meet new costs including school uniforms, textbook rentals, and informal payments for tutorials.”<sup>53</sup>

111. The RRP of the RBEP approved in 2007 mentions that ADB plans to conduct a study on education financing, including a survey of parental contribution to education. This is now being prepared through a regional TA, expected to be approved in 2010. It would allow ADB to work with the government in determining areas in need of further improvements. The data collected would be used as the basis for suggesting new mechanisms for education financing to increase the efficiency of the sector and strengthen its governance. Through its emphasis on devolution and its off-budget provisioning of resources under NPBED, the country is boosting its capability to manage funds at the school level. A carefully devised and well-implemented policy reform is essential.

112. ADB, however, has indicated its shift from basic education to improving public hygiene and health by supporting water supply and sanitation (country operations business plan 2010–2011). Earlier, the 2006 CSP had indicated that ADB should stop supporting SSE since (i) experience has been mixed, and (ii) focus on SSE might divert investment from basic education.

#### D. Recommendations

113. Below are the main recommendations that ADB may consider to help the government sustain its reform momentum in the education sector and meet the country's human resources requirements for a more competitive and rapidly growing national economy.

Recommendations	Responsibility	Timing
(i) ADB should continue to remain engaged in the education sector, focusing on higher education and vocational training, i.e., skills that support new technology industries.	Central and West Asia Department	During the formulation and implementation of ADB's new country partnership strategy and related country operations.
(ii) Adopt two approaches: (a) for the public sector, support information and communication technology programs; and (b) for public–private partnerships, support partnerships or joint ventures with international universities.		
(iii) Assist in building a stronger and more conducive policy and regulatory environment for the above.		
(iv) Assist in building and operating a reliable system of monitoring and evaluation of the education sector activities and their results.		

<sup>53</sup> In Central Asia “the tendency of increasing additional/informal payments to schools has become evident and this has a negative impact on access to quality education for children from poor and low-income families.” In UNESCO. 2008. *Central Asia – Education for All (EFA) Mid-Decade Assessment – Synthesis Report*. Almaty (p. 12).

## ADB LENDING AND NONLENDING ASSISTANCE FOR THE EDUCATION SECTOR IN UZBEKISTAN

**Table A1.1: Loans to Uzbekistan, by Sector, 1996<sup>a</sup>–2009**

Sector	Amount (\$M)	%
Agriculture and Natural Resources	345.40	26.8
<b>Education</b>	<b>290.50</b>	<b>22.5</b>
Energy	70.00	5.4
Finance	20.00	1.5
Health and Social Protection	40.00	3.1
Industry and Trade	50.00	3.9
Public Sector Management	20.70	1.6
Transport, and Information and Communication		
Technology	265.30	20.6
Water and Other Municipal Infrastructure and Services	189.00	14.6
<b>Total</b>	<b>1,290.90</b>	<b>100.00</b>

<sup>a</sup> The first loan project for Uzbekistan was approved in 1996 under the agriculture and natural resources sector.

Source: Loan, TA, Grant and Equity Approvals Database (as of 31 December 2009).

**Table A1.2: Loan, Grant, and Technical Assistance Projects for the Education Sector in Uzbekistan, 1997<sup>a</sup>–2009**

Approval No.	Project Name	Subsector	Amount (\$M)	Source	Date Approved
<b>A. Loans</b>					
1.	1594	Basic Education Textbook Development Project	20.00	OCR	17 Dec 97
	1595	Basic Education Textbook Development Project	20.00	ADF	17 Dec 97
2.	1737	Senior Secondary Education Project	57.00	OCR	08 Feb 00
3.	1960	Education Sector Development Program (Program Loan)	70.00	OCR	06 Dec 02
	1961	Education Sector Development Program (Project Loan)	38.50	OCR	06 Dec 02
4.	2093	Second Textbook Development Project	25.00	OCR	29 Sep 04
5.	2191	Information and Communications Technology in Basic Education Project	30.00	ADF	27 Oct 05
6.	2380	Rural Basic Education Project	30.00	ADF	06 Dec 07
		<b>Subtotal (A)</b>	<b>290.50</b>		
		Total OCR	210.50		
		Total ADF	80.00		
<b>B. Grant</b>					
1.	9091	Basic Education for Children with Special Needs	1.50	JFPR	17 Mar 06
		<b>Subtotal (B)</b>	<b>1.50</b>		
<b>C. Technical Assistance (TA)</b>					
<b>1. Advisory Technical Assistance</b>					
	2947	Monitoring the Implementation of Education Reform	0.90	JSF	17 Dec 97
	2948	Capacity Building in Education Finance	0.50	JSF	17 Dec 97

Approval No.	Project Name	Subsector	Amount (\$M)	Source	Date Approved
3286	Capacity Building of the Center for Senior Secondary Education	Upper Secondary Education	0.15	TASF	29 Oct 99
3368	Assessment of Regional and School Management Structure and Capacity for Senior Secondary Education	Upper Secondary Education	0.15	TASF	26 Dec 99
3399	Interim Review of Senior Secondary Education System	Upper Secondary Education	1.00	JSF	08 Feb 00
4729	Effective Management of Investments and Reforms in Basic Education	Technical Education and Vocational Skills Training	0.40	JSF	12 Dec 05
<b>Subtotal (C1)</b>			<b>3.10</b>		
<b>2. Project Preparatory Technical Assistance</b>					
2692	Basic Education Rehabilitation and Management	Pre-Primary and Basic Education	0.10	TASF	25 Nov 96
3187	Basic Education Staff Development	Pre-Primary and Basic Education	0.35	JSF	23 Apr 99
3188	Secondary Specialized and Professional Education	Upper Secondary Education	0.15	TASF	23 Apr 99
4089	Second Textbook Development	Pre-Primary and Basic Education	0.15	TASF	18 Mar 03
4495	Information and Communications Technology in Basic Education	Pre-Primary and Basic Education	0.60	TASF	17 Dec 04
4851	Rural Basic Education	Pre-Primary and Basic Education	0.50	JSF	23 Oct 06
<b>Subtotal (C2)</b>			<b>1.85</b>		
<b>3. Regional Technical Assistance</b>					
5946	Subregional Cooperation in Managing Education Reforms	Education Sector Development/ Study	0.75	JSF	20 Oct 00
6124	The ADB-OSI Central Asia Education Cooperation Network	Education Sector Development/ Others	0.20	Others, GCF	06 Oct 03
6275	Subregional Cooperation for Information and Communications Technology in Basic Education	Pre-Primary and Basic Education	0.60	TASF	02 Dec 05
<b>Subtotal (C3)</b>			<b>1.55</b>		
<b>Total TA</b>			<b>6.50</b>		
<b>Total TASF</b>			<b>1.90</b>		
<b>Total JSF</b>			<b>4.40</b>		
<b>Total Others</b>			<b>0.20</b>		
<b>Total</b>			<b>298.50</b>		

ADB = Asian Development Bank, ADF= Asian Development Fund, GCF= Governance Cooperation Fund, JFPR = Japan Fund for Poverty Reduction, JSF= Japan Special Fund, M = million, OCR = ordinary capital resources, OSI = Open Society Institute, TA= technical assistance, TASF= technical assistance special fund.

<sup>a</sup> The first TA to Uzbekistan's education sector was approved in 1996 while the first loan was approved in December 1997.

Sources: Loan, TA, Grant and Equity Approvals Database (as of 31 December 2009).

## EVALUATION FRAMEWORK

Evaluation Criteria	Areas of Evaluation	Major Areas of Consideration	Sources of Information	Data Collection Methods
<b>Top-Down Assessment (Relative Importance and Contribution of Sector Investments)</b>				
Country positioning	<ol style="list-style-type: none"> <li>1. How has ADB responded to country needs and demands?</li> <li>2. To what extent did ADB implement the planned assistance stipulated in the CSP and CSPUs?</li> <li>3. How has ADB paid attention to the country's poverty reduction strategy?</li> <li>4. What is the role of ADB in the education sector of Uzbekistan in relation to other development partners?</li> <li>5. Why was a SWAp not considered? What are the constraints in this regard?</li> <li>6. Compatibility of ADB education strategies and programs in terms of their focus and selectivity, comparative advantage, continuity in particular subsector, and partnership with suitable development partners not only in development finance institutions but also NGOs</li> </ol>	<ul style="list-style-type: none"> <li>• Priorities and strategies under the CSP and CSPUs</li> <li>• Evolution of ADB sector strategy</li> <li>• Effectiveness of the strategy pursued</li> <li>• Planned versus actual implementation of program assistance</li> <li>• Assessment of ADB strengths in education sector</li> </ul>	<ul style="list-style-type: none"> <li>• CSPs, CSPUs, RRP, PCR</li> <li>• Reports and publications by other donors</li> <li>• Government reports</li> </ul>	<ul style="list-style-type: none"> <li>• Desk review of relevant documents</li> <li>• Data about sector performance from MOPE, MOHSSE and other agencies</li> </ul>
Contribution to development (value addition)	<ol style="list-style-type: none"> <li>7. How has ADB assistance contributed to the development of the education sector in Uzbekistan?</li> <li>8. How has ADB assistance in the sector contributed to the country's achievement of its commitment under Goal 2 of the MDGs?</li> <li>9. What specifically are these contributions and how are they linked to the achievement of the overall sector and socioeconomic development?</li> <li>10. How inclusive was the education sector assistance?</li> </ol>	<ul style="list-style-type: none"> <li>• Performance of the education sector and its contribution to socioeconomic development</li> <li>• Analysis of ADB assistance regarding its impacts on development</li> </ul>	<ul style="list-style-type: none"> <li>• Key social indicators of the MDGs</li> <li>• Government statistics and benchmarks</li> <li>• CSP and CSPUs</li> <li>• RRP, TA reports, grant assistance reports</li> </ul>	<ul style="list-style-type: none"> <li>• Desk review of relevant documents</li> <li>• Data about sector performance from MOPE, MOHSSE and other agencies</li> <li>• Discussions with government representatives</li> </ul>

Evaluation Criteria	Areas of Evaluation	Major Areas of Consideration	Sources of Information	Data Collection Methods
	11. What would be the cost-recovery options and school management capacities for sustainability? 12. What is the scope for public-private partnerships?			
ADB's performance	13. Was ADB assistance designed to address major sector constraints? 14. Has ADB performed effectively as a lead funding agency in the education sector of Uzbekistan? Were there enough consultations with various stakeholders (including NGOs, CBOs and other development partners) in the formulation of ADB strategy and program of assistance in the sector?	<ul style="list-style-type: none"> <li>• Responsiveness of ADB strategy to country needs and goals</li> <li>• Adequacy of consultations in the preparation of the strategy</li> <li>• Policy dialogue with the government</li> <li>• Coordination with development partners</li> </ul>	<ul style="list-style-type: none"> <li>• CSP and CSPUs</li> <li>• RRP, TA reports, grant assistance reports</li> <li>• Evaluation studies produced by development partners</li> </ul>	<ul style="list-style-type: none"> <li>• Desk review of relevant documents</li> <li>• Data gathering and collection of studies from library and internet sources</li> <li>• Discussions with government and development partners</li> </ul>
<b>Bottom-Up Assessment (Program/Projects)</b>				
Relevance	15. Were ADB's strategies in the education sector relevant for the evolving circumstances in Uzbekistan? 16. Did ADB interventions support realistic and relevant sector policy reforms? 17. Did ADB projects respond to government strategies and policies? 18. What is the extent to which ADB considered lessons and experience from previous projects, including diagnostic analysis done, to identify specific needs? 19. Were ADB projects harmonized with or complementary to the support by development partners? 20. Were the projects designed effectively to achieve the intended results?	<ul style="list-style-type: none"> <li>• Assessment of policies and management of the education sector</li> <li>• Alignment of ADB program/projects to country goals</li> <li>• Effectiveness of project design and TAs</li> <li>• Coordination with activities and strategies of other development partners</li> </ul>	<ul style="list-style-type: none"> <li>• Education statistics</li> <li>• Annual monitoring reports</li> <li>• Progress reports on MDGs</li> <li>• Documents and reports by UNDP and World Bank</li> <li>• ADB reports such as CSPs, CSPUs, RRP, PCR</li> <li>• Government laws and programs on education sector</li> <li>• Development partners and government</li> <li>• National Program for Personnel Training 1997</li> <li>• National Program for Basic Education Development 2004</li> <li>• Welfare Improvement Strategy Paper 2007</li> </ul>	<ul style="list-style-type: none"> <li>• Desk review of relevant documents</li> <li>• Interviews with ADB staff and/or project officers</li> <li>• Key informant interviews with government officials and other stakeholders</li> <li>• Focus group discussions</li> </ul>
Effectiveness	21. Were ADB projects effective in achieving the intended outcomes?	<ul style="list-style-type: none"> <li>• Achievement of program and project outputs and their contribution to</li> </ul>	<ul style="list-style-type: none"> <li>• Findings of the CAPE, PCRs, BTORs, and other ADB reports</li> </ul>	Same as above

