



# Central and West Asia Department

## Education Sector Operational Highlights: 2020-2022

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# Background

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- Social Sector Division (CWSS) established in June 2016
- 4 international staff working on education
- CWRD covers 10 countries, including more former Soviet countries with advanced human development indicators and Pakistan and Afghanistan lagging behind its peers.
- Country rankings on the World Bank's Human Capital Index range from 31 (Kazakhstan) to 134 (Pakistan)
- Diverse demography: large countries with rapid population increase (e.g. Pakistan), while small countries with declining populations (e.g. Armenia and Georgia)



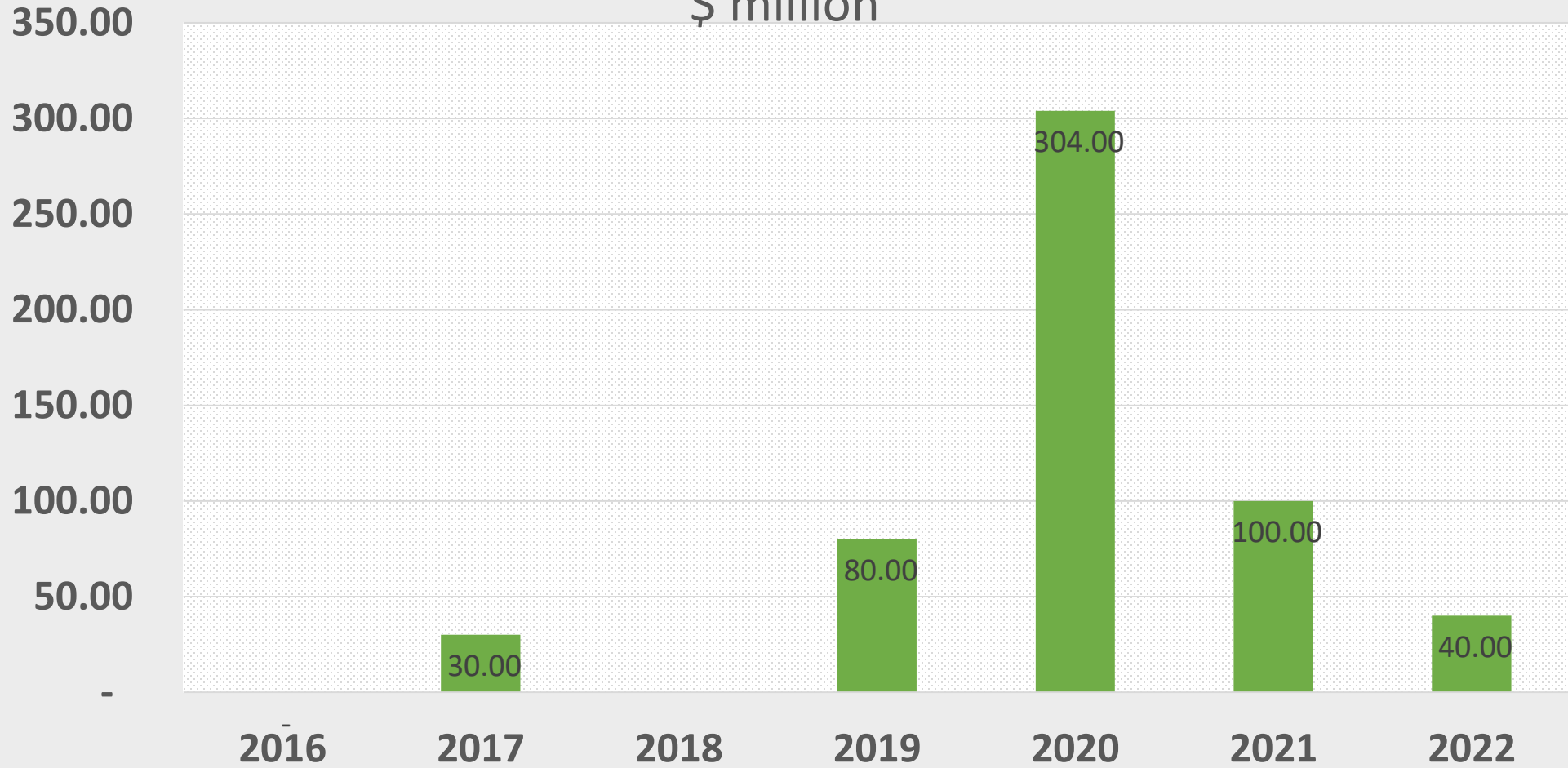
# Overview of Education Sector Operations

