



Technical Assistance Report

Project Number: 39586
December 2005

Technical Assistance
Republic of Uzbekistan:
Effective Management of Investments and Reforms
in Basic Education
(Financed by the Japan Special Fund)

Asian Development Bank

CURRENCY EQUIVALENTS

(as of 6 December 2005)

Currency Unit	–	sum (SUM)
SUM1.00	=	\$0.0008829
\$1.00	=	SUM1,132.69

ABBREVIATIONS

ADB	–	Asian Development Bank
M&E	–	monitoring and evaluation
MOPE	–	Ministry of Public Education
NPBED	–	National Program for Basic Education Development
PIU	–	project implementation unit
TA	–	technical assistance
TOR	–	terms of reference

TECHNICAL ASSISTANCE CLASSIFICATION

Targeting Classification	–	General intervention
Sector	–	Education
Subsector	–	Basic education
Themes	–	Governance, capacity development.
Subthemes	–	Public governance, institutional development

NOTE

In this report, "\$" refers to US dollars.

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Director General	H.S. Rao, East and Central Asia Department (ECRD)
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I. INTRODUCTION

1. Since 2004, the reform process in Uzbekistan has focused on strengthening public sector resource management and effectiveness. A key component of the reform agenda is to achieve effective management of investments and reforms in basic education, including raising the effectiveness and efficiency of investment projects financed by external development partners. Moving forward, the Ministry of Public Education (MOPE) wishes to create a Center for Effective Management of Investments and Reforms in Basic Education. The Center's mandate is to achieve significantly improved management of investments and reforms in basic education, especially with respect to externally funded investment projects, and coordination among aid agencies, and between MOPE and other government ministries and agencies. Support for this government initiative is consistent with the Asian Development Bank's (ADB) sector strategy in basic education—that of building national capacity for managing reforms and investments in key areas of need. The support is also consistent with ADB's firm commitment to helping Uzbekistan to achieve better results through more integrated and results-oriented working practices in accordance with the Paris Declaration on Aid Effectiveness. During fact-finding for the technical assistance (TA) conducted in October 2005, the impact, outcome, outputs, cost and financing, main activities, and implementation arrangements were agreed upon with MOPE.¹ Major aid agencies were consulted during TA preparation, including presentation at an aid coordination meeting in August 2005 where funding agencies support for the TA was received. The design and monitoring framework is in Appendix 1.

II. ISSUES

2. **Improving Effectiveness in Aid Coordination and Project Implementation Arrangements.** To implement the National Program for Basic Education Development (NPBED) 2004–2009, the Government will receive about \$240 million from multilateral and bilateral development partners during that period.² This significant increase in funding from external development partners compared with the past will place a high demand on the Government, particularly MOPE, to effectively manage projects and coordinate aid for maximum effectiveness. To address the challenge, MOPE will need to develop effective institutional mechanisms for (i) ensuring that funding agencies complement each other in assistance and avoid overlapping and duplication of efforts; and (ii) exercising effective long-term leadership in planning and implementing external assistance.

3. ADB is the lead funding agency in basic education with one investment project successfully completed, one program loan and two project loans under implementation, and a project on information and communications technology in basic education approved in 2005 for implementation in 2006.³ Establishing a project implementation unit (PIU) for each project staffed primarily with personnel from outside MOPE have been the usual arrangements. Given the weakness in implementation capacity, such arrangements have been necessary, and have contributed to the timeliness and effectiveness of project implementation.

¹ The TA first appeared in *ADB Business Opportunities* (internet edition) on 20 October 2005.

² The total funding for NPBED is \$1.2 billion of which the financing gap of \$240 million is to be filled from external sources.

³ ADB. 1997. *Report and Recommendation of the President to the Board of Directors on a Proposed Loan to the Republic of Uzbekistan for the Basic Education Textbook Development Project*. Manila; ADB. 2002. *Report and Recommendation of the President to the Board of Directors for the Education Sector Development Program*. Manila; and ADB. 2004. *Report and Recommendation of the President to the Board of Directors on a Proposed Loan to the Republic of Uzbekistan for the Second Textbook Development Project*. Manila.