Evaluation Criteria	Areas of Evaluation	Major Areas of Consideration	Sources of Information	Data Collection Methods
		outcomes	<ul style="list-style-type: none"> <li>• Midterm review by ADB and executing agencies</li> <li>• Feedback from stakeholders including parents, teachers, and community</li> </ul>	
Efficiency	22. Were the projects implemented within the time schedule and without delay? 23. Were contracts awarded in accordance with efficient processes and regulations? 24. Have government, project implementation officers, and others involved in project implementation performed according to project design and schedule?	<ul style="list-style-type: none"> <li>• Timeliness of interaction and counterpart funding</li> <li>• Cost effectiveness in generating outputs</li> <li>• Procurement and implementation issues</li> </ul>	<ul style="list-style-type: none"> <li>• Findings of the CAPE, PCRs, BTORs, and other reports</li> <li>• Government reports</li> </ul>	Same as above
Sustainability	25. Were the outputs obtained sustainable or likely to be sustained beyond the life of the projects? 26. Were interventions provided to develop management or financial capacity? 27. What innovative mechanisms were employed to address sustainability of outputs and outcomes?	<ul style="list-style-type: none"> <li>• Analysis of institutional capacity to implement projects in a sustainable manner</li> <li>• Adequacy of human, material, and financial resources for management and operations</li> <li>• Ownership and commitment of government, both national and local, to the implementation of reforms</li> </ul>	<ul style="list-style-type: none"> <li>• Government reports</li> <li>• ADB reports (PCRs, CAPE)</li> </ul>	Same as above
Impact	28. How did the projects contribute to the realization of goals such as poverty reduction, improvement of the quality of education, and a broad-based education system supportive of a transition economy?	<ul style="list-style-type: none"> <li>• Analysis of project impacts</li> <li>• Analysis of the sector</li> </ul>	<ul style="list-style-type: none"> <li>• Government reports</li> <li>• Social and poverty indicators of the country</li> </ul>	<ul style="list-style-type: none"> <li>• Same as above</li> </ul>

ADB = Asian Development Bank, BTOR = back-to-office report, CAPE = country assessment program evaluation, CBO = community-based organization, CSP = country strategy and program, CSPU = country strategy and program update, MDG = Millennium Development Goal, MOPE = Ministry of Public Education, MOHSSE = Ministry of Higher and Secondary Specialized Education, NGO = nongovernment organization, PCR = project/program completion report, RRP = report and recommendation of the President, SWAp = sector-wide approach, UNDP = United Nations Development Programme. Source: Independent Evaluation Department.

## SELECTED SOCIOECONOMIC DATA IN UZBEKISTAN

Table A3.1: Population, Labor and Employment Indicators, 1998–2008

Indicators	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
<b>Population</b>											
Total population, thousand; as of 1 July	24,034	24,375	24,724	25,083	25,452	25,828	26,209	26,593	26,981	27,372	27,772
Population density, per square kilometer	56.5	57.3	58.1	59.0	59.8	60.7	61.6	62.5	63.4	64.3	65.3
Population annual change, %	1.5	1.4	1.4	1.5	1.5	1.5	1.5	1.5	1.5	1.4	1.5
Urban population, % of total population	37.6	37.4	37.2	37.0	36.7	36.5	36.3	36.1	36.7	36.8	...
<b>Labor Force</b> , thousand; calendar year											
Labor force, % change	1.42	1.03	1.05	1.72	2.12	2.70	3.38	2.80	2.63	2.54	2.73
Labor force, % of total population	36.8	36.6	36.5	36.6	36.8	37.3	37.9	38.4	38.9	39.3	39.8
<b>Employment</b>											
Total employed, thousand	8,800	8,885	8,983	9,136	9,333	9,589	9,911	10,196	10,467	10,735	11,035
Employment, % change	1.36	0.96	1.09	1.67	2.11	2.67	3.25	2.80	2.59	2.50	2.72
Unemployed <sup>a</sup>	33	39	35	38	35	32	35	28	26	23	17
Unemployment rate, %	0.4	0.4	0.4	0.4	0.4	0.3	0.4	0.3	0.2	0.2	0.2
Employment by sector, thousand											
Agriculture	3,467	3,220	3,093	3,062	3,046	3,063	3,068	2,970	...	...	...
Industry	1,114	1,124	1,145	1,160	1,186	1,223	1,284	1,348	...	...	...
Others	4,219	4,541	4,745	4,914	5,101	5,303	5,559	5,879	...	...	...
Employment by sector, % share											
Agriculture	39.4	36.2	34.4	33.5	32.6	31.9	31.0	29.1	...	...	...
Industry	12.7	12.7	12.7	12.7	12.7	12.8	13.0	13.2	...	...	...
Others	47.9	51.1	52.8	53.8	54.7	55.3	56.1	57.7	...	...	...
Employment by age group, % share											
Under 16 years	...	...	0.1	0.1	0.1	0.1	0.0	0.0	0.0	...	...
16–24	...	...	14.9	14.5	14.6	13.8	14.0	13.4	12.4	...	...
24–29	...	...	21.4	20.8	21.0	20.2	20.9	20.4	19.4	...	...
30–39	...	...	30.1	29.1	28.7	31.1	28.6	28.9	28.6	...	...
40–49	...	...	23.3	24.7	24.6	24.3	25.0	25.0	25.8	...	...
50–54	...	...	6.9	7.5	7.7	7.5	8.2	8.8	9.9	...	...
55 and over	...	...	3.3	3.3	3.3	3.1	3.3	3.5	3.9	...	...

... = not available.

<sup>a</sup> Refers to officially registered only.

Source: ADB Key Indicators for Asia and the Pacific 2009, United Nations Development Programme, and Uzbekistan in figures.

**Table A3.2: Selected Socioeconomic Indicators in Uzbekistan, 1998–2008**

Indicator	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
<b>Economy</b>											
GDP (at current prices), billion, UZS	141.6	212.8	325.5	492.5	745.0	983.7	1,218.9	1,521.0	2,075.9	2,430.2	3,683.9
GDP growth rate, %	4.3	4.3	3.8	4.2	4.0	4.2	7.4	7.0	7.5	9.5	9.5
GDP per capita, UZS	58,886.0	87,216.0	131,562.0	196,543.0	293,699.0	383,592.0	472,312.0	606,325.0	780,990.0	908,160.0	977,180.0
Structure of output, percent of GDP at current factor cost											
Agriculture	31.3	33.5	34.4	34.0	34.5	33.1	31.1	28.1	26.5	24.0	...
Industry	26.2	24.3	23.1	22.6	22.2	23.5	25.2	28.8	30.0	32.6	...
Services	42.5	42.2	42.5	43.4	43.4	43.4	43.7	43.1	43.5	43.4	...
Public budget expenses (% of GDP)	33.0	31.0	29.0	27.0	26.1	24.6	22.9	22.5	20.2	20.7	...
Public consumption (% of GDP)	20.5	20.6	18.7	18.5	18.0	17.4	16.2	15.9	15.3	16.7	...
Exchange rate, UZS/USD	109.4	139.4	325.0	688.0	970.0	979.4	1,058.0	1,180.0	1,240.0	1,290.0	...
Private consumption (% of GDP)	58.7	61.1	60.9	60.6	59.3	54.5	50.9	47.4	48.3	47.1	...
Expenses and savings of population, billion UZS	89.0	143.9	228.4	349.8	524.8	621.2	760.4	953.3	1,268.0	1,687.7	...
Tax revenues (% of GDP)	27.9	25.9	23.3	23.6	23.0	23.1	27.4	26.3	27.2	27.1	28.2
Budget deficit, % of GDP	0.5	0.6	0.7	0.3	0.2	0.4	0.4	0.1	0.5	1.1	...
Consumer Price Index, %	29.0	29.1	24.9	27.4	27.6	10.3	1.6	6.4	8.7	6.1	7.3
Unemployment rate, %	0.4	0.4	0.4	0.4	0.4	0.3	0.4	0.3	0.2	0.2	...
<b>Population and Human Development</b>											
Population: total, '000 persons	24,034.0	24,375.0	24,724.0	25,083.0	25,452.0	25,828.0	26,209.0	26,593.0	26,981.0	27,372.0	27,772.0
GDP index	...	...	0.53	0.54	0.54	0.55	0.57	0.58	0.56	0.51	...
Gender-related development index	...	...	0.73	0.74	0.74	0.74	0.75	0.75	0.76	0.76	...
Index of achieved level of education	...	...	0.91	0.91	0.91	0.92	0.92	0.92	0.92	0.93	...
Literacy index	...	...	0.99	0.99	0.99	0.99	0.99	0.99	0.99	0.99	...
Schooling index	...	...	0.76	0.77	0.77	0.77	0.77	0.78	0.78	0.78	...
Life expectancy index	...	...	0.76	0.77	0.77	0.78	0.77	0.78	0.77	0.70	...
Adult literacy rate, %	...	...	99.17	99.18	99.19	99.20	99.31	99.36	99.31	99.40	...

Indicator	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
Average years of schooling, years	...	...	11.40	11.50	11.60	11.60	11.70	11.70	11.72	11.74	...
Educational attainment	...	...	2.74	2.74	2.74	2.76	2.75	2.75	2.76	2.77	...
Human Development Index	...	...	0.74	0.74	0.74	0.75	0.75	0.76	0.76	0.70	...
Gender empowerment measure (GEM)	...	...	0.38	0.38	0.38	0.41	0.44	0.50	0.54	0.58	...
General fertility rate, per 1000 population	...	...	21.3	20.4	21.0	19.8	20.8	20.3	20.9	21.0	20.1
Available housing, billion square meters	...	...	339.9	350.3	360.9	365.7	373.5	379.3	386.9	413.7	441.1
Recipient of social benefits: total, at the end of year, '000 persons	...	...	261.9	258.8	252.4	246.4	241.6	242.1	243.7	244.2	...
Average amount of social benefits, UZB	...	...	4,413.8	6,437.0	8,546.0	10,296.0	12,402.0	17,909.0	23,693.0	29,296.5	...

... = not available, GDP = gross domestic product, USD = US dollars, UZB = Uzbekistan, UZS = Uzbekistan sum.

Source: ADB Key Indicators for Asia and the Pacific 2009, and Uzbekistan in Figures, <http://www.statistics.uz/en/data>.

**Table A3.3: Millennium Development Goals: Selected Goals, Targets, and Progress in Uzbekistan**

Goals and Targets	Indicators for Progress	Prior	Latest	Progress <sup>a</sup>
<b>Goal 1: Eradicate Extreme Poverty and Hunger</b>				
Halve, between 1990 and 2015, the proportion of people whose income is less than one dollar a day	Proportion of population below \$1.25 (PPP) per day (%)			
	\$1.25 (PPP) a day	32.1 (1998)	46.3 (2003)	
	National	...	26.2 (2003)	
Achieve full and productive employment and decent work for all, including women and young people	Growth rate of GDP per person employed (% , at constant 1990 US\$ PPP)	(11.4) (1992)	5.7 (2008)	
	Employment-to-population ratio (% , aged 15 years and over)	54.5 (1991)	57.5 (2007)	
	Proportion of employed people living below \$1.25 (PPP) per day (%)	32.1 (1998)	46.3 (2003)	
Halve, between 1990 and 2015, the proportion of people who suffer from hunger	Prevalence of underweight children under 5 years of age	19.0 (1996)	5.0 (2006)	Early Achiever
<b>Goal 2: Achieve Universal Primary Education</b>				
Ensure that, by 2015, children everywhere, boys and girls, will be able to complete a full course of primary schooling	Net enrollment ratio in primary education (%)	78.2 (1991)	93.6 (2007)	On track
	Proportion of pupils starting grade 1 who reach last grade of primary (%)	99.5 (1999)	99.2 (2006)	Early Achiever
	Literacy rate of 15–24 year-olds, women and men (%)			
	Total	...	99.3 (2000)	
	Female	...	99.3 (2000)	
	Male	...	99.4 (2000)	
<b>Goal 3: Promote Gender Equality and Empower Women</b>				
Eliminate gender disparity in primary and secondary education, preferably by 2005, and in all levels of education no later than 2015	Ratio of girls to boys in education levels			
	Primary	0.98 (1991)	0.97 (2007)	Early Achiever
	Secondary	0.91 (1991)	0.98 (2007)	Early Achiever
	Tertiary	0.82 (1991)	0.71 (2007)	Regressing/ no progress
	Share of women in wage employment in the non-agriculture sector (%)	43.5 (1995)	...	
<b>Goal 4: Reduce Child Mortality</b>				
Reduce by two-thirds, between 1990 and 2015, the under-5 mortality rate	Under-5 mortality rate (per 1,000 live births)	62 (2000)	41 (2007)	Slow
	Infant mortality rate (per 1,000 live births)	53 (2000)	36 (2007)	Slow

... = not available, GDP = gross domestic product, PPP = purchasing power parity.

<sup>a</sup> Categories of MDG progress: **Early achiever** - already achieved the 2015 target; **On track** - expected to meet the target, but after 2015; **Off track: Slow** - expected to meet the target but after 2015; **Off track: regressing/no progress** - stagnating or slipping backwards.

Source: ADB. 2009. *Key Indicators for Asia and the Pacific 2009*. Manila; ADB and UNDP. 2010. *Achieving the Millennium Development Goals in an Era of Global Uncertainty*. Manila.

