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Independent Evaluation ADB

Evaluation Approach Paper

An Evaluation of ADB's Support for Education in Asia and the Pacific

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A. Introduction

1. This paper sets out the approach, and methodology for an independent evaluation of Asian Development Bank's (ADB) support for education in Asia and the Pacific.[1] The evaluation will assess ADB's contribution to education as a tool for poverty reduction and promoting inclusive growth. The evaluation will provide lessons and recommendations to improve ADB's approach and operations in support of education.

2. The Independent Evaluation Department's (IED) work in the education sector has been limited. In addition to two project-level evaluations, IED conducted its last comprehensive review of the sector in 2008, producing a sector synthesis report.[2] In the ensuing period, ADB has prepared three education-related strategy or policy documents—the education sector study (2008), education sector operational plan (2010), and education sector directional guide (2022).[3] However, the economic and development context has changed significantly since 2008. Demographic changes, globalization, and the growing importance of knowledge in the economy ("the knowledge economy") have led to major changes in the demand for education. The recent coronavirus disease (COVID-19) pandemic has adversely affected learning outcomes, particularly in basic education. These changes in the landscape require governments and development partners like ADB to rethink their approach to education. In its Strategy 2030, ADB will continue to increase its support to social sectors, including education. Given the importance of the education sector, IED included an education evaluation in its work program.[4]

1. Education is a Vital Ingredient for Development

3. Education and learning play a central role in development. While investing in physical capital can provide the tools to raise an economy's income, education is the central catalyst for sustainable development. Countries need to invest in human capital to sustain economic growth and to achieve shared prosperity. The transition from a natural resources-based economy to an industrial economy and ultimately to a knowledge economy is largely driven by investments in education at various levels—innovation and research from universities combined with improved basic education and specialized technical education for farmers and workers play a central role in high-quality economic growth.

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[1] The evaluation was included in the 2023–2025 IED Work Program for presentation in 2024. The IED team met with the members of the Board of Directors in November and December 2023 to discuss the proposed evaluation.

[2] IED. 2008. *Sector Synthesis of Evaluation Findings: Education Sector*. Manila: ADB. IED has also conducted an evaluation on the Education Sector in Bangladesh: What Worked Well and Why under the Sector-Wide Approach? in 2008 and Education Sector Assistance Program Evaluation for Uzbekistan in 2010.

[3] ADB. 2008. *Education and Skills: Strategies for Accelerated Development in Asia and the Pacific*. Manila; ADB. 2010. *Education by 2020: A Sector Operations Plan.* Manila; and ADB. 2022. *Strategy 2030 Education Sector Directional Guide: Learning for All*. Manila.

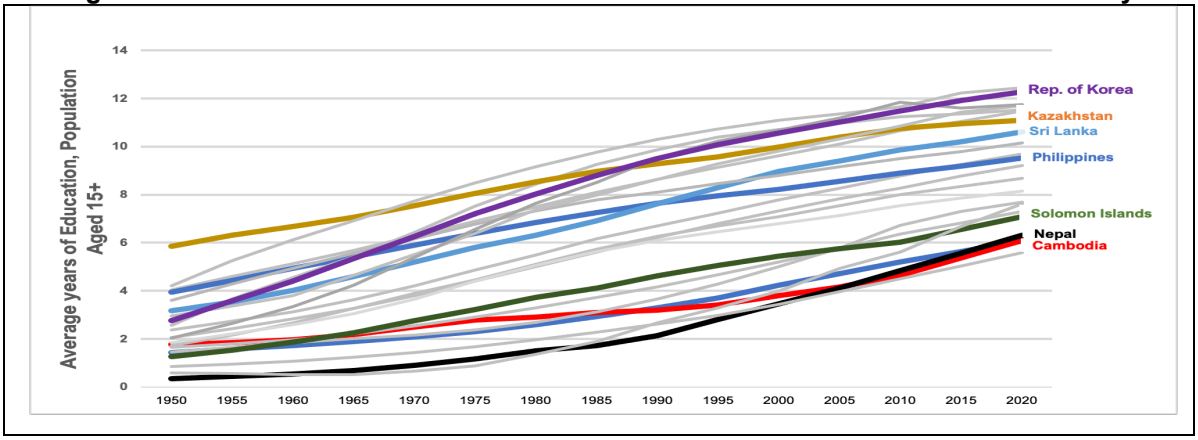
[4] ADB. 2023. *Independent Evaluation Department Work Program*, 2024–2026. Manila.