4. However, with the increasing presence of funding agencies and a rising number of projects under implementation in basic education,⁴ the parallel existence of independent PIUs will require enhanced coordination among themselves and with departments of MOPE. There are also shortcomings in MOPE's capacity (manpower and experience) for overall project management. Thus, the likely results are overlap and duplication of functions and responsibilities, and hence inefficient use of resources and ineffective project implementation. Second, the management and implementation capacity normally developed within individual PIUs is not being transferred to mainstream MOPE departments, nor do such implementation arrangements encourage the growth of institutional memory or build up capacity within MOPE. Consequently, the capacity and expertise developed within a PIU is often lost once the project is completed. Third, the temporary nature of the PIUs is not conducive to systematic analysis of results and consideration of longer term outcomes beyond the immediate project horizon.

5. **Improving Coordination within MOPE and with External Partners.** Improving information flows and communication among the PIUs, and between the PIUs and departments of MOPE is necessary to achieve effective coordination and strengthen effectiveness in project implementation and MOPE's daily activities. MOPE will also need to improve information flows and internal coordination among its different departments. While the departments are primarily concerned with their own priorities and direct tasks, better information exchange and understanding of individual project objectives and activities will help in achieving effective cooperation and in determining larger priorities of MOPE and thus improve MOPE's ability to manage and implement the reform program. Better coordination between MOPE and other ministries/agencies also needs to be achieved. Effective management of large investment projects and complex reform programs requires proactive cooperation and coordination with a number of ministries/agencies to ensure successful planning and implementation. The Center will be required to ensure good information flow and effective dialogue among all involved parties within MOPE and with other government agencies.

6. The main purpose of the Center is to rationalize project implementation and ensure capacity building and institutional memory by mainstreaming operational and management expertise within the wider MOPE structure, rather than relying on project-specific but temporary PIUs. By reducing transaction costs and increasing efficiency, the Center will help create the conditions necessary for enhanced development results in the basic education sector. MOPE's ultimate goal is for project implementation to become part of its normal business. However, reaching this long-term objective will require a gradual process of transition because (i) developing necessary institutions (the Center) and capacity take time, (ii) a range of human resources issues related to staff capabilities and incentives need to be addressed, and (iii) hasty merging of PIUs may have a negative impact on project implementation.

7. The capacity-building process will have two phases. Appendix 2 illustrates the phases. During the first phase where the Center will be established and become operational, its main function is coordination with a view to improving project implementation and aid coordination. During the second phase, MOPE is committed to integrating the PIUs and developing the Center as an integral part of its organization structure. MOPE through the Center will carry out project implementation as part of its activities and will effectively coordinate external support and assistance at both the strategic and activity levels. The TA will help MOPE initiate this process and will support the first phase of transition. More broadly, the TA will help build a solid

⁴ The World Bank is processing its first investment loan for basic education to the Republic of Uzbekistan for approval in 2005.

foundation for moving toward a program-based or sectorwide approach in basic education in the future. A key constraint at present is the lack of institutional capacity in MOPE to lead and manage such an approach. The TA will contribute to mitigating the constraint.

8. **Lessons Learned.** ADB has provided two TAs for capacity building in the education sector in Uzbekistan.⁵ Both have played a key role in establishing ADB's lead position in policy dialogue with the Government, and in helping shape the Government's reform program in basic education. A key lesson learned is to avoid overly ambitious goals and to base achievable results on the Executing Agency's absorptive capacity, giving due consideration to the broader institutional context. The proposed TA (i) is the result of MOPE's initiative, (ii) focuses on the first stage of transition, and (iii) is simple in design. These features will better the prospect of success and allow flexibility during implementation.

III. THE TECHNICAL ASSISTANCE

A. Impact and Outcome

9. The TA will contribute to improved effectiveness and efficiency in planning, managing and implementing investments and reforms in the education sector in Uzbekistan. The outcome of the TA will be MOPE's improved capacity to manage investments and reforms in basic education.