Table A3.4: Education Sector Expenditures in Uzbekistan, 1998–2010

Indicator	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010 <sup>a</sup>
GDP at current prices, (billion UZS)	1,416.2	2,128.7	3,255.6	4,925.3	7,450.2	9,837.8	12,189.5	15,210.4	20,759.3	28,186.2	37,746.7	48,097.0	60,154.0
Total state budget expenditures (billion UZS)	466.8	659.5	942.7	1,313.8	1,925.7	2,376.9	2,793.3	3,420.1	4,388.4	5,823.8	8,197.1	10,764.4	13,732.5
Total expenditures for education (billion UZS)	104.3	159.4	218.4	335.4	500.9	623.0	765.4	991.3	1,301.1	1,726.7	3,398.0	4,489.8	5,035.4
Total expenditures for education (% of GDP)	7.4	7.5	6.7	6.8	6.7	6.3	6.3	6.5	6.3	6.1	9.0	9.3	8.4
Total expenditures for education (% of total state budget expenditures)	22.3	24.2	23.2	25.5	26.0	26.2	27.4	29.0	29.6	29.6	41.5	41.7	36.7
Education expenditures by type (billion UZS):													
Basic education	58.0	88.3	117.7	183.9	277.8	353.0	440.5	573.0	788.2	1,046.6	...	...	...
Secondary special and professional education	15.4	22.6	35.5	49.5	60.9	72.0	98.2	134.6	176.3	249.2	...	...	...
Higher education	7.3	10.6	15.0	22.9	33.3	40.8	47.1	59.1	74.6	90.8	...	...	...
Others <sup>b</sup>	23.6	37.9	50.1	79.1	128.9	157.3	179.6	224.7	262.0	340.1	...	...	...
Basic education													
% of total state budget expenditures	12.43	13.39	12.49	14.00	14.43	14.85	15.77	16.75	17.96	17.97	...	...	...
% of total education expenditures	55.7	55.4	53.9	54.8	55.5	56.7	57.6	57.8	60.6	60.6	...	...	...
Secondary special and professional education											...	...	...
% of total state budget expenditures	3.3	3.4	3.8	3.8	3.2	3.0	3.5	3.9	4.0	4.3	...	...	...
% of total education expenditures	14.8	14.2	16.3	14.8	12.2	11.5	12.8	13.6	13.6	14.4	...	...	...
Higher education													
% of total state budget expenditures	1.6	1.6	1.6	1.7	1.7	1.7	1.7	1.7	1.7	1.6	...	...	...
% of total education expenditures	7.0	6.6	6.9	6.8	6.7	6.5	6.2	6.0	5.7	5.3	...	...	...
Others <sup>b</sup>													
% of total state budget expenditures	5.0	5.8	5.3	6.0	6.7	6.6	6.4	6.6	6.0	5.8	...	...	...
% to total education expenditures	22.6	23.8	23.0	23.6	25.7	25.2	23.5	22.7	20.1	19.7	...	...	...

... = not available, GDP = gross domestic product, UZS = Uzbekistani sum.

<sup>a</sup> Forecast

<sup>b</sup> Includes other areas of the education sector, such as kindergartens, teacher trainings, musical schools, methodological developments, and others.

Source: Ministry of Finance (for education expenditures data) and ADB. 2009. *Key Indicators for Asia and the Pacific 2009*. Manila (for GDP data for 1998–2007).

**ADB'S AND OTHER DEVELOPMENT PARTNERS' STRATEGIES AND ACTIVITIES  
FOR THE EDUCATION SECTOR IN UZBEKISTAN**

<b>Donors</b>	<b>Strategy/Activities/Projects</b>
Asian Development Bank (ADB)	<p>Supports efforts to improve the quality of education, raise system efficiency, and strengthen national capacities to manage sector reforms. ADB is the lead international funding agency in the sector.</p> <p>Loans:</p> <ul style="list-style-type: none"> <li>- Basic Education Textbook Development<sup>1</sup> (1997)</li> <li>- Senior Secondary Education (2000)</li> <li>- Education Sector Development Program (2002)</li> <li>- Second Textbook Development (2004)</li> <li>- Information and Communications Technology in Basic Education (2005)</li> <li>- Rural Basic Education (2007)</li> </ul> <p>Technical Assistance Projects:</p> <ul style="list-style-type: none"> <li>- Monitoring the Implementation of Education Reform (1997)</li> <li>- Capacity Building in Education Finance (1997)</li> <li>- Capacity Building of the Center for Senior Secondary Education (1999)</li> <li>- Assessment of Regional and School Management Structure and Capacity for Senior Secondary Education (1999)</li> <li>- Interim Review of Senior Secondary Education System (2000)</li> <li>- Effective Management of Investments and Reforms in Basic Education (2005)</li> </ul>
World Bank	<p>Basic education</p> <ul style="list-style-type: none"> <li>- Phase I: As a newcomer in the education sector, World Bank started a loan project for \$15 million to support preschools and primary schools by providing learning material development for libraries, teacher training, community participation, and school management (2006–2009).</li> <li>- Phase II: To implement new activities and foster broader education reforms (2009)</li> </ul>
European Union Technical Assistance for the Commonwealth of Independent States	<p>Vocational education; university networks</p> <ul style="list-style-type: none"> <li>- restructuring of higher education (Trans-European Mobility Scheme program) through financing grants to encourage interaction and</li> <li>- balanced cooperation between universities in the partner countries and the European Community</li> </ul>
KfW (Kreditanstalt für Wiederaufbau)	<p>Support for vocational education in construction and communal utilities sectors</p>
GTZ (Deutsche Gesellschaft für Technische Zusammenarbeit)	<p>Support for adult education and vocational education</p> <ul style="list-style-type: none"> <li>- introduction of vocational training model, training of trainers at universities;</li> <li>- vocational education and training in agriculture, including in information technology (IT) area</li> </ul>
Swiss Agency for Development and Cooperation (SDC), State Secretariat for Economic Affairs (SECO)	<p>Upscaling of skills development project; upscaling of vocational education</p>

<sup>1</sup> Details of loans and TA projects are found in Appendix 1. They are not footnoted when they are referred to in the text.

<b>Donors</b>	<b>Strategy/Activities/Projects</b>
Japan International Cooperation Agency (JICA)	Vocational education project; provision of scholarships to 20 students each year to study in universities on human resource development; Support for educational reform, retraining teachers to expand professional education
United Nations Children's Fund (UNICEF)	Early childhood development, quality basic education and child-centered initiatives
UNICEF and United Nations Educational, Scientific, and Cultural Organization (UNESCO)	Education management information system - extended support to schools in Aral sea
United States Agency for International Development (USAID)	Basic education support; inclusive education - training programs in governance, democratization, civic education, and globalization targeting civil servants, political and civil society leaders - Basic Education Sector Strengthening Program (2003) focusing on in-service training; classroom-level learning materials and textbook development; parent and community involvement in education decision making, management and technical capacity at all levels of the education system; and rehabilitation of school infrastructure
Government of the People's Republic of China	Provision of information and communication technology (ICT) in basic education
Islamic Development Bank	Loan for construction and equipping of secondary schools
British Council	Development of English textbooks and teacher training

Source: Independent Evaluation Department.

## LESSONS FROM ADB'S PAST ASSISTANCE IN THE SECTOR

**Table A5.1: Lessons Identified in the 2006 CAPE**

<b>A. Strategy</b>
<ul style="list-style-type: none"> <li>• Programs would have been more effective and policy dialogue made easier if there had been broad agreement about intended outcomes to which the ADB program would contribute.</li> <li>• Project preparatory TAs should be used more strategically by moving important policy issues forward and helping maintain continuity of advice if extended to the start-up of a loan project.</li> <li>• Agreement on a country sector strategy sets out the framework for ADB and the government, makes it more difficult to introduce alterations to the strategy, and clarifies ADB's intentions.</li> <li>• ADB should consider increasing its lending and TA to the education sector. ADB does not meet the Uzbekistan education sector's requirement for borrowing.</li> </ul>
<b>B. Implementation</b>
<ul style="list-style-type: none"> <li>• There should be continuity in the advice provided by an education specialist who has forged an excellent working relationship with the senior government officials.</li> <li>• There should be close coordination of different interventions to be effective. In the past, there has been a succession of projects with different emphases.</li> <li>• The advisory TA program provided little support to key players like MOPE, publishers, and printers. They would have benefited from such support and more strategic use should have been made of advisory TA.</li> <li>• ADB should agree with the government on a timetable for privatization of the companies so that progress can be monitored.</li> <li>• The program would benefit from greater integration and consistency in the approaches to basic and secondary education.</li> <li>• ADB as the lead partner needs to allocate time and staff to assist the government in coordinating contributions from other partner organizations.</li> <li>• Timing in the development of projects should not be ignored. It should be synchronized to activities occurring within a ministry, particularly with regard to reform issues.</li> </ul>
<b>C. Other</b>
<ul style="list-style-type: none"> <li>• ADB needs to determine whether it is more useful to provide authoritative criticism of government policies and performance, or whether it should place more weight on patiently presenting best practice to government.</li> <li>• The education program in Uzbekistan would benefit from the establishment of a strong link between ADB's knowledge management program and education officials in Uzbekistan.</li> <li>• Public communications programs can present reliable information to civil society and make government decisions more transparent.</li> </ul>

ADB = Asian Development Bank, CAPE = country assistance program evaluation, MOPE = Ministry of Public Education, TA = technical assistance.

Source: ADB. 2006. *Country Assistance Program Evaluation for Uzbekistan*. Manila.

**Table A5.2: Lessons Identified in PCRs and TCRs (Completed Loans and TAs)**

Project/ TA Name	Lessons
<b>A. Loans</b>	
Loans 1594 and 1595-UZB: Basic Education Textbook Development Project <sup>1</sup>	<ul style="list-style-type: none"> <li>• It is important that objectives were firmly based on the borrower's priorities, stakeholder assessments were conducted during the preparatory phase, and considerable direct consultation occurred with beneficiary groups. Project ownership by senior management helped resolve implementation problems and ensured success.</li> <li>• A system to collect and maintain data, and to monitor and analyze quantitative and qualitative outputs and impacts should be built into project design.</li> <li>• Future project design should ensure accurate estimates of the need for foreign exchange and avoid burdening the government with foreign currency financing.</li> <li>• As for student-centered learning, there was understandable skepticism about such a fundamental shift, but this could have been avoided through pertinent learning methods and training.</li> </ul>
Loan 1737-UZB: Senior Secondary Education Project	<ul style="list-style-type: none"> <li>• The essence of vocational education and skills training is relevant practical training and hands-on experience for students. Project monitoring must include means to ensure the integration of new equipment with lessons learned, availability of teachers to conduct lessons, and presence of supporting tools and equipment.</li> <li>• ADB could have been more proactive in working with the government to fully comply with the loan agreement, and ensure that local laws and regulations relating to procurement of goods and consulting services are comparable with ADB procedures.</li> <li>• ADB could have been more effective in enforcing the loan covenants on monitoring and evaluation, teacher education certification system, and the project steering committee. These are crucial for ensuring better management and successful project implementation.</li> <li>• A system to collect and maintain data, and to monitor and analyze quantitative and qualitative outputs and impacts should be built into project design.</li> </ul>
Loan 1960-UZB: Education Sector Development Program (Policy Loan)	<ul style="list-style-type: none"> <li>• There is a need to adopt a sector-wide and long-term approach. The design of the policy loan could have benefited from a detailed assessment of the context and institutional policy capacity of MOPE and MOHSSE to bear the additional workload, and to formulate and implement new and market-oriented policies.</li> <li>• Knowledge-based reforms can benefit much from international best practices.</li> <li>• The mutual support of the policy loan and the investment loan could have been strengthened by clearly showing the links between the two.</li> <li>• Reform conditionalities should be clear and relevant, and not general or ambiguous.</li> </ul>
<b>B. TAs</b>	
TA 2947-UZB: Monitoring Implementation of Education Reform	<ul style="list-style-type: none"> <li>• Institutional constraints, particularly those pertaining to information sharing and transparency, are difficult to address at the sector level.</li> <li>• It is important to acknowledge that government resources are scarce and that commitments to support TA implementation may not result in staff or budget allocations at the anticipated time and volume.</li> </ul>

<sup>1</sup> Details of loans and TA projects are found in Appendix 1. They are not footnoted when they are referred to in the text.

Project/ TA Name	Lessons
	<ul style="list-style-type: none"> <li>• Long-term support by ADB is required to achieve institutional change and lasting impact.</li> </ul>
TA 2948-UZB: Capacity Building in Education Finance	<ul style="list-style-type: none"> <li>• International consultants' time should have been devoted more to substantive work in the areas of their expertise than to organizational tasks.</li> <li>• The inputs of young local support staff (translators, interpreters, research assistants) with good English skills contributed to the success of the TA.</li> <li>• TA design could be improved by (i) ensuring understanding of the TA terms of reference through clarification of economic concepts that are often poorly understood, translated or interpreted; (ii) setting more realistic time frames that allow sufficient time for translation of reports and in-depth review by national counterparts; (iii) agreeing with the executing agency, at an early stage, on mechanisms and procedures for accessing readily available information; (iv) seeking the assistance of the resident mission in screening national consultants; and (v) allowing the flexible use of local bilingual personnel who are easily trainable and highly productive.</li> </ul>
TA 3399-UZB: Interim Review of Senior Secondary Education	<ul style="list-style-type: none"> <li>• The executing agency's commitment is important to the TA. It is essential to establish at an early stage a solid system for all stakeholders (the ministries concerned, local governments, and college directors) to be fully involved in the TA.</li> <li>• It is important for ADB to help build a collaborative working relationship between the stakeholders and the consultants.</li> </ul>
TA 4729-UZB: Effective Management of Investments and Reforms in Basic Education	<ul style="list-style-type: none"> <li>• Full ownership from top levels of the government (e.g., COM) is critical before TAs of this nature are approved and initiated. While the Center for Effective Management of Investments and Reforms in Basic Education began its operations during the TA implementation, it stopped functioning because COM did not officially approve its establishment and operation. Thus, the TA's intended outcome of greater capacity in MOPE to better manage the investments in basic education reforms and retain institutional memory was not fully realized.</li> </ul>

ADB= Asian Development Bank, COM = Cabinet of Ministers, MOHSSE= Ministry of Higher and Secondary Specialized Education, MOPE= Ministry of Public Education, PCR = project completion report, TA= technical assistance, TCR = technical assistance completion report, UZB= Uzbekistan.