4. Above and beyond its economic benefits, education brings clear social benefits. Numerous studies have shown education's value in improving health outcomes for both adults and children. Likewise, education is associated with greater social cohesion, reduced violence, as well as improved status for women and vulnerable groups. Finally, education itself is a human right and a major component of the Sustainable Development Goals.

2. Despite Gains, there Remain Significant Education Challenges

5. Asia and the Pacific have made considerable progress improving access to education. Primary enrollment is near universal, while secondary enrollment has improved significantly in many developing member countries (DMCs). Some DMCs, such as the Philippines and Thailand, have made the shift to mass enrollment at the tertiary level, following the pattern of high-income countries. As shown in Figure 1, since 1950, the average number of years of education of the population has improved substantially in many DMCs. Women and girls have seen particularly large increases in their participation in education as well as their levels of education attainment, and the gender gap has narrowed in most DMCs at most levels.

Figure 1: Educational Attainment in Asia and The Pacific has Increased Substantially



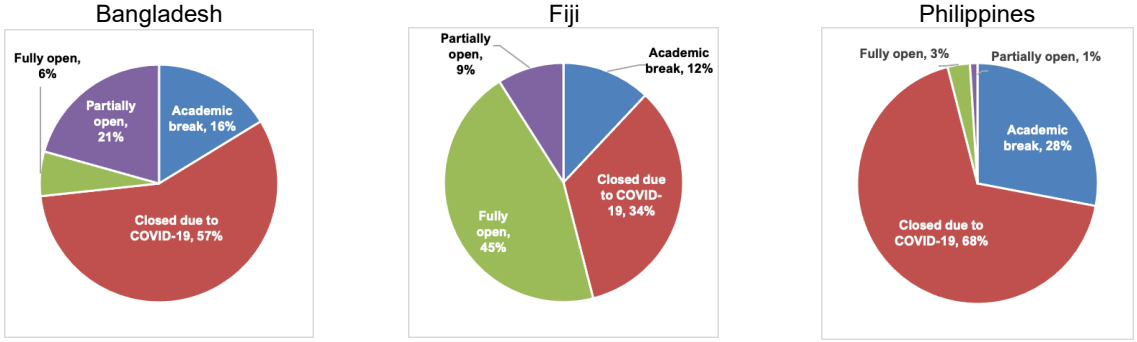
Source: Wittgenstein Centre. Human Capital Data Explorer.

6. However, the region continues to face many challenges in the education sector. First, there remain barriers to entry. At lower levels of education, children in remote areas or slums may not have access to schools. Gender barriers still exist in some DMCs as do barriers to participation for children with disabilities, ethnic minorities, and displaced persons. Likewise, economic barriers are significant in many countries, particularly at the secondary and tertiary levels.

7. Second, in many instances, improvements in access have not yet translated into improvements in the quality of education and associated learning outcomes. Although students in Asia's developing countries (such as Singapore and Republic of Korea) have outperformed their peers in Europe and North America, the mathematics, reading, and science scores of most ADB DMCs participating in the Program for International Student Assessment (PISA)—Viet Nam being an exception—are in the bottom quintiles.[5] The region is facing significant levels of "learning poverty", which is the share of children who are unable to read and understand a simple text by age 10. Prior to the COVID-19 pandemic, learning poverty was 59.8% in South Asia and 34.5% in East Asia and the Pacific. During the COVID-19 pandemic, many schools in Asia and the Pacific were closed for long periods (Figure 2). School closures have exacerbated learning losses that have worsened learning poverty to almost 80% in South Asia and 45% in East Asia and the Pacific.[6]

[5] Organization for Economic Cooperation and Development. 2022. PISA 2022 results (accessed 10 January 2024).
[6] World Bank, UNICEF, FCDO, USAID, and Bill and Melinda Gates Foundation. 2022. *The State of Global Learning Poverty: 2022 Update*.

Figure 2: Many DMCs Experienced Prolonged School Closure During the Pandemic



Note: February 2020 to March 2020.
Source: UNESCO School Closure Database.

8. Third, there is a significant mismatch between the demand for skills in the labor market and what is produced by education systems in general, and tertiary education in particular. Prior to the pandemic, unemployment rates among 20–24 years old with an advanced degree was 19% in Indonesia, 46% in India, and 16% in the Philippines and Viet Nam.[7] Meanwhile, the rate of unfilled vacancies in the region is higher than the global average.[8] This suggests that the region's higher education institutions do not produce skilled knowledge workers of sufficient quality.