B. Methodology and Key Activities

10. The TA will be implemented over 2 years, April 2006–April 2008, and will produce three major outputs: (i) the Center, established and operational; (ii) MOPE's capacity developed for effective management, implementation, monitoring and evaluation (M&E) of basic education investments and policies; and (iii) aid coordination strengthened. The project activities will be implemented in close cooperation with MOPE and other relevant government agencies, to ensure proper establishment of the Center and its effective functioning within the work and structure of MOPE. The TA will have two stages: the preparation stage with the objective of preparing and establishing the Center; and the implementation stage with the objective of developing the Center into a fully functional mechanism.

11. The preparation stage will cover the first 6 months of the TA during which the Center will be established. Main activities will focus on (i) conducting careful analysis of the institutional requirements and constraints in the present organizational structure of MOPE; (ii) identifying detailed tasks and responsibilities of the Center; (iii) identifying appropriate staffing requirements, the terms of reference and relevant training requirements; and (iv) conducting initial staff training. Training at this stage is to ensure that staff of the Center will gain a good understanding of the overall structure, information flows, and daily activities of MOPE, its various departments, and the PIUs, as well as the scope, content, and activities of the ongoing investment projects and those to come. In addition, existing PIUs will be re-organized along functional lines to increase communication and coordination.

12. During the implementation stage, the Center will become operational in its main function of coordination. Based on needs, capacity-building activities for project implementation will be

⁵ ADB. 1997. *Technical Assistance to the Republic of Uzbekistan for Monitoring Implementation of Education Reforms*. Manila; and ADB. 1997. *Technical Assistance to the Republic of Uzbekistan for Capacity Building in Education Finance*. Manila.

organized and conducted, including (i) staff development and training; (ii) procurement (consultants, equipment, and construction); (iii) finance and accounting; and (iv) M&E. Familiarization with major funding agencies' procedures and requirements for project implementation will be an important training component. Study visits to gain first-hand knowledge and exchange experience abroad will also be organized. The Center's activities will be closely monitored and evaluated. Capacity building and other adjustments will be made during this stage to ensure that the Center fulfills its mandate.

13. Capacity-building activities will be provided to both staff directly involved in project implementation and MOPE staff that will be affected by the integration process. The integrated approach to capacity building will ensure a common understanding of the role of the Center and should ensure that different departments of MOPE and the PIUs will be able to work toward the same objectives. Other funding agencies will be fully consulted in the design of the Centre and in the specified training requirements. The capacity-building activities will produce training modules and materials in various media format for future use, and will enable the Center to act as a resource center for information on capacity building, materials, and activities in basic education.

14. The Center will designate a staff member as a focal point for aid coordination. By coordinating aid-funded investment projects, the Center will play a key role in all externally supported activities in basic education. The TA will design and develop, with full funding agencies participation, a coordination mechanism. The mechanism should be effective and flexible, capable of facilitating coordination both on project activity and on strategy and planning levels. The Center will establish and maintain a readily accessible database of funding agencies activities. The Center will function as an advisory body to the minister of public education in coordinating relationships with funding agencies and ensuring coordination, communication, and information flow with other government agencies involved in the basic education sector. The active participation of all those agencies in coordination including in the capacity-building opportunities offered to MOPE will, in turn, help strengthen the role and capacity of the Center.

15. A key activity of the TA during the second stage will be to evaluate the benefits of the Center and analyze its long-term sustainability in preparation for its full integration into the permanent MOPE organization structure in the future. The evaluation will also help identify the need for longer term training and capacity building for the Center and MOPE. A final workshop will be held for sharing experience, lessons learned, and benefits achieved during TA implementation.

C. Cost and Financing

16. The total cost of the TA is estimated at \$500,000 equivalent, of which \$400,000 will be financed by ADB. The TA will be financed on a grant basis by the Japan Special Fund, funded by the Government of Japan. The Government's contribution, estimated at \$100,000 equivalent, will be in kind and cover remuneration of counterpart staff, office space, furniture, administrative support and logistics. Detailed cost estimates are in Appendix 3.