Sources: Project/ Program Completion Reports and TA Completion Reports.

### **Box A5: Key Lessons from the Sector Synthesis of Evaluation Findings: Education Sector**

The evaluation studies identified many lessons that should be taken into consideration when preparing assistance strategies, and designing and implementing specific assistance in the education sector. The key lessons are:

- (i) Sustained development of better access and quality in the education sector takes considerable time. Thus, a realistic strategy for achieving development impact in education is to undertake a long-term commitment of assistance with a hierarchy of objectives to guide priorities and project foci, which, in turn, should be guided by a sector strategy and action plan for overall sector development. A single intervention will not help achieve sustained development impact.
- (ii) With a view toward improving the utilization of school facilities, preparing better forecasts of demand for primary and secondary schools, and for TVET and higher education programs is necessary. Stakeholder consultation, if not participation, can advance this process. Information from government forecasts and static data should be augmented by factors influencing private decisions on school choices, and should take into account regional variations in population density, competition from other schools, and labor market demand.
- (iii) Providing a standard investment package for all project schools may simplify project implementation and obtain better terms for procurement, but this may not match the needs of individual schools and thus lead to idle facilities and additional costs of maintaining such facilities.
- (iv) The introduction of reforms may face skepticism, if not opposition. To overcome skepticism, project design may consider providing a complementary package of interventions that will show visible improvements associated with the reform.
- (v) Evaluation results indicate that to reach girls and/or disadvantaged groups, targeted assistance yields positive outcomes.
- (vi) A teacher-training plan should be prepared before teacher training begins. The plan should address not only the training activities, but also the availability of replacement teachers, if required, while the regular teachers are undergoing training. Evaluation results also point to the need for having institutionalized, continuous professional development of teachers and for moving away from one-off, individualized programs.
- (vii) Advanced academic training and research do not necessarily provide effective preparation to improve teaching and learning quality, nor to improve teaching and research management; training in teaching and in management is also important.
- (viii) Project-assisted institutions should be required to prepare annual preventive operation and maintenance plans in accordance with manufacturers' recommendations, and to allocate sufficient annual recurrent budget from reliable funding sources for operation and maintenance.
- (ix) For weaker or new offices and institutions, it is advisable to prepare a comprehensive package of institutional capacity development, which balances inputs for technical capacity development with those for management capacity development. At the same time, to create an institutional development impact, a critical mass of trained staff should be considered. Where project activities include sending people off on overseas fellowships, an implementation plan covering various aspects of training and having a person dedicated to planning and implementing the training plan is necessary.
- (x) To provide clearer guidance during project implementation and impact assessment, the desired outcome and/or target for each project objective and/or project outcome and impact should be quantified. Among others, successful monitoring and evaluation systems have allocated sufficient staff resources, and paid greater attention to the collection and use of data for feedback and maintenance of what is working well.
- (xi) The challenge of ensuring the relevance of TVET programs to better employment chances of their graduates remains. TVET curricula need to be regularly reviewed and updated for continued relevance to market demand. Sufficient links of education and training institutions with employers and private enterprises need to be established and maintained, as these are crucial to the success of TVET programs.

TVET = technical and vocational education and training.

Source: ADB. 2008. *Sector Synthesis of Evaluation Findings: Education Sector*. Manila.

**OUTPUTS, OUTCOMES, AND IMPACTS OF COMPLETED AND ONGOING LOAN PROJECTS FOR THE EDUCATION SECTOR IN UZBEKISTAN (1997–2009)**

**Table A6.1: Outputs, Outcomes, and Impacts of Completed Loan Projects**

Project Name and Details	DMF <sup>1</sup> as per RRP			Achievements at Completion as per PCR		
	Outputs	Outcomes	Impacts	Outputs	Outcomes	Impacts
<p><b>1. Loans 1594/1595-UZB: Basic Education Textbook Development<sup>2</sup></b></p> <p>Date approved: 17 Dec 1997</p> <p>Date closed: 30 June 2003</p> <p>Amount: \$20 million (ADF); \$20 million (OCR)</p>	<p><b>(i) Capacity building in curriculum development</b></p> <ul style="list-style-type: none"> <li>- Knowledge of new curriculum design approaches, content, and methods</li> <li>- Studies and preparation of reports and recommendations</li> <li>- Modern books and methods introduced for two subjects</li> </ul>	<p>To improve the quality, quantity, and durability of textbooks and learning support materials for basic education</p>	<p>Improvement in the quality of basic education to enhance equity and serve the needs of transition to a market economy</p>	<p><b>(i) Capacity building in curriculum development</b></p> <ul style="list-style-type: none"> <li>- organized hands-on seminars for curriculum designers for 8 subjects;</li> <li>- conducted overseas study tour for 18 curriculum designers;</li> <li>- distributed 60.2 million textbooks, teacher guides, and workbooks;</li> <li>- redesigned curriculum for 6 subject areas;</li> <li>- completed and approved 6 studies;</li> <li>- procured 4 computers;</li> <li>- recruited 6 international and 6 domestic consultants;</li> <li>- completed and distributed 68 resource materials in 6 subject areas;</li> <li>- conducted seminars on integration of environmental education, and seminar on teacher guides;</li> <li>- teachers and pupils gained knowledge from in-service training and new curriculum materials introduced by the project.</li> </ul>	<ul style="list-style-type: none"> <li>- Textbooks have now become widely available and affordable.</li> <li>- The affordable textbooks under the textbook rental scheme benefited the poor who now have access to textbooks.</li> </ul>	<ul style="list-style-type: none"> <li>- Student performance has improved;</li> <li>- Broader recognition of the need for changing education system in terms of structures and learning materials has emerged;</li> <li>- MOPE has gained considerably better knowledge and skills to steer and manage the education reforms.</li> </ul>
	<p><b>(ii) Improving the pedagogical quality of the textbooks</b></p>			<p><b>(ii) Improving the pedagogical quality of the textbooks</b></p> <ul style="list-style-type: none"> <li>- provided authorship training on student-</li> </ul>		

<sup>1</sup> ADB adopted the DMF in projects in 2005. Reference to DMFs in this appendix includes project frameworks. In project frameworks, the following terms were used: goals, objective or purpose, and project components, which correspond respectively to impact, outcomes, and outputs in the DMFs.

<sup>2</sup> Details of these loans are found in Appendix 1. They are not footnoted when they are referred to in the text.

Project Name and Details	DMF <sup>1</sup> as per RRP			Achievements at Completion as per PCR		
	Outputs	Outcomes	Impacts	Outputs	Outcomes	Impacts
	<ul style="list-style-type: none"> <li>- Textbooks Unit of Republican Education Center more productive and efficient</li> <li>- More efficiency and effectiveness in textbook production</li> <li>- Higher-quality manuscripts and contents</li> </ul>			<ul style="list-style-type: none"> <li>centered learning for 3 subject areas;</li> <li>- conducted seminars for 122 persons;</li> <li>- procured equipment;</li> <li>- completed survey of teachers, pupils and parents confirming that quality of manuscripts and textbooks has improved;</li> <li>- conducted independent survey that confirmed the positive assessment of teachers;</li> <li>- recruited 4 international and 2 domestic consultants;</li> <li>- provided 560,000 resource library books;</li> <li>- completed research studies.</li> </ul>		
	<p><b>(iii) Improving the use of learning materials</b></p> <ul style="list-style-type: none"> <li>- Short courses for training teachers</li> <li>- Training materials and methodology</li> <li>- In-service training for teachers</li> <li>- Computer network established</li> </ul>			<p><b>(iii) Improving the use of learning materials</b></p> <ul style="list-style-type: none"> <li>- conducted various seminars including one on classroom use of textbooks in 7 subject areas;</li> <li>- conducted study tours for staff of in-service training institutes;</li> <li>- produced training materials for 6 core subjects;</li> <li>- recruited international and domestic consultants;</li> <li>- procured training materials and equipment;</li> <li>- conducted research studies on student-centered teaching methods and in-service training system.</li> </ul>		
	<p><b>(iv) Improving the quality and efficiency of textbooks</b></p> <ul style="list-style-type: none"> <li>- recommend-</li> </ul>			<p><b>(iv) Improving the quality and efficiency of textbooks</b></p> <ul style="list-style-type: none"> <li>- organized study tours for publishers</li> </ul>		

Project Name and Details	DMF <sup>1</sup> as per RRP			Achievements at Completion as per PCR		
	Outputs	Outcomes	Impacts	Outputs	Outcomes	Impacts
	<ul style="list-style-type: none"> <li>ations made to the government more</li> <li>- awareness of publishers regarding textbook supply options</li> </ul>			<ul style="list-style-type: none"> <li>and ministry officials;</li> <li>- recruited 1 international and 5 domestic consultants; and</li> <li>- conducted activities related to improving textbook production, such as seminars, training on procurement of textbooks, research studies on textbook production systems and evaluation of textbook rental scheme.</li> </ul>		
	<p><b>(v) Increasing supply of textbooks and learning materials</b></p> <ul style="list-style-type: none"> <li>- All secondary schools receive new Latin-script textbooks</li> <li>- All schools using the main language of instruction receive required Latin-script, Uzbek-language books</li> <li>- Appropriate print-based learning support materials purchased by provincial education departments and provided to schools</li> <li>- Subject-related library materials produced and distributed</li> </ul>			<p><b>(v) Increasing supply of textbooks and learning materials</b></p> <ul style="list-style-type: none"> <li>- distributed Latin-script textbooks for grades 1–9 (55 million), for grades 6–9 (29 million) including 6,600 for blind children, supplementary materials (49,000 kits), library books (560,000);</li> <li>- overall increase in the quantity of textbooks (60.2 million or an average of 10.4 books per pupil) and teacher guides (2 million) for grades 1–9;</li> <li>- conducted seminar on textbook marketing, and training on manuscript and bid evaluation for textbooks;</li> <li>- recruited 1 international consultant.</li> </ul>		
	<p><b>(vi) Improving durability of textbooks</b></p> <ul style="list-style-type: none"> <li>- Suitable equipment purchased</li> </ul>			<p><b>(vi) Improving durability of textbooks</b></p> <ul style="list-style-type: none"> <li>- provided 6 pilot schools with repair kits but activity was</li> </ul>		

Project Name and Details	DMF <sup>1</sup> as per RRP			Achievements at Completion as per PCR		
	Outputs	Outcomes	Impacts	Outputs	Outcomes	Impacts
	<ul style="list-style-type: none"> <li>- High-quality paper and cover board purchased</li> <li>- More competition among publishers</li> <li>- Book repair campaign implemented</li> <li>- Textbooks made to last longer</li> </ul>			<ul style="list-style-type: none"> <li>- later dropped from the program;</li> <li>- produced new textbooks that will be useful for 4 years or even more, based on expert opinion;</li> <li>- conducted various trainings, including seminars on textbook provision; and</li> <li>- recruited 4 international consultants.</li> </ul>		
<p><b>2. Loan 1737-UZB: Senior Secondary Education</b></p> <p>Date approved: 08 Feb 2000</p> <p>Date closed: 23 Nov 2007</p> <p>Amount: \$57 million (OCR)</p>	<p><b>(i) 45 model schools</b></p> <ul style="list-style-type: none"> <li>- Model schools are able to demonstrate exemplars of school organization and innovation, as well as lessons for future development of SSE</li> <li>- Up to date education facilities, materials, and equipment to support curriculum implementation</li> </ul>	<p>To implement and refine the new SSE curriculum to maintain relevance to the social and economic context</p>	<p>To establish a broad-based SSE system with balanced general and vocational education able to support the transition to a market-oriented economy</p>	<p><b>(i) Development of 45 model schools</b></p> <ul style="list-style-type: none"> <li>- established boards of trustees in 45 model senior high schools (SHSs);</li> <li>- provided international trainings to 45 model SHS directors on management and planning in academic institutions, and 100 teachers on new methods of teaching, development of curriculum, education standards, distance learning;</li> <li>- organized seminars on sharing knowledge and experience received during international training to 707 teachers, directors of model SHSs, representatives of the Institute for Development of Senior Secondary Education (IDSSE), and regional in-service teacher training (INSETT) institutes;</li> <li>- conducted trainings on (1) philosophy and curriculum development for 20 IDSSE teachers,</li> </ul>	<ul style="list-style-type: none"> <li>- Formal integration of employers in curriculum refinement process is in place;</li> <li>- Teacher-student ratio has been improving;</li> <li>- Labor market study at SHS level institutionalized with marketing departments introduced in the SHS structure;</li> <li>- Students from low-income families received social support from both the government and the additional budgetary funds for SHSs.</li> </ul>	<ul style="list-style-type: none"> <li>- Majority of those employed after graduation from SHSs obtained jobs within their specialization.</li> </ul>