3. Increasing Complexity in the Economy will Affect the Demand for Education

9. Inclusive, quality education systems are crucial for sustainable economic growth. As economies evolve and grow in complexity, e.g., evolving towards knowledge-based industries, embracing technological advancements, as well as becoming globally interconnected, the skills required by the workforce become more sophisticated. Consequently, the demand for higher quality education at all levels will need to increase. This phenomenon is well-explored in the literature since Schultz (1962) and Becker (1964) began to study the economic role of human capital.[9] However, if only a small share of the population has access to quality education, inequality will widen. As such, investing in the quality of education at all levels becomes not only an individual pursuit for personal development but it also becomes a collective imperative for fostering poverty reduction, inclusivity, and economic prosperity.[10]

10. The region is also facing challenges associated with: (i) climate change, (ii) demographic shifts, (iii) urbanization, (iv) greater labor mobility, and (v) digital transformation.[11] These trends will have important implications for education systems and learning outcomes. Such trends will also affect the types of skills required of graduates from education systems and, as such, will influence curricula, how teachers are trained, and how education is delivered.

[7] ILOSTAT explorer database (accessed 1 February 2024).
[8] ADB. 2015. *Challenges and opportunities for skills development in Asia: Changing supply, demand, and mismatches.* Manila.
[9] Schultz, T. 1963. *Economic Value of Education*. Columbia University Press, New York; and Becker, G.S. 1964. *Human Capital: A Theoretical and Empirical Analysis, with Special Reference to Education*. University of Chicago Press, Chicago.
[10] Stiglitz, J. E. 1973. Education and Inequality. The Annals of the American Academy of Political and Social Science, 409(1), 135- 145; and Schwab, K. 2017. *The Fourth Industrial Revolution*. London, England: Portfolio Penguin.
[11] ADB, 2022. *Strategy 2030 Education Sector Directional Guide: Learning for All*. Manila.

B. ADB's Strategy and Portfolio in the Education Sector

1. ADB's approach to the education is evolving

11. ADB operations in education are guided by both ADB-wide policy and strategy documents as well as individual country partnership strategies (CPSs). The Board of Directors approved an education sector policy paper in 2002, which to now remains active.[12] The policy paper views education as a prerequisite for both economic and human development and comments that the quality of education provided at all levels remains unacceptably low in many DMCs.

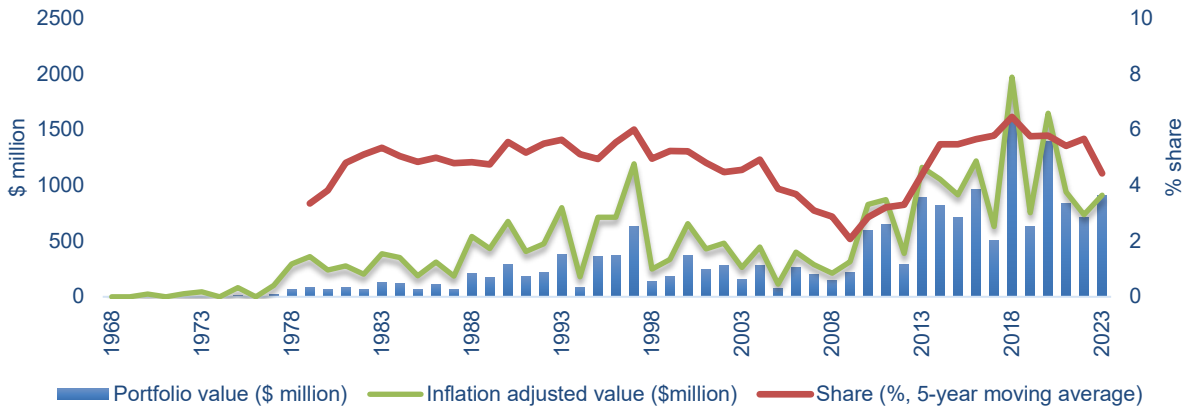
12. ADB Management has since issued an education sector study (2008), education sector operational plan (2010), and education sector directional guide (2022).[13] These documents provide strategic focus and guidance for ADB support in education overall noting that the type and intensity of support varies from country to country as guided by the relative emphasis placed on education in CPSs. ADB's latest vision for education, which is outlined in the 2022 sector directional guide, is "to achieve quality-assured, inclusive education system that ensures learning for all." It identifies two key challenges faced by most DMCs–learning deficits and skills mismatch–and suggests that ADB needs to adopt a more strategic, longer-term modality of engagement with the sector if these challenges are to be addressed successfully. Compared to the previous strategy documents, the 2022 sector directional guide contains ADB's ambitions to play a catalytic role in promoting innovation and adopting a transformative approach in education. It envisions future ADB support to: (i) take an ecosystem approach to education technology; (ii) ensure teacher readiness in digital learning; (iii) integrate systems of learning management and resource planning with adaptive and personalized learning solutions; and (iv) adopt digital job-matching systems in higher education and technical and vocational education and training (TVET). To realize these ambitions, ADB needs to ensure that it has adequate resources, relevant expertise, and organizational structure in place.