D. Implementation Arrangements

17. MOPE will be the Executing Agency. MOPE will work closely with a team of international and domestic consultants to implement the TA. MOPE will ensure that the consultants will have easy access to necessary information and documentation for the creation of the Center, and the analysis of training and capacity-building needs. MOPE will support the staffing exercise by

selecting—following the identified staffing criteria—lead persons within MOPE who will be paired up with the team of domestic consultants to ensure long-term sustainability of the Center. MOPE will also support the TA activities by creating awareness within MOPE and the Government of the planned activities and objectives and the benefits that the Center will bring. MOPE will be responsible for organizing meetings with funding agencies and ensuring timely evaluation of the benefits of the Center and within the framework of agreed-upon M&E methodologies. MOPE will provide inputs including data and information to the consultants for designing and recommending policies and solutions to ensure the sustainability of the Center. Recommendations on future plans for the Center including a successful transition during the second phase will be adopted before the completion of the TA, to ensure continuity in the work carried out by the Center and the quality of project implementation, M&E activities, policy recommendations and aid coordination for the basic education sector.

18. The TA will require the services of a team of consultants (person-months are in parentheses), including an international consultant (total of 6), a domestic center coordinator (total of 24), and a number of domestic consultants (total of 76) (exact distribution of person-months among the function specialists will be determined by the team leader based on needs assessment, which will take place in the first month of project implementation). The international consultant will be the team leader and will have experience in similar projects in the region as project leader in setup, start-up, implementation, and monitoring of similar institutional functions within government agencies. The international consultant and the Center coordinator will be engaged as individual consultants in accordance with the *Guidelines on the Use of Consultants by Asian Development Bank and its Borrowers* and other arrangements satisfactory to ADB for the selection and engagement of domestic consultants. Appendix 4 gives the outline terms of reference (TOR) of the international consultant and the coordinator. Once the specific needs and TOR for the domestic function specialists are identified and developed by the international consultant and the Center coordinator with consultation and agreement of MOPE and ADB during the first month of implementation, the recruitment will be through a domestic firm using quality cost-based selection (QCBS) and a simplified technical proposal. A generic TOR of the function specialists is in Appendix 4. Necessary office equipment (computers, furniture, etc.) for the Center will be procured in accordance with arrangements acceptable to ADB. The equipment will be turned over to MOPE upon TA completion.

IV. THE PRESIDENT'S DECISION

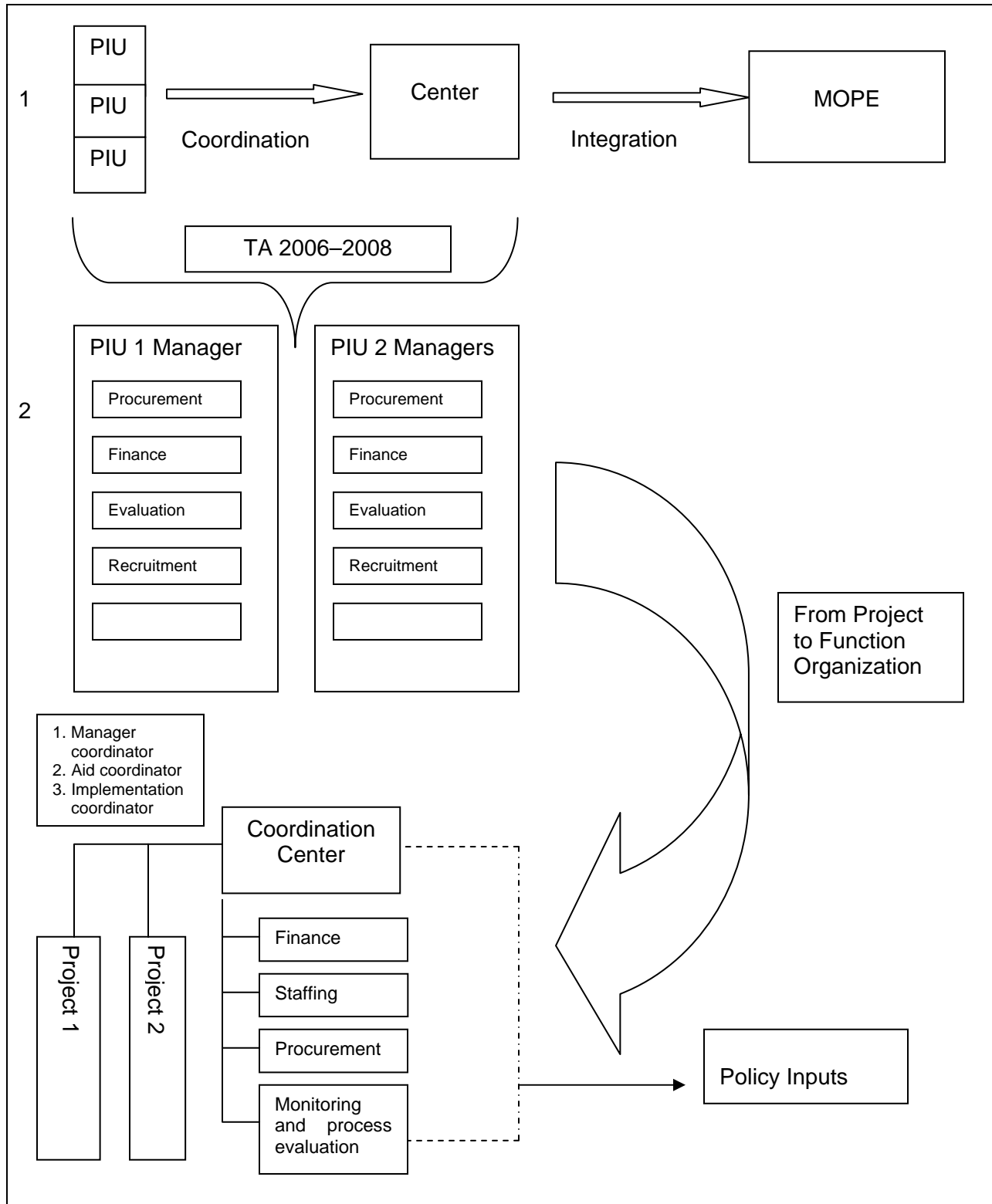
19. The President, acting under the authority delegated by the Board, has approved the provision of technical assistance not exceeding the equivalent of \$400,000 on a grant basis to the Government of Uzbekistan for Effective Management of Investments and Reforms in Basic Education, and hereby reports this action to the Board.