Project Name and Details	DMF <sup>1</sup> as per RRP			Achievements at Completion as per PCR		
	Outputs	Outcomes	Impacts	Outputs	Outcomes	Impacts
				1,915 model SHS teachers, (2) vocational education and research for 11 teachers from SHSs, and (3) equipment use for 394 model SHS teachers; <ul style="list-style-type: none"> <li>- published and distributed supplementary materials such as education methods (2,500 units), evaluation methods (2,500 units), education standards (25,000 units), learning materials on 4 specific subjects (150 units), 7 items in electronic format (255 units); and textbooks on 9 subjects (26,000 units).</li> </ul>		
	<b>(ii) School director and teacher development</b> <ul style="list-style-type: none"> <li>- Sustainable and affordable in-service training plan and structure for school directors and teachers to support their reorientation</li> <li>- New in-service training system, which is teacher-centered, regular, and continuous</li> </ul>			<b>(ii) Development of school director and teacher</b> <ul style="list-style-type: none"> <li>- developed teacher in-service training master plan;</li> <li>- the government adopted a decree on introducing an improved system of pre-service and in-service teacher training;</li> <li>- conducted training courses on (1) teaching methods for 20 IDSSE teachers and 1,848 model SHS teachers; (2) course evaluation for 20 IDSSE teachers, 909 model SHS teachers; (3) development of short-term course for 20 IDSSE teachers, 180 model SHS teachers; and individual needs for 300 model SHS teachers;</li> </ul>		

Project Name and Details	DMF <sup>1</sup> as per RRP			Achievements at Completion as per PCR		
	Outputs	Outcomes	Impacts	Outputs	Outcomes	Impacts
				<ul style="list-style-type: none"> <li>- conducted international trainings for teachers from IDSSE and regional training institutes on international system of INSETT and pre-service teacher training (PRESET), including 2 specialists from IDSSE and the Center for Senior Secondary Education (CSSE) enrolled in the international master's course and 4 specialists of the CSSE Department of Standards on development of standards, e-learning, interactive methods of teaching, and strategies of textbook development;</li> <li>- organized regional seminars for 230 directors of model SHSs and national conference for 107 teachers, directors of model SHSs, representatives of IDSSE and regional INSETT institutes;</li> <li>- established learning centers: (1) 14 regional distance learning centers, (2) 4 distance learning modules and 2 short-term revised modules were piloted, (3) 7 distance learning courses were designed and piloted, (4) a website for IDSSE and distance learning centers was developed to distribute learning materials, and (5) a</li> </ul>		

Project Name and Details	DMF <sup>1</sup> as per RRP			Achievements at Completion as per PCR		
	Outputs	Outcomes	Impacts	Outputs	Outcomes	Impacts
				<p>strategic plan for distance learning was developed and partially implemented; conducted trainings on (1) principles, design, and planning of distance learning for 32 regional coordinators, experts on subjects from regional INSETT institutes, (2) implementation strategies of distance education for 14 regional coordinators; (3) distance learning on research and implementation for 27 module developers; (4) principles of distance learning, development of distance learning materials for 70 teachers, directors of regional INSETT institutes; (5) M&amp;E for 20 CSSE, IDSSE, distance learning regional coordinators; (6) quality controls for 48 CSSE and IDSSE specialists, distance learning regional coordinators; (7) support for distance learners for 53 tutors in 14 subjects; and</p> <p>- established coordinating groups in about 40% of model SHSs.</p>		
	<p><b>(iii) Teaching and learning materials</b></p> <p>- Availability of new textbooks aligned to thrust and content of SSE curriculum and</p>			<p><b>(iii) Enhancement of teaching and learning materials</b></p> <p>- conducted training for 123 authors of textbooks, 196 teachers on general subjects, 126 authors of textbooks on special subjects, 53 librarians and 20</p>		

Project Name and Details	DMF <sup>1</sup> as per RRP			Achievements at Completion as per PCR		
	Outputs	Outcomes	Impacts	Outputs	Outcomes	Impacts
	supportive of independent learning - Effective cost recovery for textbook supply - Book production becomes more competitive and financially transparent			new authors of textbooks; - designed publishing management and transliteration systems and installed at CSSE, but are not currently in operation; - conducted pilot competitive bidding for special subject manuscripts with results reflected in the government's decree: stipulated procedures for competitive selection of authors, transparent financing, publication and printing of textbooks, and other learning materials; - piloted and implemented 277 education standards; - developed 3,505 curricula in 2006; - developed 268 new curricula, piloted, and adopted by the SSE system.		
	<b>(iv) Management and policy development</b> - Responsive and flexible subsector management - Affordable and sustainable policies for SSE system			<b>(iv) Management and policy development</b> - conducted international training for: (1) 14 CSSE specialists on managing the education process, finance, labor market, marketing and management, education standards, and modern teaching methods; (2) 3 CSSE specialists on M&E; and (3) 459 teachers and directors from SHSs on labor market, job placement, and labor market research; - prepared 10 sector		

Project Name and Details	DMF <sup>1</sup> as per RRP			Achievements at Completion as per PCR		
	Outputs	Outcomes	Impacts	Outputs	Outcomes	Impacts
				evaluation studies; recommendations were partially implemented; <ul style="list-style-type: none"> <li>- carried out 3 tracer studies involving employers and 10,000 graduates of pilot colleges;</li> <li>- established M&amp;E system, but the Department of Monitoring and Evaluation, which carried out all related activities under this component, was formally abolished by government decree in 2004.</li> </ul>		

Note: The project resulted in unintended **negative results**:

- limited curriculum flexibility in SSE system (only 2.6% of total hours allocated to education can be decided by special councils at SHSs);
- low external and internal efficiency of SSE;
- relatively fewer SSE national graduates match the labor market demands as model SHS experiences were not reflected fully in other SHSs around the country;
- decreasing national graduate employment rate due partly to lack of economic diversification;
- decreasing transition rate to higher education;
- limited flexibility is observed in management of the SSE system and programs; and
- although cost-effectiveness of the system is gradually improving, concrete strategies for sustainable operation of the SSE system have not been introduced.

ADF = Asian Development Fund, CSSE = Center for Senior Secondary Education, DMF = design and monitoring framework, IDSSE = Institute for Development of Senior Secondary Education, INSETT = in-service teacher training, M&E = monitoring and evaluation, MOPE = Ministry of Public Education, OCR = ordinary capital resources, PCR = project or program completion report, PRESET = pre-service teacher training, RRP = report and recommendation of the President, SHS = senior high school, SSE = senior secondary education, UZB = Uzbekistan.

Sources: Reports and recommendation of the President and project completion reports.

**Table A6.2: Objectives, Policy Areas, and Achievements of Completed Policy Loan**

Project Name and Details	Objectives and Policy Areas as per Policy Matrix in the RRP	Achievements as per PCR
<p><b>1. Loan 1960-UZB: Education Sector Development Program (Policy Loan)</b></p> <p>Date approved: 06 Dec 2002</p> <p>Date closed: 15 Jun 2007</p> <p>Amount: \$70 million</p>	<p>Objective 1: Modernize structure, contents, and processes of education</p> <p>1. Streamline the education structure</p> <p>2. Review of curriculum and monitoring of education quality</p> <p>3. Strengthen teacher education</p>	<p>(i) <b>Streamlined higher education</b></p> <ul style="list-style-type: none"> <li>- revised the bachelor's degree, which is now 4 years with a more applied curriculum content;</li> <li>- streamlined the functions and tasks of MOHSSE and its associated institutions at the republic and <i>oblast</i> levels;</li> </ul> <p>(ii) <b>Approved the revised standards for SSE</b></p> <ul style="list-style-type: none"> <li>- streamlined the secondary schools and converted them to academic lyceums or professional colleges;</li> <li>- invested in providing quality school infrastructure (learning environment) for academic lyceums and professional colleges;</li> <li>- expanded the infrastructure modernization initiative to basic education;</li> <li>- supported the adoption of a 4-5-3 system by adding one year of schooling.</li> </ul> <p>(i) <b>Revised the curriculum modules</b></p> <ul style="list-style-type: none"> <li>- developed and initiated the implementation of a strategic plan to improve its curriculum and teaching in a phased manner;</li> </ul> <p>(ii) <b>Established a regional coordination council in each <i>raion</i> (district) and town</b></p> <ul style="list-style-type: none"> <li>- set up job centers in <i>raions</i> to act as an interface between colleges and enterprises to increase graduate employment opportunities.</li> </ul> <p>(i) <b>Currently developing a revised teacher training curriculum with a modularized approach</b></p> <ul style="list-style-type: none"> <li>- mandated teachers to participate in training for a minimum of 24 days (144 hours) every 3 years;</li> <li>- supported the upgrade retraining of 10,705 basic education and 78,215 SSE teachers;</li> <li>- trained 1,372 multigrade teachers and 311,637 other teachers in new teaching methods.</li> </ul>
	<p>Objective 2: Improve sector sustainability and efficiency</p> <p>1. Organizational audit and staff redeployment</p>	<p>(i) <b>Revised the functions and responsibilities of administrative and management staff</b></p> <ul style="list-style-type: none"> <li>- strengthened accountability and raised efficiency of MOPE and MOHSSE at central, regional, and district levels;</li> <li>- delegated the management, administrative, and, to a lesser extent, financial responsibilities to <i>raions</i> and schools;</li> <li>- reviewed teachers' workload and increased compulsory classroom teaching hours to 18 hours for basic education and 20 hours for SSE per week;</li> <li>- required teachers to engage in after-school activities to work with parents, families, and <i>mahallas</i> (communities);</li> <li>- the reorganization led to (a) a reduction in the number of staff (about 20% in MOPE and 25% in MOHSSE and (b) generation of savings that were used to develop financial incentives for staff and improve school conditions—increased salaries of education staff by 40% in 2004, 48.7% in 2005, and 69.9% in 2006; increased higher education staff salaries by 2.5 times the base salary in 2008.</li> </ul>

Project Name and Details	Objectives and Policy Areas as per Policy Matrix in the RRP	Achievements as per PCR
	2. Improve service conditions of education personnel  3. Rationalize facilities	(i) <b>Supported the establishment of committees at each school</b> —consisting of the (a) director (principal), (b) at least two teachers and parents, and (c) a representative of the trade union—to review teacher performance and identify teachers for top-up awards.  (i) <b>Reallocated teachers and students to neighboring schools</b> where schools were closed.
	Objective 3: Reform governance of education  1. Policy formulation, planning, and management  2. School management and community participation  3. Nongovernment provision of education	(i) <b>Established the Education Reform Implementation and Monitoring Unit</b> in 2004 to improve the coordination of education reforms among government agencies; (ii) <b>Established the Center for Effective Management of Investments and Reforms in Basic Education in MOPE</b> to ensure coordination and consistency in policy formulation and planning; (iii) <b>Carried out decentralization reforms and piloted a new budgetary process</b> in 2006 by shifting responsibility for financing education from the central government to <i>oblasts</i> and <i>raions</i> —65% of the national education budget was financed by <i>raions</i> , 22% by <i>oblasts</i> , and 13% by MOPE.  (i) <b>Supported the training of school directors and raion staff</b> ; school councils provide assistance in (a) improving the learning environment for students, (b) improving working conditions for teaching staff, (c) assisting in launching extracurricular activities, (d) improving school facilities; (e) attracting additional resources to support schools, (f) mobilizing support for students from low-income families, and (g) organizing recreation and learning activities at school premises for all community members; (ii) <b>Established school boards</b> in all basic education schools of the Republic.  (i) <b>Provided international technical support</b> in 2007 for public–private partnership policy studies—the study reported on the strengths and weaknesses of private provision of education services in the country, with policy recommendations that are currently under review by the government.
	Objective 4: Protect the poor and vulnerable population groups  1. Targeting of deprived areas  2. Provide assistance to the poor and vulnerable population groups	(i) <b>Established the Republican Textbook Rental Fund Foundation</b> in 2006 and is committed to expanding the textbook rental scheme through the ADB-funded Second Textbook Development Project; (ii) <b>Increased textbook availability and affordability</b> , especially for vulnerable students. (iii) <b>Revised budget policies and processes adopted by the government</b> to ensure the provision of equitable funding to all rural schools.  (i) <b>Strengthened the family-mahalla-school link</b> to (a) facilitate the identification and management of financial support to poor children and (b) identify vulnerable families and assess the level of support required; (ii) <b>Established community committees</b> in most <i>mahallas</i> to (a) review submissions from poor families and (b) forward deserving applications to the basic education and SSE institutions, which then (c) provide assistance to families and (d) indirectly help students attend school; (iii) <b>Supported the government in the disbursement</b> of SUM2.2 billion in

Project Name and Details	Objectives and Policy Areas as per Policy Matrix in the RRP	Achievements as per PCR
		2005 and SUM2.8 billion in 2006 for food, financial assistance, and in-kind support to poor families; and (iv) <b>Established a support scheme</b> ( <i>Mekhr va muruvat</i> [kindness and mercy]) as a public foundation in 2004 with the main objective of providing support for talented and handicapped children from low-income families studying in professional colleges and academic lyceums.

ADB = Asian Development Bank, MOHSSE = Ministry of Higher and Secondary Specialized Education, MOPE = Ministry of Public Education, PCR = program completion report, RRP = report and recommendation of the President, SSE = senior secondary education, UZB = Uzbekistan.

Sources: Report and recommendation of the President, program completion report.