2. ADB's education portfolio is small and diverse

13. ADB has been active in the education sector since 1970. To date, it has provided 270 projects amounting to $18.5 billion in loans and grants, which represents almost 5% of total support provided over the period (Figure 3). The share of education sector support as part of ADB's total portfolio remains below ADB's target. In its latest policy document, the 2022 Education Sector Directional Guide, ADB aims to expand its education operations further to meet the corporate results framework (CRF) target of 6–10% of total portfolio.[14] ADB has had this target for more than a decade; the target has rarely been met, despite significant increases in the number of projects and monetary value of ADB's education portfolio since 2010.[15]

[12] ADB. 2002. Education: Our Framework. Policies and Strategies. Manila.
[13] Footnote 3.
[14] ADB. 2019. ADB Corporate Results Framework, 2019–2024: Policy Paper. Manila.
[15] The increase followed the publication of the 2010 Education Sector Operations Plan (ESOP), which outlined plans to scale ADB's education portfolio 4% of ADB's total portfolio by 2012 and continue increasing afterwards.

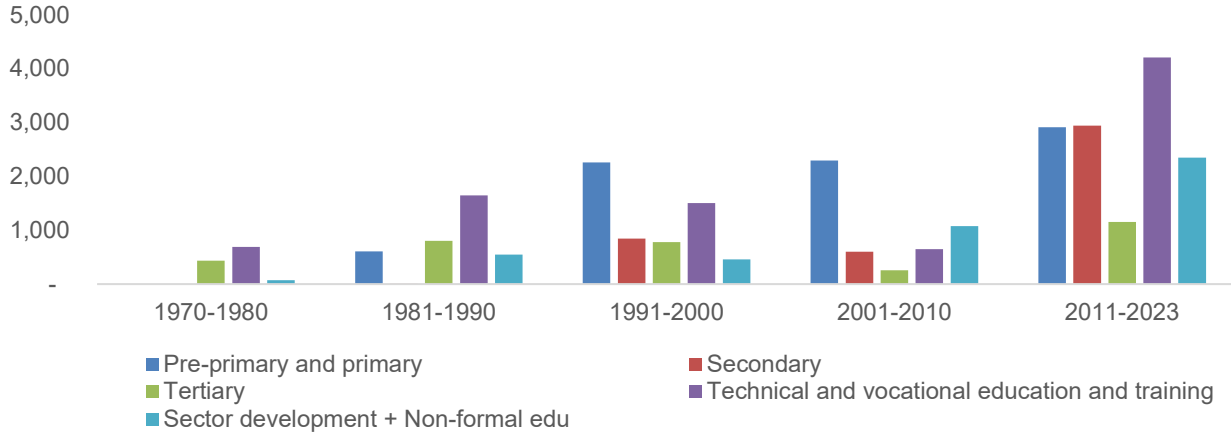
Figure 3: Total value and share of ADB's education loans and grants, 1970-2023



Note: Figures exclude cofinancing.
Source: Asian Development Bank. Education Dashboard (accessed 24 January 2024).

14. ADB is active in all education subsectors**.** ADB's education portfolio since 1970 consists of support to TVET (30%), pre-primary and primary education (28%), secondary education (17%), education sector development (14%) tertiary education (10%), and non-formal education (1%). Until 2000, support for primary and pre-primary education took up the largest share of ADB's education portfolio. While ADB has maintained a strong presence in basic and secondary education, it has significantly increased its support for TVET and education sector development since 2011 (Figure 4).