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- As at January 2020, there are 5 education sector projects/programs ongoing or approved with a further 7 education sector projects/programs in the pipeline for 2020-2022
- The education portfolio has increased significantly since the division's establishment – 3 approvals from 2016-2019 compared to 7 approvals expected during the 2020-2022 programming period
- Countries with ongoing or planned education operations (TAs or projects) are Armenia, Azerbaijan, Georgia, Kyrgyz Republic, Pakistan, Tajikistan, and Uzbekistan
- Education operations include investment projects, sector development programs, policy-based loans and public-private partnership projects being prepared with ADB's OPPPs
- RBLs will also be considered for future assistance

# CWRD Approvals of Education Project

\$ million



# Overview of Education Sector Operations: Areas of Focus

- Focus of education projects is on promoting education system reforms, improving the quality and relevance of education and training, and promoting the use of innovative finance and delivery mechanisms in secondary education and TVET
- In addition, for Pakistan, the focus is on increasing access to education (particularly secondary education) for women and girls, and those from disadvantaged groups



# Education Sector Ongoing/Approved Operations



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KGZ

**Strengthening the Education System Sector Development Program, \$22 million, 2014**

**Project outputs:** (i) Quality of the curriculum and LTMs; (ii) Quality of teachers and teacher training; (iii) Access to quality education through innovative schools, and (iv) Sector and project management



TAJ

**Strengthening Technical and Vocational Education and Training, \$30 million, 2015**

**Outputs:** (i) Technical and vocational education and training system methodology modernized; (ii) Physical learning facilities upgraded, (iii) Access to quality programs improved; and (iv) Governance and management strengthened



KGZ

**Skills for Inclusive Growth Sector Development Program, \$30 million, 2017**

**Project outputs:** (i) TVET governance and finance strengthened; (ii) Teaching quality and learning environments improved; and (iii) cooperation with industry increased and entrepreneurship skills developed