**Table A6.3: Intended Outputs, Outcomes, Impacts, and Progress of Ongoing Loan Projects**

Project Name and Details	DMFs as per RRP		Progress/Status/Issues as per PPR (as of 31 January 2010)
	Impact/Outcome/Output	Performance Targets	
<p><b>1. Loan 1961-UZB: Education Sector Development Program (Project Loan)</b></p> <p>Date approved: 06 Dec 2002</p> <p>Amount: \$38.5 million</p> <p>The Investment Project will support government efforts to improve the quality of basic education (with priority given to poor and remote rural areas) and to modernize sector management. It has three main components: (i) strengthening sector planning and management capacities—will support participatory policy formulation processes and develop national capacities to manage the education reforms; (ii) improving and extending teacher education—will principally establish a distance education capacity to conduct teacher training and retraining activities; and (iii) strengthening community involvement in schooling and improving learning conditions.</p>	<p><b>Impact:</b> To establish an education system responsive to the needs of a modern market-oriented economy and democratic society</p> <p><b>Outcome:</b> To improve quality and efficiency of the education system</p> <p><b>Outputs</b></p> <p><b>1. Strengthening Sector Planning and Management Capacities</b></p> <p>a. Stronger policy dialogue in critical reform areas including staff development, private–public partnership, and education finance</p> <p>b. Better-informed decisions regarding staff redeployment and overall system rationalization</p>	<ul style="list-style-type: none"> <li>- Focused policy studies carried out on (i) education staff development, (ii) education finance, (iii) nongovernment provision of education</li> <li>- Leaders and administrators exposed to multiple aspects of reform implementation</li>   <li>- New school mapping adopted and implemented</li> <li>- Recommendations about organizational audit implemented</li> <li>- Roughly 5,000 school principals and 3,000 district-level managers trained in academic supervision, accountability, and control</li> </ul>	<p>The government piloted measures on education financing; conducted initial school inventory and staff redeployment.</p> <p>Three studies on education sector completed: human resources management, public–private partnership education, and distance education.</p> <p>The training program for school principals, teachers and managers took place in late 2008 and continued in 2009. The delay in recruitment of consultants slowed implementation of training components.</p> <p>Completed.</p> <p>Rehabilitation of 500 schools completed by the end of 2005. Executing agency developed school incentive fund (SIF) implementation arrangements; ADB approved on 8 Nov 2007; and SIF funds disbursed for 984 schools.</p>

Project Name and Details	DMFs as per RRP		Progress/Status/Issues as per PPR (as of 31 January 2010)
	Impact/Outcome/Output	Performance Targets	
	<p><b>2. Improving and extending teacher education</b></p> <p>a. Enhanced national capacity to develop distance education (DE) for teachers</p> <p>b. More opportunities for in-service teacher training and continuous learning via a modern DE system</p> <p>c. Enhanced capacity to demonstrate modern teaching methods in pre-service and in-service teacher training institutions</p>	<ul style="list-style-type: none"> <li>- Core group of national professionals trained in DE program development</li> <li>- Three trial DE programs developed in (i) primary school teaching, (ii) new teaching methodologies, and (iii) selected secondary school subjects</li>   <li>- DE centers established and provided with equipment and materials; comprising 1 DE development center, 14 regional coordinating units (RCUs); and 70 learning resource centers (LRCs)</li> <li>- 3 vans equipped as LRCs provided, allowing extension of DE into remote areas</li>   <li>- 120 staff of in-service institutions and 104 staff of preservice institutions jointly exposed to modern teaching methods</li> <li>- Modules developed to train teaching staff</li> <li>- Approximately 110,000 teachers exposed to new methods through the existing formal in-service and preservice systems, plus at least 75,000 through DE means</li> <li>- 8 selected faculties of pedagogy, 5 pedagogical institutes, and 15 in-service institutions rehabilitated and provided with modern equipment and materials</li> </ul>	<p>This component was delayed due to late recruitment of consulting services, which resulted also in the delay of the training components. The training program for school principals, teachers, and managers took place in late 2008 and continued in 2009. Although component 2 was implemented, performance was not achieved in full scope.</p> <p>Implemented with delays.</p> <p>Implemented with delays.</p>
	<p><b>3. Strengthening community involvement with schools and improving learning conditions</b></p> <p>a. Enhanced capacity to mobilize communities for the school</p> <p>b. SIF established to support community</p>	<ul style="list-style-type: none"> <li>- School and community leaders informed about the new legislation and experiences concerning self-management</li> <li>- About 1,000 school boards established with the support of the project</li>   <li>- Introduction of a SIF targeting resource-poor and otherwise disadvantaged schools</li> </ul>	<p>The rehabilitation of poor schools funded by the government was completed in Jan 2006.</p> <p>Given the strengthened MOPE's capacities at the district and school levels in the reform</p>

Project Name and Details	DMFs as per RRP		Progress/Status/Issues as per PPR <i>(as of 31 January 2010)</i>
	Impact/Outcome/Output	Performance Targets	
	initiatives in poor areas	<ul style="list-style-type: none"> <li>- SIF accessible to about 10% of the schools of the country</li> </ul>	<p>process, the executing agency recommended to utilize the established structures of the <i>oblasts</i> and <i>raions</i>. The executing agency proposed to use savings in consulting services to increase school grants under SIF. SIF implementation was completed successfully.</p> <p>Completed.</p>
	c. School rehabilitation and upgrading plan implemented	<ul style="list-style-type: none"> <li>- The 500 poorest schools of the country rehabilitated and provided with new educational equipment and furniture</li> </ul>	
		<p><b>Assumptions</b></p> <ul style="list-style-type: none"> <li>- Government commitment to improve system efficiency and review norms</li> <li>- Interagency dialogue and cooperation; coordination of efforts of implementing agencies</li> <li>- Availability of counterpart funds and staff for the establishment of the DE system</li> <li>- Access to and reliability of statistics and data.</li> </ul> <p><b>Risks</b></p> <ul style="list-style-type: none"> <li>- Poor project management capacities</li> <li>- Insufficient policy analysis and program monitoring capacities</li> </ul>	<p>The government is committed and has carried out major reforms under the program loan.</p> <p>While interagency dialogue and cooperation has improved, it needs further improvement. Coordination between educational objectives and financial needs has to be improved and means to achieve efficiency in the system should be put in place. Continuous monitoring is required.</p> <p>Government funds allocated for physical activities. However, there is a shortfall in the provision of funds for soft component of DE system.</p> <p>The project implementation unit's (PIU) capacity improved with the assistance from international project management adviser and ADB project staff. New project manager is proactive in implementing the project following ADB procedures.</p> <p>While this is being improved, significant strengthening in this respect would need more support in the form of technical assistance.</p>

Project Name and Details	DMFs as per RRP		Progress/Status/Issues as per PPR (as of 31 January 2010)
	Impact/Outcome/Output	Performance Targets	
		<ul style="list-style-type: none"> <li>- Poor targeting of project interventions</li> <li>- Lack of cooperation between implementing agencies</li> </ul> <p><b>Key Assumptions/Risks (Input–Output)</b></p> <ul style="list-style-type: none"> <li>- Government's will to build consensus on key policy issues / cooperative dialogue between government and nongovernment authorities / effective collaboration between MOPE, MOHSSE and other policymaking bodies</li> <li>- Access to (and reliability of) school and personnel statistics and data</li> <li>- Identification of qualified personnel for the DE structure / release of staff by MOPE to undergo training</li> <li>- Joint MOPE/MOHSSE effort to develop DE modules</li> <li>- Government's timely funding of civil works</li> <li>- Adequate salary and compensation package for DE staff / module writers, and instructors</li> <li>- Collaboration between MOPE and <i>mahalla</i> authorities for the establishment of the SIF/ collaboration between SIF facilitators and school authorities</li> <li>- Commitment of central and local authorities to support the new financing legislation / decentralization</li> </ul>	<p>SIF fund is operational and well structured.</p> <p>Despite government's repeated commitment, this area has yet to improve. This remains a difficulty in effective implementation.</p> <p>Much more needs to be done for effective interagency coordination and cooperation.</p> <p>Committed.</p> <p>Personnel has been selected.</p> <p>Committed.</p> <p>Completed the rehabilitation of selected rooms at the Central Institute for Education Staff Development, of 14 regional in-service teacher training institutes, and 70 LRCs.</p> <p>To be addressed.</p> <p>Being complied with.</p> <p>Committed.</p>

Project Name and Details	DMFs as per RRP		Progress/Status/Issues as per PPR <i>(as of 31 January 2010)</i>
	Impact/Outcome/Output	Performance Targets	
		- Availability of local contractors to carry out civil works and procure equipment	Rehabilitation works completed. The project was physically completed as scheduled on 30 September 2009. However, the financial closure has yet to be completed.
<p><b>2. Loan 2093-UZB: Second Textbook Development</b></p> <p>Date approved: 29 Sep 2004</p> <p>Amount: \$25 million (OCR)</p> <p>The project is expected to build on Basic Education Textbook Development Project, and addresses the availability and affordability of textbooks in basic education. The project extends the textbook rental scheme (TRS) to grades 6, 7 and 8. This will complete TRS coverage of all grades and all schools in the country. The project also establishes appropriate institutional arrangements for ensuring sustainable provision of affordable textbooks.</p> <p>The project addresses other key issues in textbook and learning materials development, including reforming the national curriculum and encouraging private sector growth in publishing and</p>	<p><b>Outcome:</b> Efficient and sustainable nationwide provision of affordable textbooks and other learning and teaching materials</p> <p><b>Impact:</b> Higher quality of basic education</p> <p><b>Outputs:</b> <b>1. Strengthening the Basic Education Policy Framework</b> a. Improved curriculum and syllabi</p>	<p>- Curriculum working group and associated subcommittees established by 1 Feb 2005</p> <p>- A new national curriculum framework approved by the end of 2005</p> <p>- New syllabi for grades 4 and 5 completed by Sep 2006 in time for launch of new competitive textbook bid; other revised grade-level syllabi to follow annually</p> <p>- New curriculum textbooks for grades 4 and 5 in schools by Sep 2007</p> <p>- Other new curriculum textbooks to follow annually.</p>	<p>Rehabilitation works completed. The project was physically completed as scheduled on 30 September 2009. However, the financial closure has yet to be completed.</p> <p>Complied late. Terms of reference and selection criteria for national consultants were prepared; equipment and furniture for the National Curriculum Framework Working Group (NCFWG) has been procured; contracts with national consultants signed.</p> <p>Selection of candidates for NCFWG completed in 2007; 3 subgroups started activities; budget and organizational arrangements for NCFWG made; draft National Curriculum Framework discussed and approved by the government for piloting in 2008.</p> <p>Executing agency was expected to pilot new syllabi in 2008–09; however, it is not clear if these have actually been completed.</p> <p>Completed by the government.</p> <p>Ongoing.</p>

Project Name and Details	DMFs as per RRP		Progress/Status/Issues as per PPR (as of 31 January 2010)
	Impact/Outcome/Output	Performance Targets	
printing. To support new approaches to learning, school libraries will be developed on a pilot basis as resource centers, with provision of books and other teaching-learning materials, adequate furniture, equipment and computers.	<p>b. A revised national assessment and testing system established</p> <p>c. Stronger capacity for researching and developing educational policy</p>	<ul style="list-style-type: none"> <li>- Principles of revised assessment system adopted by government by mid-2006</li> <li>- New assessment system developed and phased in alongside revised curriculum</li> <li>- 40 staff trained in policy research, analysis and formulation of curriculum, assessment of Language of Instruction (LOI) and other policy areas by end 2005.</li> </ul>	<p>Ongoing.</p> <p>Ongoing.</p> <p>As of 30 July 2007, PIU reported that 25 experts were hired for NCFWG; activities were ongoing; overseas visit took place in Dec 2007 and 2008.</p>
	<p><b>2. Ensuring the Sustainable Provision of Textbooks</b></p> <p>a. Sustainable mechanism for the textbook rental scheme (TRS) established</p> <p>b. Reliable annual supplies of textbooks and teacher guides for TRS</p> <p>c. New curriculum textbooks introduced from Sep 2007 onward</p>	<ul style="list-style-type: none"> <li>- Legal establishment of and fully operational Republican Textbook Revolving Fund Foundation (RTRFF) by 1 Feb 2005.</li> <li>- Review and revision of competitive bidding documents and procedures, including evaluation and approval criteria and mechanisms for textbooks and teacher guides by 2006</li> <li>- Establishment of school-based textbook ordering system by 2006</li> <li>- Procurement of TRS textbooks and teacher guides for grades 6 and 7 in school year 2005–06 and for grade 8 in 2006–07</li> <li>- Continuation of government textbook subsidies for the poorest with the system of</li> </ul>	<p>On 1 June 2006, Resolution No. PP-363 “On measures of establishment of Republican Special Book Fund Foundation (RSBFF) under the Ministry of Finance of Republic of Uzbekistan” was adopted.</p> <p>On 11 July 2006, RSBFF was registered at the Ministry of Justice with Certificate No. 002172.</p> <p>RSBFF’s executive director was appointed in December 2006. The central unit of RSBFF is staffed and regional staff selection process is ongoing. Organizational chart and staffing schedule along with operational budget were provided to ADB. RSBFF operation and performance is subject to regular review by ADB missions.</p> <p>Done; 38 contracts were awarded for textbooks and teacher guides, for a total cost of \$10.2 million.</p> <p>Being done.</p> <p>Done.</p> <p>Done.</p>

Project Name and Details	DMFs as per RRP		Progress/Status/Issues as per PPR (as of 31 January 2010)
	Impact/Outcome/Output	Performance Targets	
		targeted subsidies introduced by school year 2005–06 - First new curriculum textbooks in schools in Sep 2007	
	<b>3. Developing the Book Publishing Sector</b> a. Sustainable mechanism established for capacity building  b. Policy and regulatory framework	- A local training institution selected as a permanent base for educational book trade capacity building by end 2005 with first courses operational by mid-2006. The full package of courses to be completed and available by end 2007.  - Private sector access to textbook market achieved through increased representation on the approved book list starting 2007 - Privatization of identified major state companies involved in textbook publishing and printing achieved by the end of project - Restrictions on determining earnings of textbook authors removed by 2007.	Prepared documents for recruitment of consultants; executing agency/PIU shall proceed with contract signing and further registration at the Ministry of Foreign Economic Relations and International Trade.
	<b>4. Developing School Libraries</b> a. Stronger capacity in policy, standards and management of school library systems  b. Selected school libraries modernized	- A national guideline for school library system developed and approved by MOPE by end 2005  - At least 200 <i>oblast/raion</i> librarians and 1,000 school librarians trained by end 2007 in student-centered learning methodologies and school library management and systems - A baseline study conducted by end 2005 on student performance with regular impact evaluations to assess impact of improved school libraries on students and teachers.  Refurbishment of 1,000 school libraries by <i>hokimiyats</i> (local executive branches of the government)/ communities coordinated in association with local government according to project implementation schedule over 5 years.	PIU has prepared selection criteria and pro-forma application forms for pilot school libraries. PIU is preparing a list of library books and furniture specifications for libraries.