DESIGN AND MONITORING FRAMEWORK

Design Summary	Performance Targets/Indicators	Data Sources/Reporting Mechanisms	Assumptions and Risks
<p>Impact Improved effectiveness and efficiency in planning, managing, and implementing investments in the education sector</p>	<p>Effective Implementation of public education reforms as planned</p> <p>Improvement in analysis and planning capacity, measured by the quality and quantity of policy and planning activities undertaken by the Ministry of Public Education (MOPE)</p>	<p>Country education assessments, evaluation of results achieved</p> <p>Planning documents, quality of government analysis and inputs assessed by aid agencies</p>	<p>Assumptions</p> <ul style="list-style-type: none"> • Government expands training opportunities at local level. • Sustainability measures are in place. • Continuity and evaluation are ensured. <p>Risk</p> <ul style="list-style-type: none"> • Political pressures or instability exist
<p>Outcome Improved institutional capacity of MOPE to effectively manage investments in basic education</p>	<p>Effective and timely implementation of projects and programs (measured by assessment of reduced delays in project implementation activities and quality of work)</p> <p>Increased intraminystry coordination and increased effectiveness in the ministry work flow, in relation to implementation effectiveness, coordination with aid agencies and policy recommendations</p> <p>Effective coordination among aid agency activities and between MOPE and aid agencies</p> <p>Survey and assessment to be done at beginning of the project and at project completion</p>	<p>Project reports, results and evaluation reports (data from all aid agencies' activities)</p> <p>Assessment based on baseline survey and end of project survey (including government and aid agencies assessment)</p> <p>Analysis of duplications and overlapping among aid agencies projects</p>	<p>Assumptions</p> <ul style="list-style-type: none"> • Staff turnover is mitigated to retain knowledge and expertise developed. • Coordination with other agencies is efficient. • There is continuous learning and training programs are in coordination with aid agencies. • Aid agencies coordinate to minimize duplication and overlapping risks. <p>Risks</p> <ul style="list-style-type: none"> • Staff lack incentives due to mismanagement and unclear mandate. • Aid agencies have scarce interest in the government approach • Staffing is inefficient. • Activities overlap and are duplicated.
<p>Outputs</p> <p>1. Establishment and operation of the Coordination Center</p> <p>2. Capacity for effective implementation and sustainable planning of investments in education</p>	<p>Organizational details are analyzed and prepared by month 2.</p> <p>Design of the Center is ready by month 4.</p> <p>Center is fully operational by month 12.</p> <p>Training and capacity needs are analyzed by month 2 of the project.</p> <p>Training program is designed by month 4 together with knowledge, skills and competencies assessment and indicators.</p>	<p>Progress reports</p> <p>Assessment of benefits of the Center on effectiveness, coordination, and policy making</p> <p>Training reports</p> <p>Aid agencies feedback</p> <p>Capacity assessment (based on survey)</p>	<p>Assumptions</p> <ul style="list-style-type: none"> • MOPE coordinates with other government bodies for legal/institutional mandate of the Center. • Staffing is based on excellence. • Government starts process for sustainability actions. • Aid agencies provide material and/or opportunities for training (including at institutions other than the Asian Development Bank (ADB)) <p>Risks</p> <ul style="list-style-type: none"> • Aid coordination is weak. • Transition from the present project implementation unit (PIU) system to the Center is mismanaged.