Figure 4: ADB support to education by subsector, 1970-2023 (inflation adjusted to 2023 prices, $ million)



Source: Asian Development Bank. Education Dashboard (accessed 24 January 2024).

15. Supporting all education subsectors adds complexity to ADB's approach. Each education subsectors have different target population (from infants to young adults), objectives (e.g., socialization, foundational skills, specific skills, advanced training), as well as governance and authorities. Consequently, ADB has to spread, even stretch, its limited resources for education support. The evaluation notes that ADB's approach is no different from other development partners banks in spreading or stretching its limited support for education. The rationale for ADB support for education in any given country–as discussed further below with reference to the Theory of Change for this evaluation–will necessarily have to be calibrated and designed with reference to its vision for its support to the sector as well the institution's overarching objective to reduce poverty.

16. ADB projects are concentrated in South and Southeast Asia (Figure 5), which makes up 78% of ADB's education portfolio. ADB has used a range of modalities to support the education sector. During the evaluation period, 51% of the operations in the education portfolio are investment projects. Policy-based loans and grants, which support education sector policy reforms and governance, make up 14% of the overall education portfolio (Figure 6). Of particular note is the education sector's utilization of results-based lending (RBLs) which make 35% of education portfolio. RBLs have been mainly used in the education sector; of 40 RBL ADB has provided since 2013, 17 are education projects.

Figure 5. Regional share of education portfolio

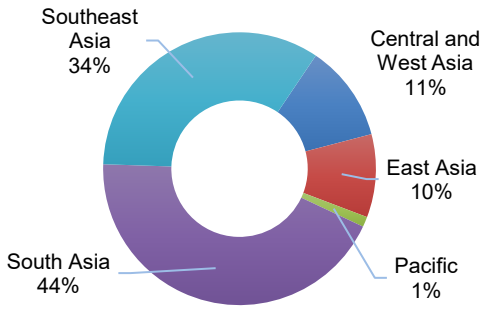
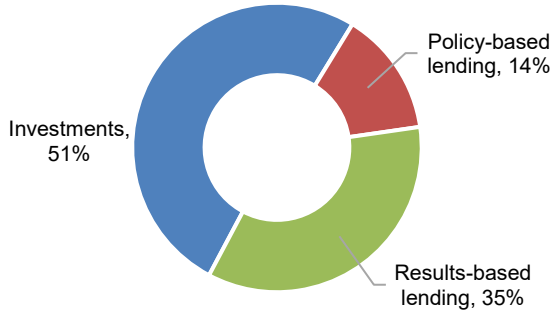


Figure 6. Share of education portfolio by modality

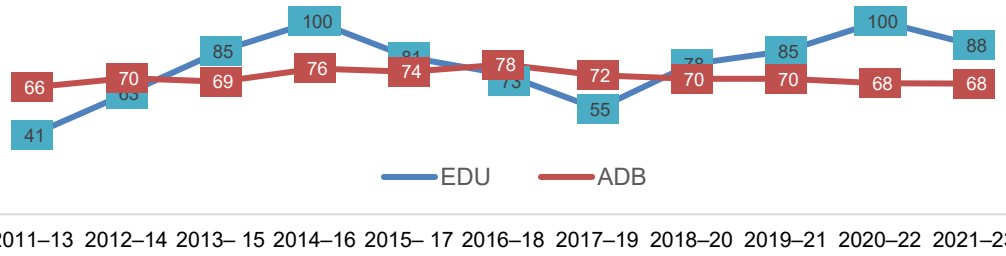


Source: Asian Development Bank. Education Dashboard (accessed 24 January 2024).

3. Evaluations Show ADB's Education Portfolio is Largely Successful

17. The education sector has the highest project success rate and highest success rate across all sectors. Between 2011 to 2023, 59 education projects have closed, of which 39 had project completion reports; IED validated 27 of them. Since 2011, the independent evaluations of education operations found that the 3-year success rate of education projects appears to have a recurring 4-year cycle, increasing from 41% in 2011–2013 to 100% in 2014–2016 and then declining to 55% in 2017–2019, and again reaching 100% in 2020–2022. (Figure 7). From 2018 to 2023, the performance of the education sector has consistently surpassed ADB's success rate across all sectors.

Figure 7: Success rate of ADB's education projects compared to all sectors 3-year moving averages (2011–2023)



ADB = Asian Development Bank, EDU = education.
Source: Independent Evaluation Department. Success rates database (accessed 25 January 2024).