Project Name and Details	DMFs as per RRP		Progress/Status/Issues as per PPR (as of 31 January 2010)
	Impact/Outcome/Output	Performance Targets	
		<ul style="list-style-type: none"> <li>- Provision of library equipment including furniture and computers to 1,000 selected schools according to 5-year project implementation schedule.</li> <li>- Supply of library stock of 5 copies of each of 700 titles of each of 1,000 schools by end 2009.</li> <li>- Development of mechanisms for the encouragement of Uzbek-language educational software by end 2005.</li> </ul>	
		<p><b>Key Assumptions/Risks</b></p> <ul style="list-style-type: none"> <li>- Continued political stability and absence of major economic shocks</li> <li>- Prudent fiscal and budgetary management to ensure ongoing provision of grade 1 books and targeted textbook subsidies for the poorest</li> <li>- No major change in direction of reforms in the education sector</li> <li>- Effective interagency coordination with the government</li> <li>- Timely and effective implementation of the Education Sector Development Project, well coordinated with the project, especially its teacher training and capacity building components</li> </ul> <p><b>Key Assumptions/Risks (Input–Output)</b></p> <ul style="list-style-type: none"> <li>- No major reversal of direction of education reform by government (risk: delays in approval and implementation)</li> </ul>	<p>Continuously being assessed.</p> <p>Government is providing funding for free provision of textbooks for grade 1 and poor students using the RSBFF. In 2006, regulation was adopted to ensure targeted provision of books to poor students. Government resolution envisages competitive bidding procedures for selection of textbooks. The system also envisages annual allocation for the poor.</p> <p>Reforms are ongoing.</p> <p>Ongoing.</p> <p>Ongoing. However, there is a delay in delivery of inputs in teacher training.</p> <p>RTRFF approved; the RTRFF Charter registered, the executive director of the fund appointed, and the fund made operational.</p>

Project Name and Details	DMFs as per RRP		Progress/Status/Issues as per PPR (as of 31 January 2010)
	Impact/Outcome/Output	Performance Targets	
		<ul style="list-style-type: none"> <li>- (Close coordination among central, <i>oblast</i>, <i>raion</i> and school management to ensure accurate education management information system data and timely planning, production, and distribution of textbooks and teacher guides; continuation of committed government budget support throughout project; continued close supervision of TRS collections; maintenance of TRS collection rates (risks: declining collection rates; government failure to provide textbook subsidy support for the poorest)</li> <li>- Continued demand for professional training based on continuation of textbook market at no less than current levels; high rate of retention of those trained (risks: opposition to full private sector access to the textbook market; delays in the privatization of key state textbook publishing and printing companies)</li> <li>- Continuation (no decrease) of school operating budgets (risk: <i>hokimiyats</i> fail to provide required support for school library refurbishment)</li> </ul>	<p>There is close cooperation among school management officials in implementing the project.</p> <p>To be assessed.</p> <p>Counterpart funds (both central and local) provided no risk that this will occur.</p>
<p><b>3. Loan 2191-UZB: Information and Communications Technology in Basic Education</b></p> <p>Date approved: 27 Oct 2005</p> <p>Amount: \$30 million (ADF)</p> <p>The project is aimed at improving the quality and relevance of and access</p>	<p><b>Outcome:</b> Improved learning outcomes through ICT use in priority subject areas in grades 5–9 in project schools with a pro-poor focus</p> <p><b>Impact:</b> Improved quality, relevance, and equitable access of basic education for all students</p> <p><b>Outputs:</b> <b>1. School cluster network established, equipped, and functional</b></p>	<ul style="list-style-type: none"> <li>- Repairs and rehabilitation to school ICT classrooms (if necessary) completed by the government before ICT installation</li> </ul>	<p>Rehabilitation almost complete. PIU is monitoring the progress.</p> <p>In August 2007, a group of e-readiness specialists visited the first batch of 300 cluster leader schools (CLSs) to review school</p>

Project Name and Details	DMFs as per RRP		Progress/Status/Issues as per PPR (as of 31 January 2010)
	Impact/Outcome/Output	Performance Targets	
to basic education by integrating ICT in teaching and learning in Uzbekistan. The project has four components: (i) establish operational school clusters as a network that covers all schools in Uzbekistan, and equip 860 CLSs with ICT facilities and connectivity; (ii) train staff for effective ICT use in schools, and improve the existing in-service teacher training system to make it more flexible and effective for ICT use across the curriculum; (iii) develop learning materials for ICT use; and (iv) provide advisory services on technical, financial, and fiscal issues to the government to strengthen sustainability of the government's basic education policy, and pilot test approaches designed to enhance project sustainability and future ICT development with a pro-poor focus.		<ul style="list-style-type: none"> <li>- ICT equipment and internet/intranet connectivity provided to 50% of CLSs within 12 months after loan effectiveness; and to the remaining 50% within another 6 months thereafter (ICT equipment provided to non-CLSs through the government ongoing ICT provision program)</li> </ul>	<p>readiness. Preliminary results of the study showed that out of reviewed 330 CLSs 258 was found to be fully ready, while 42 required minor improvements. The remaining CLSs were moved to the next batch for 2008.</p> <p>Rehabilitation of remaining 560 CLSs is to be completed in Sept 2008 (PPR not updated if this was actually completed).</p> <p>Majority of schools classrooms were rehabilitated, but some minor works in some schools still required.</p> <p>Some delays were due to late establishment of PIU. Concerned agencies have been informed about the requirements.</p>
	<b>2. Strengthened staff capacity to use ICT for improved teaching and learning and school management</b>	<ul style="list-style-type: none"> <li>- A continuous professional development (CPD) system designed, approved, and put in place within 18 months after loan effectiveness</li> <li>- Annual qualitative/ quantitative assessment of training outcomes.</li> <li>- Existing school management system improved by end of first year of implementation</li> <li>- 220 teachers from the regional in-service teacher training institutes trained as trainers within 3 months of loan effectiveness, 1,720 school network managers (2 from each CLS), 4,300 teachers (5 from each CLS), and 560 LRC staff (4 from each) trained within 18 months of loan effectiveness.</li> </ul>	<p>Incentive system had been developed and submitted to the Ministry of Finance. The government introduced the incentive system for teachers in basic education in 2006–2007. The system also covers issues of CPD. A working group responsible for developing an incentive system for teachers had been set up at MOPE. That scheme was developed and adopted in pilot schools.</p> <p>Draft teachers' training plan developed and scheduled for 2007 (Not updated if done).</p> <p>In progress.</p> <p>Training plan prepared and approved by MOPE. Training is linked to provision of ICT equipment. Activities expected to start early 2009 with mobilization of international consulting firm. Inception mission of consulting firm (EDCIL) took place in the last week of Feb 09. Executing agency and</p>

Project Name and Details	DMFs as per RRP		Progress/Status/Issues as per PPR <i>(as of 31 January 2010)</i>
	Impact/Outcome/Output	Performance Targets	
		<ul style="list-style-type: none"> <li>- 17,800 school network managers and 63,200 teachers from non-CLSs during 2007–2010</li> </ul>	<p>EDCIL updated planned activities (Not updated if done).</p> <p>Data progress will be determined during the midterm review.</p>
	<b>3. Learning materials developed</b>	<ul style="list-style-type: none"> <li>- 200 e-material developers trained within 12 months of loan effectiveness; and 200 more trained in each of year 2 and year 3</li> <li>- Rules for learning materials grant designed, approved by MOPE and ADB, and implemented within 6 months of loan effectiveness</li> <li>- At least 25 e-learning materials developed for the priority subjects within 12 months of loan effectiveness, and 5 more developed for each priority subject in each subsequent year, including in local language of instruction</li> <li>- Portal launched within 9 months after loan effectiveness</li> <li>- Assessment of e-learning materials' usability based on evaluations by teachers and students</li> </ul>	<p>Development of learning materials will start after the engagement of the consultants.</p> <p>Awaiting ICT equipment and engagement of consultants. Project website is functional, see <a href="http://www.ictbep.uz">www.ictbep.uz</a> [Note: Upon checking between 11–15 February 2010, this site is not working].</p>
	<b>4. Project sustainability and effectiveness in implementation ensured</b>	<ul style="list-style-type: none"> <li>- PIU established and operational by loan effectiveness</li> <li>- Government capacity for planning, budgeting, and budget execution relating to ICT use in schools strengthened through advisory services to MOPE and the Ministry of Finance, and pilot project on non-network-ready (thin client) and network ready (fat client) personal computer solutions implemented within 12 months of loan effectiveness</li> </ul>	<p>PIU is established (May 2006) and operational. PIU staff turnover and salaries are critical to ensure timely implementation.</p> <p>Government has prepared budget allocations for 2007 to cover counterpart funds for the project and recurrent cost of ICT. Overall budget allocation for the duration of the project was also approved in February of 2007.</p> <p>Baseline study has been concluded and specific issues related to e-readiness, power supply, and connectivity have been identified.</p>

Project Name and Details	DMFs as per RRP		Progress/Status/Issues as per PPR (as of 31 January 2010)
	Impact/Outcome/Output	Performance Targets	
		<ul style="list-style-type: none"> <li>- Pilot projects on (i) cost reduction and income generation, (ii) ICT for disabled children, (iii) decentralized education financing to schools, and (iv) connectivity designed and implemented within first 24 months of loan effectiveness</li> <li>- M&amp;E conducted for baseline data 1 month after loan effectiveness and annual reports thereafter</li> </ul>	<p>Data provided to concerned agencies in charge of technical areas.</p> <p>Pilot project schools identified and selected.</p> <p>Work in progress. Awaiting engagement of consultants.</p> <p>M&amp;E system is in place and baseline data are under consolidation. Regular reports are submitted. However, majority of M&amp;E work depends on fielding of consultants.</p>
<p><b>4. Loan 2380-UZB: Rural Basic Education Project</b></p> <p>Date approved: 06 Dec 2007</p> <p>Amount: \$30 million (ADF)</p> <p>A comprehensive school survey in 2004 had revealed clear disparities between rural and urban schools in terms of (i) facilities; (ii) the allocation and quality of materials, teaching equipment, and furniture; and (iii) the allotment of teachers. The project was designed to help reduce disparities in the quality of education between rural and urban areas by assisting the government in improving the quality standards in</p>	<p><b>Outcome:</b> Improved equal access to, and higher quality and relevance of basic education in rural areas in three project <i>oblasts</i></p> <p><b>Impact:</b> Improved opportunities for children in rural areas to progress to higher levels of education</p> <p><b>Outputs:</b> <b>1. Schools in rural areas upgraded</b></p>	<ul style="list-style-type: none"> <li>- At least 700 project schools are equipped with science laboratory equipment and furniture, and provided with teaching aids and supplementary library materials by December 2011.</li> <li>- All procured equipment is properly installed and operational.</li> <li>- Project schools are provided with adequate operation and maintenance funding to operate procured equipment supplied under the project.</li> <li>- All project teachers in related subjects are trained on operation of science laboratory equipment and use of teaching aids and supplementary library materials.</li> <li>- After installation, upgraded laboratories and new teaching aids are 100% utilized by</li> </ul>	<p>School selection procedures have been carried out together with selection committees that were established in project provinces.</p> <p>By orders No.14 and 35 of MOPE, 438 rural schools have been selected for participation in the Rural Basic Education Project (RBEP).</p> <p>Bidding documents for procurement of laboratory equipment and furniture, and class furniture have been prepared by PIU and approved by ADB.</p> <p>PIU is working on the second batch of schools. Roughly 300 schools will be selected from project regions, bringing the total</p>