Design Summary	Performance Targets/Indicators	Data Sources/Reporting Mechanisms	Assumptions and Risks
3. Strengthened aid coordination activities	<p>Training is provided to 50 persons for an average of 3 months (estimated) and results are assessed with after-training evaluation and in-service evaluation.</p> <p>Aid agencies are involved in identifying capacity needs and organizational issues for management of projects and programs.</p> <p>Periodic meetings (quarterly over 2 years) with aid community take place as scheduled.</p> <p>Dialogue with aid agencies increased (easy access to focal points, knowledge is easy to track).</p>	<p>Reports of meetings</p> <p>Aid agencies' assessments</p>	
<p>Activities with Milestones</p> <p>1. Establish the Center (within first 12 months)</p> <p>1.1 Analyze of institutional structure and law (by month 2)</p> <p>1.2 Design required institutional and organizational structure, including work flow, institutional relationships, tasks, staff needs, job descriptions, regulations and procedures (by month 4)</p> <p>1.3 Define and implement the transition program from current PIU system to the Center (by month 12)</p> <p>2. Build capacity for effective implementation and sustainable planning of investments in education</p> <p>2.1 Identify training needs of staff consultants of the Center (by month 2)</p> <p>2.2 Coordinate with aid agencies for training material and training opportunities</p> <p>2.3 Design and implement training program for capacity development of the Center</p> <p>2.4 Design and implement transition from PIU system to the Center (by month 12)</p> <p>2.5 Coordinate training and capacity building workshops with donors (including those held at other institutions)</p> <p>2.6 Monitor capacity building results, through evaluation and assessment of competencies (on baseline, and as assessed by aid agencies, government officials, and selected sample among beneficiaries)</p> <p>2.7 Recommend sustainability options (at project completion)</p> <p>3. Evaluate benefits of having a centralized aid coordination unit</p> <p>3.1 First meeting with aid agencies: baseline is formalized (surveys, assessments and evaluation format are finalized), together with indicators, evaluation methods and timing (on coordination, effectiveness, policy capacity, financial benefits, government and aid agency satisfaction) (month 2)</p> <p>3.2 Second meeting with aid community and government takes place. (month 12)</p> <p>3.3 Third meeting with aid agencies and government takes place (focus on monitoring and sustainability). (month 18)</p> <p>3.4 Fourth meeting with aid agencies and government takes place (focus on evaluation and way forward). (month 24)</p> <p>3.5 Final workshop takes place and paper recording process and lessons learned are produced. (month 22)</p>			<p>Inputs</p> <p>ADB - \$400,000</p> <ul style="list-style-type: none"> • Consulting Services - \$235,000 • Equipment - \$25,000 • Training - \$110,000 • Contingency - \$30,000 <p>Government - \$100,000</p> <ul style="list-style-type: none"> • Office and Transport - \$ 30,000 • Counterpart Staff - \$20,000 • Others - \$50,000

PHASES FOR AN EFFECTIVE MANAGEMENT OF INVESTMENTS AND REFORMS IN BASIC EDUCATION



MOPE=Ministry of Public Education, PIU=project implementation unit, TA=technical assistance.