4. Comparative Perspective with Other Development Partners

18. Many development partners are actively providing support to the education sector in DMCs. ADB has several projects delivered in cooperation with other development banks (Asian Infrastructure Investment Bank and the World Bank), multilateral agencies (European Union, UNICEF), and bilateral governments (Australia, Canada, Denmark, Finland, France, Germany, Ireland, Japan, Korea, New Zealand, Norway, the People's Republic of China [PRC], Sweden, Switzerland, and the United States of America). More recently, international nongovernment organizations and private sector initiatives have emerged to become more active players with growing importance.

C. Evaluation Purpose and Scope, Theory of Change, and Key Questions

19. **Purpose and objective.** The evaluation aims to assess ADB's contribution to education as a tool for poverty reduction and promoting inclusive growth. Given the importance of education and learning objectives to achieving ADB's Strategy 2030 goals, the evaluation will focus on identifying lessons, good practices, and recommendations to better guide ADB's work on the education sector moving forward. Based on its findings, this evaluation will provide a set of lessons learned and recommendation for ADB to strengthen its strategy and operations in education.

20. **Scope.** The evaluation will include ADB sovereign and nonsovereign loans, grants, and technical assistance (TA) in the education sector approved from 2011 to 2023 (inclusive). During this period, ADB saw a significant increase in the volume of its education portfolio, following the plan stipulated in the 2010 Education Secor Operational Plan (para. 14). In this period, ADB approved 127 projects totaling $11.6 billion (Table 1) with education listed as one of the sectors. The portfolio can be broken down into two groups: projects in which education is listed as the main sector ('core' education support), and those projects approved under different sectors that have education components.[16] Of the 127 projects, 92 ($10.2 billion) are core education projects, and 35 ($1.4 billion) are non-core. That means on average ADB approves seven core education projects per year.

21. In the same period, ADB also approved 224 TA projects with a value of $131.3 million. About two-thirds (63%) of the TAs provide transaction-related support at the country level while 37% of the TAs supported policy advisory, research and development, and knowledge support. Of the 224 TA projects, 90 are at the regional level worth $41.7 million. The private sector share of operations in the education sector remains small, consisting of equities, direct investments, and investment funds totaling $24.3 million. Appendix 1 provides a list of ADB education projects.

[16] Examples of non-core education projects are social protection support that had education components; emergency assistance or disaster relief programs which provided support for school reconstructions; business climate improvement supports that provided trainings for job seekers; or investment projects that provided trainings for specific works in the particular sector.

Table 1: ADB's Loans, Grants, and Technical Assistance in Education, 2011–2023

	No. of projects	Approval amount ($ million)	Cofinancing amount ($ million)	Total amount ($ million)
Sovereign				
Investment projects (loans and grants)[a]	**127**	**11,571.9**	**6,504.1**	**18,076.0**
- Core education	92	10,221.7		
- Non-core education	35	1,350.2		
Technical assistance[b]	**221**	**130.5**	**168.4**	**298.9**
- Core education	133	111.4		
- Non-core education	88	19.1		
Subtotal	**348**	**11,702.4**	**6,672.5**	**18,374.9**
Nonsovereign				
Investment projects (equity and loans)	5	24.3	-	24.3
Technical assistance	3	0.8	-	0.8
Subtotal	**8**	**25.1**	-	25.1
Total	**356**	**11,727.5**	**6,672.5**	**18,400.0**

ADB = Asian Development Bank.
[a] Includes loans and grants that tagged education as primary sector as well other sectors with education as subsectors. Additional financing projects/technical assistance (TA) are not counted separately from its original project/TAs.
[b] Includes stand-alone and piggybacked technical assistance, and regional TAs.
[c] Cofinancing includes those that are fully, partially, and not administered by ADB.
Source: Independent Evaluation Department estimates.

22. **Theory of Change.** The evaluation team develops a Theory of Change (TOC) to capture how ADB plans and allocates its support for education. This TOC, which is included in Appendix 2, is used to model the process used to develop and implement ADB's support for the education sector. The TOC reflects an analysis of ADB education policy and strategy as well as high-level interviews and meetings engaged in by the evaluation team with Board members and the ADB's Education Sector Group (EDU-SG). In the TOC, ADB seeks to contribute to its high-level objectives, by providing support to the education sector. The high-level objectives are determined by ADB's corporate strategy, and the more specific objectives are outlined in its country strategy. Following its policies on education, ADB seeks to contribute to corporate objectives focusing on the following outcomes: (i) quality learning for all (including gender, disability, ethnic minorities, displaced persons, etc.); and (ii) enhanced employability of all graduates (from all levels of education) of education systems in the region.