Project Name and Details	DMFs as per RRP		Progress/Status/Issues as per PPR (as of 31 January 2010)
	Impact/Outcome/Output	Performance Targets	
rural schools in selected regions. The project has three components: (i) school upgrading, (ii) teacher development, and (iii) the promotion of community participation in school life.		<p>students and teachers during the school year.</p> <ul style="list-style-type: none"> <li>- Project school laboratory facilities are utilized by neighboring schools for training and learning purposes.</li> <li>- Boys and girls have equal access to all upgraded school facilities.</li> </ul>	schools covered by the project to over 700.
	<b>2. In-service training for teachers in three project <i>oblasts</i> improved</b>	<ul style="list-style-type: none"> <li>- Core groups of teacher trainers of three <i>oblast</i> teacher training institutes are established to develop and conduct needs-based training courses by May 2008.</li> <li>- Needs-based teacher training courses are developed in 14 subject areas by September 2008.</li> <li>- At least 300 <i>raion</i> (district) methodologists are trained to support and monitor teachers' learning activities by September 2008.</li> <li>- At least 84 teacher trainers and 300 <i>raion</i> methodologists provide training and regular support to teachers to develop learning materials and improve teaching by January 2011.</li> <li>- 40% of teachers engaged in project schools use self-developed learning materials and apply curriculum-relevant, interactive teaching methods by December 2011.</li> <li>- If the new approach to develop and conduct needs-based training programs is successful, the model is integrated to the current national in-service teacher training system by the end of project by 2010.</li> <li>- The new in-service teacher training model is accepted and integrated into the current national in-service teacher training system by 2010.</li> </ul>	Recruited consultant (Donaev Management Consulting, USA). The executing agency signed a contract with the firm. The contract is under review by the Ministry of Foreign Economic Relations and International Trade.
	<b>3. Community participation in rural schools is strengthened</b>	<ul style="list-style-type: none"> <li>- All upgraded project schools have established school boards by 2010 and conduct regular meetings.</li> <li>- All school boards and school managements supported by the project jointly develop and</li> </ul>	The executing agency signed contract with international consultant Miriam Bailey (Ireland) and submitted to corresponding government authorities for registration, in accordance with Uzbek legislation. Contract

Project Name and Details	DMFs as per RRP		Progress/Status/Issues as per PPR (as of 31 January 2010)
	Impact/Outcome/Output	Performance Targets	
		<p>implement annual school improvement plans by 2011.</p> <ul style="list-style-type: none"> <li>- 50% of parents participating in schools improvement activities by 2011.</li> <li>- 75% of project schools running fund-raising activities and 50% of them received some form of contribution by 2010.</li> <li>- 50% of project schools utilize school facilities for community activities by 2011.</li> <li>- At least 1,500 school principals, deputies, and <i>raion</i> administrators trained on approaches to involve communities in school life by 2011.</li> <li>- 3,500 community members trained on school improvement strategies by 2011.</li> <li>- Balanced gender representation in school boards.</li> <li>- Equal participation in school improvement plans, additional learning activities and social events in communities.</li> <li>- At least 35 <i>raion</i> administrators provide support to project school boards.</li> <li>- At least 25% of <i>oblast</i> schools benefit from project experience related to community involvement by 2011.</li> <li>- At least 10% of project <i>oblast</i> schools received training under project replication activities.</li> </ul>	<p>with national consultant has been signed. Both consultants have begun work.</p> <p>Project steering committee is established by Presidential decree #803 on 28 February 2008.</p> <p>PIU for RBEP is fully staffed. Office facilities for PIU have been provided by MOPE. PIU office has been fully furnished and equipped, and is being utilized.</p>

ADB = Asian Development Bank, ADF = Asian Development Fund, CLS = cluster leader school, CPD = continuous professional development, DE = distance education, DMF = design and monitoring framework, ICT = information and communication technology, LOI = language of instruction, LRC = learning resource center, MOHSSE = Ministry of Higher and Secondary Specialized Education, MOPE = Ministry of Public Education, NCFWG = National Curriculum Framework Working Group, OCR = ordinary capital resources, PIU = project implementation unit, PPR = project performance report, RBEP = Rural Basic Education Project, RCU = regional coordinating unit, RRP = report and recommendation of the President, RSBFF = Republican Special Book Fund Foundation, RTRFF = Republican Textbook Revolving Fund Foundation, SIF = school incentive fund, TA = technical assistance, TRS = textbook rental scheme.

Source: Reports and recommendation of the President and Project Performance Report Database (as of 31 December 2009).

**Table A6.4: Ongoing Loan Projects****I. Information and Communication Technology in Basic Education**

The Information and Communication Technology in Basic Education Project (ICTBEP) was approved on 27 October 2005 in the amount of \$30.0 million (Loan No. 2191-UZB [SF]). The project became effective on 22 June 2006 and is scheduled to be closed on 30 June 2011. The Ministry of Public Education (MOPE) is the executing agency.

**Project Objectives.** The project aims to improve the quality, relevance, and the access to basic education by integrating information and communication technology (ICT) in the teaching and learning practices in Uzbekistan. The project is developed ensuring a wide national coverage, including urban and rural areas, and giving special attention to poorest schools, which will account for 70% of the involved schools.

**Project Benefits.** The project will directly benefit those students in grades 5–9 in the 860 cluster leader schools (CLS), totaling 540,000 during the life of the project. The benefits come from better learning and teaching conditions through internet connections and the provision and application of ICT in classrooms. Direct beneficiaries will include 7,740 teachers in CLSs, 63,200 teachers in non-CLSs, 1,720 CLS school management staff, 18,000 management staff in non-CLSs, 220 lecturers at regional in-service teacher training institutes, and 600 local-language e-material developers, whose skills will improve thanks to the targeted training provided under the project. Given the central role of the CLSs in the school system, an estimated 6 million students and 200,000 teachers will indirectly benefit from the project. Finally, the project will seek to extend ICT facilities in schools to the wider community. It is estimated that one quarter of the rural schools would make their ICT facilities available to their local communities for use, which would benefit over 1 million households in mostly poorer rural areas.

**Project Components.** ICTBEP has four components: (i) establishment of operational school clusters as a network that covers all schools in Uzbekistan, and equip 860 CLSs with ICT and intranet–internet connectivity; (ii) training of staff for effective ICT use in schools, and improvement of the existing in-service teaching training system to make it more flexible and effective in training for ICT use across the curriculum; (iii) development of learning materials for ICT use; and (iv) provision of advisory services on technical and financial issues to strengthen the sustainability of ICT in the basic education policy, and pilot text approaches designed to enhance project sustainability and future ICT development with a pro-poor focus.

**Project Progress.** Major accomplishments to date include (i) completion of preparation for a majority of the 860 CLS, (ii) completion of selection of major procurement items, (iii) establishment of a management system at central and local level to supervise e-readiness of CLSs, and (iv) compliance with administrative requirements for smooth project implementation. However, there is slow progress in several activities: (i) delivery of goods, (ii) e-material development, (iii) preparation and conduct of pilot projects, and (iv) preparation for overseas study visits. Further, there is some concern over the school electricity supply and connectivity. While all project schools are connected to electricity lines, there are regular shutdowns in rural areas. This is critical. The government is exploring alternatives for electricity supply but they remain unresolved due to funding constraints. Overall, the implementation of the project appears on track with project objectives achievable within the time frame.

## II. Rural Basic Education Project

The Rural Basic Education Project (RBEP) was approved on 6 December 2007 in the amount of \$30.0 million (Loan No.2380-UZB [SF]). The loan was declared effective on 30 September 2008. MOPE is the executing agency. The project will build on the work done under the Education Sector Development Program (ESDP), the Information and Communications Technology in Basic Education Project (ICTBEP) and the Second Textbook Development Project (STDP).

**Project Objectives and Components.** The project was designed to help reduce disparities in the quality of education between rural and urban areas by assisting the government in improving the quality standards in rural schools in selected regions. The project had three closely related components: (i) school upgrading, (ii) teacher development, and (iii) the promotion of community participation in school life. The first component focuses on upgrading selected rural schools through the provision of laboratory equipment, teaching aids, classroom furniture, and reading materials. The second component aims at improving the quality of teaching in schools by upgrading teaching skills and competencies of teachers. The third component focuses on improving the school environment by encouraging more community participation in school governance.

**Project Benefits.** The project will complement the government's efforts to create equal learning opportunities across the country and complement ADB assistance by expanding benefits achieved under other projects to rural basic schools in selected regions. About 670,000 students and 63,000 teachers will benefit from upgraded school facilities in the three project regions. In addition, it is assumed that at least 4,000 school board members and parents will have benefited from training initiatives under component (iii). About 45,000 grade 5–9 teachers will benefit from new teacher training programs. Approximately 1,600 school managers will benefit from training under the project. Further, about 450 methodologists, administrators, and teacher trainers will benefit from training programs under components (ii) and (iii). Communities will benefit from upgraded schools, as active school boards can use school facilities for adult learning and extracurricular activities, and social events. The greater ability of school management and school boards to raise additional funds will increase revenue generation by the schools and reduce the dependence on public budget allocations for operation and maintenance (O&M) funds. The successful community participation will serve as the basis for countrywide replication and stronger governance of the education sector.

**Project Progress.** The implementation of the project encountered initial delays due to the delay in loan effectiveness. Still, progress for each component is as follows: (i) upgrading rural schools: (a) school selection procedures have been carried out together with selection committees that were established in project provinces; (b) to date, over 700 rural schools (1st batch: 428 schools; 2nd batch: 316 schools) have been selected to participate in the RBEP; and (c) bidding documents for procurement of laboratory equipment and furniture have been prepared by the project implementation unit (PIU) and approved by Asian Development Bank (ADB); (ii) teacher development: (a) the process of recruiting an international firm has been completed; (b) services by the firm began in December 2009, and consultants were fielded in January 2010.; (c) the team of consultants is working on the development of teacher training programs; and (iii) community participation: (a) the recruitment of international and national consultants has been completed, (b) the selection process for a national training provider is ongoing; and (c) trainings have been conducted by a national community development expert for teacher training institute trainers in 3 project *oblasts*. As the pace of implementation has picked up after the initial delay, the project has to sustain this pace in order to accomplish the activities within the project time frame.

## RATINGS OF EDUCATION PROJECTS IN UZBEKISTAN (1997–2008)

**Table A7.1: Top–Down Assessment: Summary of Rating**

<b>Evaluation Criteria</b>	<b>Thematic Description</b>	<b>Rating</b>	<b>Range</b>
Strategic Positioning	Substantial	6	(0–8)
Contribution to Development Results	Substantial	6	(0–8)
ADB's Institutional Performance	Modest	4	(0–8)
<b>Overall Rating</b>	<b>Successful</b>	<b>16</b>	

**Table A7.2: Bottom-up Assessment: Summary of Ratings of Completed and Ongoing Loans**

<b>Item</b>	<b>Relevance (0–3)</b>	<b>Effectiveness (0–6)</b>	<b>Efficiency (0–3)</b>	<b>Sustainability (0–6)</b>	<b>Impact (0–6)</b>	<b>Rating (0–24)</b>	<b>Overall Assessment</b>
Completed Loans	Relevant (2.2)	Effective (4.2)	Efficient (low side) (1.6)	Likely (4.4)	Substantial (4.4)	16.8	Successful
Ongoing Loans	Highly Relevant (3)	Effective (4)	Efficient (2)	Most likely (5)	Substantial (4.5)	18.5	Successful
All Loans	Relevant (2.4)	Effective (4.1)	Efficient (low side) (1.7)	Likely (4.6)	Substantial (4.4)	17.3	Successful

**Table A7.3: Bottom–up Assessment: Summary of Ratings of Technical Assistance**

<b>Item</b>	<b>Relevance (0–3)</b>	<b>Effectiveness (0–6)</b>	<b>Efficiency (0–3)</b>	<b>Sustainability (0–6)</b>	<b>Impact (0–6)</b>	<b>Rating (0–24)</b>	<b>Overall Assessment</b>
TAs	Relevant (2.5)	Effective (3.8)	Inefficient (1.5)	Less likely (3)	Modest (3)	13.8	Partly Successful



No.	Projects	Relevance (0–3)	Effectiveness (0–6)	Efficiency (0–3)	Sustainability (0–6)	Impact (0–6)	Rating (0–24)	Overall Assessment
11	3399 Interim Review of Senior Secondary Education System	3	4	2	3	3	15	Successful
12	4729 Effective Management of Investments and Reforms in Basic Education	2	3	1	2	2	10	Partly Successful
	<b>All TAs</b>	<b>Relevant (2.5)</b>	<b>Effective (3.8)</b>	<b>Inefficient (1.5)</b>	<b>Less likely (3)</b>	<b>Modest (3)</b>	<b>(13.8)</b>	<b>Partly Successful</b>
	<b>Overall Assessment of all Loans and TAs</b>	<b>Relevant (2.5)</b>	<b>Effective (4.0)</b>	<b>Efficient (1.6)</b>	<b>Likely (4)</b>	<b>Substantial (3.9)</b>	<b>(16)</b>	<b>Successful</b>

n.a. = not applicable, SSTA = small-scale technical assistance; TA = technical assistance.

Note: Rating: **Highly Successful**: if the sector performance score is equal to or greater than 20; **Successful**: if the sector performance score is greater than 15 and less than 20; **Partly Successful**: if the sector performance is greater than 10 and equal or less than 15; **Unsuccessful**: if the sector performance score is 10 or less.

<sup>a</sup> Details of loans and TA projects are found in Appendix 1. They are not footnoted when they are referred to in the text.

<sup>b</sup> Completed but not closed; no project completion report prepared.

<sup>c</sup> Include advisory TAs only; exclude project preparatory TAs.

<sup>d</sup> SSTAs were not rated.

Source: Independent Evaluation Department.