# Education Sector Ongoing/Approved Operations (Cont'd)



PAK

## **Sindh Secondary Education Improvement Project, \$75 million, 2019**

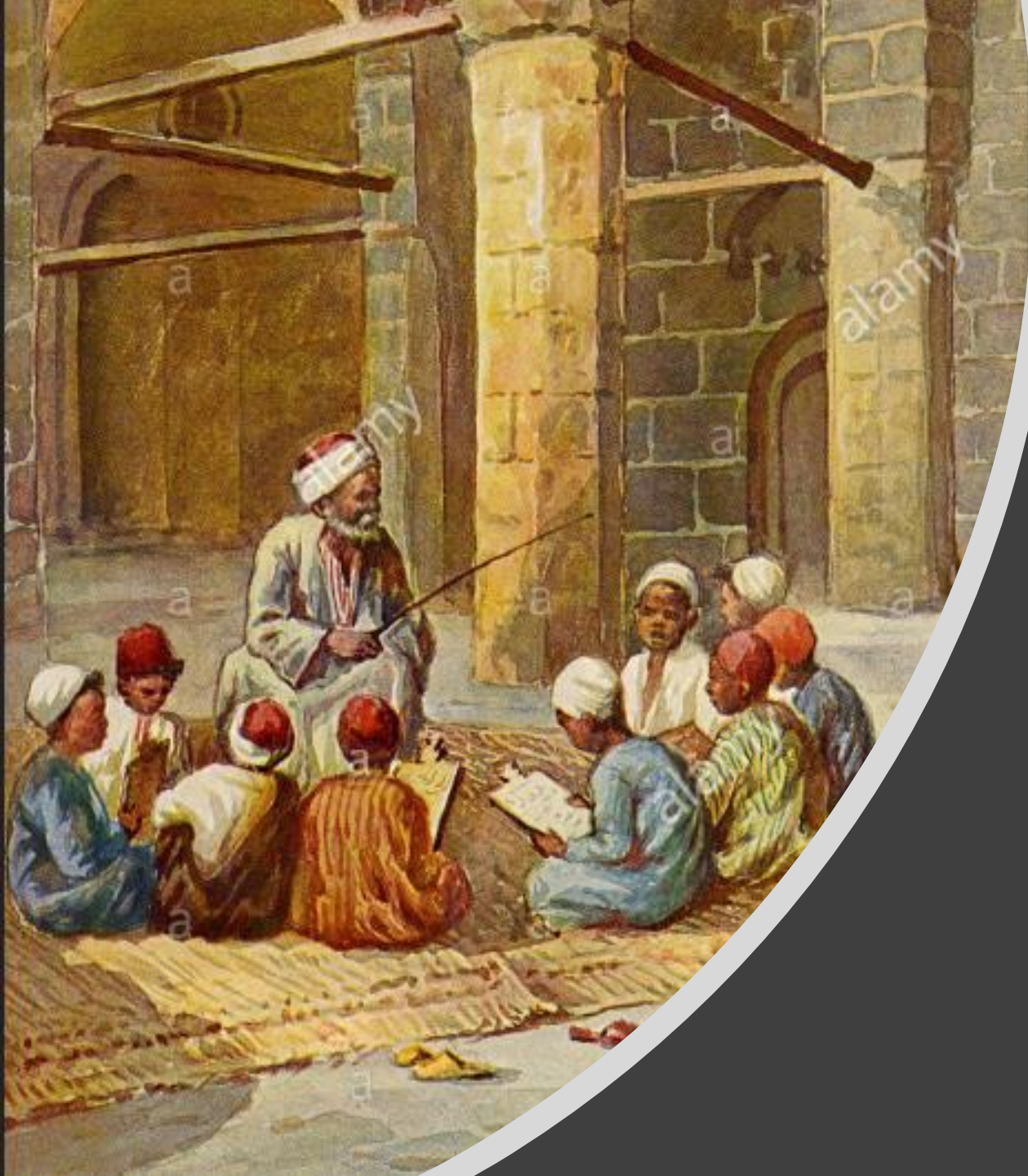
**Outputs:** (i) New secondary school blocks constructed, and operated under EMO model; (ii) Teaching capacity in five key subjects improved; and (iii) Secondary education examination system improved



ARM

## **Human Development Enhancement Program, \$10 million, 2019**

**Outputs:** (i) Improving access to services; (ii) Enhancing the quality of services; and (iii) Increasing financing and improving management



# Education Sector Pipeline 2020-2022

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UZB

## **Skills Development for a Modern Economy Project, \$100 million, 2020**

**Proposed outputs:** (i) Employment and workforce development services improved; (ii) Quality and relevance of skills development enhanced; (iii) Sector governance and management strengthened

PAK

## **Improving Workforce Readiness in Punjab Project, \$100 million, 2020**

**Proposed outputs:** (i) Quality and relevance of TVET improved; (ii) Equitable participation in TVET and labor market access increased; and TVET sector institutional framework strengthened

TAJ

## **Skills and Employability Enhancement Project, \$24 million, 2020**

**Proposed outputs:** (i) Policy, system and capacity of the skills sector strengthened; (ii) New, model job centers established in western Tajikistan; and (iii) Inclusive training and migration support for youth and women established

GEO

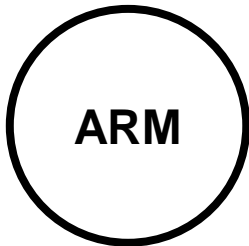
## **Modern Skills for Better Jobs Sector Development Program, \$50 million, 2020**

**Proposed outputs:** (i) Quality and relevance of vocational education and training improved, (ii) Private participation in vocational education and training enhanced, and (iii) Inclusiveness of vocational education and training system increased

# Education Sector Pipeline 2020-2022 (Cont'd)



**School Education Reform Sector Development Program, \$40 million, 2021**  
**Outputs:** (i) New STEM curricula and textbooks for grades 5-11; (ii) Teaching quality improved through content and pedagogy training and salary reform; and (iii) Centers of excellence (Future Schools) strengthened for increased innovations (e-learning, distance learning)



**Education Sector Strengthening Program, \$50 million, 2022**  
**Proposed outputs:** TBD



**Education Sector Project, \$40 million, 2022**  
**Proposed outputs:** TBD



Innovations

# Innovations

- Education sector operations include several innovative elements, including:
  - Cross-sectoral health and education initiatives to improve human development
  - Use of PPP arrangements
  - Expanded role for the private sector in education financing and delivery
  - Use of technology to improve access to, and the quality of, teaching and learning
  - Measures to improve entrepreneurship