COST ESTIMATES AND FINANCING PLAN
(\$'000)

Item	Total Cost
A. Asian Development Bank (ADB) Financing^a	
1. Consultants	
a. Remuneration and Per Diem	
i. International Consultants	125.0
ii. Domestic Consultants	80.0
b. International and Local Travel	20.0
c. Reports and Communications	10.0
2. Equipment	25.0
3. Training, Seminars, and Conferences	
a. Facilitators	25.0
b. Training Program	85.0
4. Contingencies	30.0
Subtotal (A)	400.0
B. Government Financing	
1. Office Accommodation and Transport	30.0
2. Remuneration and Per Diem of Counterpart Staff	20.0
3. Others	50.0
Subtotal (B)	100.0
Total	500.0

^a Financed by the Japan Special Fund, funded by the Government of Japan.
Source: ADB estimates.

OUTLINE TERMS OF REFERENCE FOR CONSULTANTS

A. Team Leader–Specialist (international, 6 person-months, on intermittent basis)

1. The consultant for effective management of investments and reforms in basic education will have (i) extensive experience in similar projects, having had a leadership role in planning, starting up, operating, and monitoring institutions with similar goals in other countries, preferably in the region; (ii) a comprehensive knowledge of education sector issues and international experience in dealing with development programs and in working with multilateral and bilateral aid institutions; (iii) demonstrated leadership, organizational and analytical skills and a deep knowledge of institutional organization, administration, planning issues; (iv) experience in dealing with extensive capacity-building exercises; and (v) demonstrated skills in managing organizational transition to ensure coverage of all aspects of the work for effective implementation. As team leader, the consultant will have demonstrated skills in project coordination activities. He/she will be located in the region, with substantive time in the field to ensure the planning, start-up, and monitoring of the operations of the Center for Effective Management of Investments and Reforms in Basic Education (the Center).

2. As part of the preparation step, the international team leader will undertake an initial planning mission of not less than 3 weeks duration. During this mission the team leader will perform the following:

- (i) Work closely with the Ministry of Public Education (MOPE), the center coordinator, other government ministries and agencies as suggested by MOPE, and the local offices of aid agencies involved in the education sector, so as to prepare a detailed, costed, time-bound work plan for establishing the Center. The plan will include (a) an analysis of institutional requirements and constraints that will need to be addressed in establishing the Center; (b) a proposed organizational and staffing structure for the Center; (c) organizational and capacity building issues related to the start-up of the Center, including duration of assignment and start dates, terms of reference, reporting lines, work plans, and required outputs for the team of identified domestic consultants; (d) initial training and capacity-building proposals for Center staff and key MOPE staff who will work closely with the Center; (e) detailed proposals for phasing in unified and coordinated working arrangements between existing project implementation units (PIUs), including the establishment of specialist functional rather than project specific departments; (f) proposals for reporting lines and coordination mechanisms between the Center and MOPE and aid agencies; (g) analysis of issues related to the implementation of stages for effective transition from the current PIUs to Center management of projects

3. In follow-up visits the team leader will be required to do the following:

- (ii) Ensure the successful operational establishment of the Center according to the agreed-upon work plan within 12 months from the beginning of project implementation.
- (iii) Implement, in coordination with MOPE and other government agencies, as required, the organizational structure, including work flow, institutional relationships, tasks, staffing, job descriptions, and regulations and procedures of the Center specified in the work plan.