## Innovations (Cont'd)

- Development of centers of excellence to improve the quality and relevance of TVET
- Focus on improving labor market prospects for migrant workers, including through regional recognition of workers' qualifications – a key issue in CWRD and in other regions
- Modern approach to skill development through the use of a competency-based training and assessment approach





# Detailed Descriptions of Selected Pipeline Operations

# TAJIKISTAN

## Skills and Employability Enhancement Project



ADF Grant \$24 million (tentative)  
Cofinancing: JFICT (\$1.5 million)



For approval Q2, 2020



Modality: Project (Investment)



Executing Agency: Ministry of Labour, Migration and Employment

**Issues:** Tajikistan continues to be one of the poorest countries in the region. While the national poverty rate declined from 43.8% in 2010 to 29.5% in 2017, decent and stable job opportunities are limited. Many youth have to migrate to Russia to work in unsafe and low paid jobs. The labor participation rate of women is only about 25% due to inequitable access to the skills training. The government hopes to develop the selected sectors including energy, tourism, agribusiness, and construction, which have a high potential of job creation. However, a delay in introduction of ILO's ISCO08, limited support to labor migrants, poor public employment services for youth and women, and MOLME's limited capacity in employment surveys/planning have hindered effective sector management and service delivery.

**Approach:** The SEEP will be built on the ongoing ADB-funded Strengthening TVET Project in Tajikistan, where MOLME has developed the competency-based training (CBT) materials and framework and conducted detailed labor surveys for the disadvantaged groups. The SEEP will address the key sector issues through the following activities: (i) new Migration Service Centers; (ii) a new pre-departure orientation program; (iii) a new pre-employment training for the migrants; (iii) financial and basic IT literacy for safer remittance transfer; (iv) a new behavior change program for migrant families; (v) start-up support for the returned migrants; (vi) new Job centers for selected sectors; (vii) CBT short-term training; (viii) childcare services for female job seekers; (ix) targeted soft skills training; (x) new job search services through IT; (xi) introduction of ISCO08; (xii) pilot skills and employment survey for tourism; and (xiii) job search client tracking system development.

**Innovation:** The SEEP will be the first large-scale ODA project in Tajikistan to support labor migrants. The SEEP will have a lot of innovative features including: (i) ISCO introduction to strengthen sector planning as well as enhance regional recognition of Tajik workers' qualifications and skills in the regional labor market; (ii) apply the CBT approach to the short-term training for entry-level job seekers; (iii) pilot childcare services for female training participants; (iv) financial literacy improvement for the poor; and (v) support to start-up of MSME and entrepreneurship as measures for job creation.

# KYRGYZ REPUBLIC

## School Education Reform Sector Development Program (SERSDP)



Grant: \$20 million (ADF)  
Loan: \$20 million (OCR)  
KGZ Gov't: \$3.5 million



Modality: Policy-Based Grant;  
Loan



For approval: Q4, 2020



Executing Agency: Ministry of Education and  
Science, Government of Kyrgyz Republic (MOES)

**Issues:** The government's efforts to improve education access and the quality of school curricula and textbooks have slowly improved pupil learning outcomes, but overall student performance remains poor with the majority of both boys and girls performing below basic level in the sciences and math. Additionally, teaching quality is low, in part due to training needs in content and pedagogy, but also due to issues related to teacher professional development.

**Approach:** The SERSDP will support the MOES in developing new and integrated STEM curricula (grades 5-11) and textbooks (grades 10-11); (ii) Teaching quality improved through content and pedagogy training; salary reform; and (iii) Centers of Excellence (Future Schools) strengthened for increased innovations (e-learning; distance learning). **Innovations:** (i) Use of in-class mentoring for teacher training; and (ii) Use of technology for increasing teaching quality, evidence-based approaches, and education efficiencies.

**Innovation:** The SERSDP will use evidence-based STEM approaches, in-class mentoring for teacher training, and education technology for increasing teaching quality, use of evidence-based approaches, and for improving education efficiencies. Together, these will result in improved learning outcomes and greater teacher training reach and quality.