- (iv) Continue identifying training needs and design a medium-term staff training and capacity-building plan to be funded by the project and other involved agencies for the staff of the Center and of MOPE.
- (v) In association with the center coordinator, MOPE, and existing PIUs, analyze current project proposals to clearly identify areas of overlap and required coordination as basis for the first phase of coordinated, cooperative work between the Center, PIUs and MOPE, and other involved government agencies and ministries.
- (vi) Monitor results, ensuring that a well-designed monitoring and evaluation system is in place for each project output and activity.
- (vii) In association with MOPE, analyze sustainability options and support MOPE in identifying the options for progress toward the establishment of a fully financially sustainable Center as part of the mainstream MOPE structure.
- (viii) Ensure coordination with the aid community and organization of periodic meetings and the final workshop.
- (ix) Supervise and evaluate the work of domestic consultants and set at the end of each mission work targets that can be reviewed on subsequent missions.
- (x) Ensure the maintenance of a full and effective record, in Russian and in English, of project experiences, lessons learned, and benefits achieved, to be shared periodically with aid agencies and other countries at the end of the project.
- (xi) Submit progress reports after each mission to the Asian Development Bank (ADB) and MOPE in both English and Russian; participate in the midterm review of the technical assistance (TA), in meetings with aid agencies, and in the final workshop.
- (xii) Ensure smooth operationalization of the Center, with no negative impact on the implementation of ongoing projects and programs.
- (xiii) Before the completion of the assignment and in collaboration with the center coordinator and MOPE, identify and evaluate benefits and problems in Center operations, analyze and recommend options for the long-term sustainability of the Center as part of the permanent management structure of MOPE

B. Center Coordinator (domestic, 24 person-months)

4. The center coordinator must be appointed before the first planning visit of the team leader, in consultation and agreement between MOPE and ADB. The center coordinator will do the following:

- (i) Become familiar with both existing and planned aid funded education projects, the work of existing PIUs, and the structure, organization, and operations of the MOPE before the start of the team leader's Planning Mission.
- (ii) Work closely with the team leader during the initial Planning Mission, and take an active role in developing the detailed work plan for establishing the Center.
- (iii) Within the framework of the agreed-upon work plan and in close association with MOPE, take responsibility for establishing and operationalizing the Center and, in particular, for reorganizing PIUs into functional rather than project-specific departments.
- (iv) Assist in identifying, selecting, briefing, and appointing domestic consultants as specified and agreed-upon in the work plan.
- (v) Manage the work of the appointed domestic consultants.
- (vi) Maintain close contact with the team leader and ensure that he/she is fully aware of all developments, issues and problems as they arise.

- (vii) In association with the team leader, MOPE, and existing PIUs analyze current project proposals to clearly identify areas of overlap and required coordination as basis for the first phase of coordinated cooperative work between the Center, PIUs, MOPE, and other involved government agencies and ministries.
- (viii) Work closely with existing PIUs and MOPE to establish new mechanisms for coordination between PIUs, MOPE, and other involved government agencies and ministries as appropriate.
- (ix) Work with aid agencies to establish regular and productive mechanisms for information sharing and coordination and establish the agreed-upon mechanisms for aid coordination in conformity with the agreed-upon work plan.
- (x) Establish an accessible database of aid-funded projects cross-referenced with education reform objectives and priorities.
- (xi) Work closely with the team leader in identifying consultants' and MOPE staff training and capacity-building needs, and develop a medium-term training and capacity-building plan to be funded by the project and other sources.
- (xii) Ensure smooth operationalization of the Center, with no negative impact on the implementation of ongoing projects and programs.

C. Function Specialists (76 person-months)

5. The function specialists will (i) have extensive experience in their area dealing with projects and programs in the basic education sector; (ii) be familiar with the Uzbekistan basic education sector and the rules and requirements of aid agencies in managing investment programs; (iii) have proven organizational skills and training skills; and (iv) be fluent in English and in Russian.

6. Their tasks are the following:

- (i) Assist the team leader and the center coordinator in organizing the functional areas of the Center.
- (ii) Provide inputs on tools, programs, and material necessary for the Center to effectively carry on its mandate, coordinating with MOPE, PIUs, and aid agencies on requirements and needs.
- (iii) Assist in the transition from PIUs to the Center by ensuring management of the functions as required.
- (iv) Analyze training and capacity-building needs of the staff of the unit, and formulate a training and capacity-building program for effective results.
- (v) Provide on-the-job training by coordinating the work of the staff in the Center for the duration of the assignment, ensuring the development of capacity for coordination with the other functions in the Center, MOPE, and other government agencies concerned.
- (vi) Organize training opportunities, events and capacity building opportunities for MOPE staff the Center and for other functions of MOPE.
- (vii) Submit reports to the project team leader as required.
- (viii) Assist and participate in other TA activities as requested by the team leader.