## Improving Workforce Readiness in Punjab Project (IWRPP)



OCR \$100 million (regular loan)  
Cofinancing: TBC



For approval Q3, 2020



Modality: Project loan



Executing Agency: Industries, Commerce,  
Investment and Skills Development Department,  
Government of Punjab

**Issues:** Over 60% of the Pakistan population is under 25 and youth have low levels of education and little exposure to technical and vocational education and training (TVET). Youth unemployment is high and women's labor force participation is low. As a result, the country's (and the province's) demographic dividend may become a population time bomb. The TVET system cannot meet the skill needs of young people – it is too small, does not provide youth with skills that will help them find a job, and is held back by a fragmented and unfocused policy and institutional framework. Weaknesses in the TVET sector have led to a serious shortage of skilled workers in Punjab.

**Approach:** The IWRPP will strengthen the TVET sector's ability to support economic growth and job creation in priority sectors and clusters, including export-oriented ones. It will expand existing programs and reforms, such as competency-based training and assessment (CBTA), centers of excellence (COEs), sector skills councils, and work-based training. It will strengthen industry-TVET linkages, broaden the use of work-based training, increase female participation in TVET, and expand entrepreneurship programs for TVET graduates. It will also pilot the private management of public TVET institutes – a form of public-private partnership (PPP).

**Innovation:** The IWRPP will support the introduction of innovations in skills development, including COEs, PPPs, private sector involvement in TVET, and on-the-job training. It will promote a private sector focused, demand driven TVET system that will lead to reduced skills mismatch, more relevant skills and increased remittances from export labor.

# UZBEKISTAN

## Skills Development for a Modern Economy Project



COL \$100 million



For approval in Q2, 2020



Modality: Project Loan



Executing Agency: Ministry of Employment and Labor Relations (MOELR)

Implementing Agencies: MOELR, Ministry of Higher and Secondary Specialized Education (MOHSSE)

**Issues:** Skills development in the country lacks relevance to market needs.

**Approach:** The proposed project will aim at enhancing public employment services with a focus on serving micro and small enterprises, improving the monitoring and analytical capacity on labor market dynamics and reflecting the needs for skills to guide the planning for training. Meanwhile, it will support the transformation to competency-based training system, by revising curricula, establishing modular training programs, providing teaching and learning materials (including e-materials), developing teachers especially with practical skills, training students at different levels based on the priority sectors and occupations, as well as initiating independent assessment and certification centers. In addition, the project will strengthen TVET management and governance, making active linkages between TVET colleges and industry, establishing the selected sector skills councils, updating the targeted occupational standards, and developing the TVET management information system. International institutional collaboration will also be pursued to enhance teacher development, assessment and certification.

**Innovation:** The project (i) highlights industrial collaboration in the full value chain of skills development; (ii) institutionalizes capacity in skills monitoring to allow evidence-based decision making and planning on training needs; (iii) integrates education technology for improving teaching and learning; and (iv) enables entrepreneurship training.

# GEORGIA

## Modern Skills for Better Jobs Sector Development Program



COL \$50 million



For approval in Q3, 2020



Modality: Sector Development Program



Executing Agency: Ministry of Education, Science, Culture and Sport/Ministry of Finance  
Implementing Agency: MOESCS PIU

**Issues:** Lack of quality and relevance of VET in Georgia.

**Approach:** The proposed project will aim to improve the quality and relevance of vocational education and training (VET), as well as enhance entrepreneurship within the sector. It will do this by piloting and supporting five VET institutes to undertake entrepreneurial activities, fundraising, and income generation; by establishing centers of excellence in priority economic sectors, and by introducing entrepreneurship programs in general secondary schools. The project will also support private participation in VET by establishing sector skills councils in priority economic sectors and piloting the private management of public VET institutes. It will also establish programs that promote VET–industry partnerships, such as faculty work experience and student on-the-job training programs aimed at increasing the number of women in VET and in nontraditional occupations. Finally, the project will enhance the inclusiveness of VET by introducing VET programs in general secondary schools and developing gender-sensitive career advisory services in general education and VET institutes, among other initiatives. The policy-based component will support project outcomes by providing a platform for the implementation of PPPs, entrepreneurial activities, VET in secondary education, and the establishment of centers of excellence.

**Innovation:** The project will support the introduction of innovations in skills development, including COEs, PPPs, and enhanced private sector involvement in TVET. It will promote a private sector focused, demand driven VET system that will lead to reduced skills mismatch, and more relevant skills.