23. To achieve these objectives, ADB recognizes the need for a longer term (typically around 10 years) "framework" to support engagement at country level. A framework outlines ADB's country level approach towards education, setting out priorities and weighing options. This can be a formal document, or it can implicit strategic approach. These frameworks would be based on a comprehensive analysis of need in context at all levels of DMC education systems. Frameworks would also be informed by extensive stakeholder consultation (ministry of education, ministry of finance, other ministries, development partners, community and civil society organizations, and the private sector) to ensure relevance and buy-in.

24. Country programs would be informed by the conclusions and recommendations of the frameworks that would, in turn, help support strategic selectivity (what interventions, in what sub-sector, etc.) towards contributing to the two desired outcomes (quality learning for all; enhanced employability of all graduates). Frameworks would also help determine how best ADB can deliver necessary support through its financing (multiple modalities as relevant), expertise, knowledge, convening, and TA.

25. **Evaluation questions.** The evaluation's overarching question is ***"How well-positioned is ADB to deliver education support contributing to 'learning for all' and graduate employability in Asia and the Pacific?"*** In support of this overarching question, the following evaluation sub-questions (ESQ) are proposed:

(i) *ESQ1.* To what extent is ADB support for education relevant to the needs and challenges of the DMCs?
(ii) *ESQ2.* To what extent have ADB operations been effective in contributing to the key outcomes of learning for all and graduate employability in Asia and the Pacific?
(iii) *ESQ3.* To what extent does ADB have adequate resources, processes, and organizational structure to deliver its goals in the education sector?
(iv) *ESQ4.* How coherent is ADB support for education at the country level, bringing together financial support, technical assistance, and policy dialogue?

D. Evaluation Method

26. The evaluation will adopt a mixed-methods approach that triangulates qualitative and quantitative data from various sources to test its TOC and answer the evaluation questions. This section presents a summary of the evaluation's methodology, divided into four key activities. A detailed explanation of the methods is presented in Appendix 3.

27. **Document and data analysis.** The activities will involve: (i) an analysis of ADB strategies, including the education policy and strategy and country partnership strategies; (ii) secondary data analysis (e.g., on learning outcomes, the learning crisis, and learning loss); and (iii) review of literature (academic papers, reports published by think-tanks or other development organizations, etc.) on best practices in ensuring inclusive and quality education provision. The results of the document and data analysis will contribute towards developing the overall background and context of the evaluation and inform the subsequent activities.

28. **Portfolio review.** The evaluation will perform an in-depth analysis of ADB's sovereign and nonsovereign portfolio in education from 2011–2023. The portfolio review intends to provide an insight on the focus, performance, key innovation, as well as the ambition of ADB education operations. The review will involve: (i) statistical analysis of ADB education portfolio by key activities, region and country, subsector, interaction with other sectors, lending instruments, and other parameters; and (ii) review of project documents to assess the project design and monitoring frameworks, objectives, targets, and performances.

29. **Assessment of ADB's internal resources.** The evaluation will assess whether ADB's internal resources—particularly the organizational structure and education sector expertise—is set up for effective delivery of support. Specific emphasis will be given to technical and organizational capacity to introduce, replicate, and mainstream innovations and new initiatives on education support within the ADB portfolio per Strategy 2030 objectives.

30. **Interviews.** To complement and triangulate the findings from the desk work, portfolio review, and institutional assessment, the evaluation team will undertake semi-structured interviews with key informants. The education specialists at the knowledge and operation departments, as well as specialists in other related sectors, will be key ADB informants. External informants include education experts and specialists from other development partners.

31. **Country case assessments.** To assess how ADB tailors its education support to different contexts, the evaluation will conduct a "deep dive" analysis on countries that are purposively chosen to capture the diversity of ADB's support with reference to various criteria to include the range of education interventions across sub-systems (i.e., pre-primary to tertiary), the interactions between projects in education and other sectors, as well the level of learning poverty in respective countries (see Appendix 3 for details). Case studies will be used to illustrate aspects of ADB support such as (i) the extent to which country programs and portfolio are informed by frameworks or other research; (ii) the nature of the relationship between ADB and respective governments; and (iii) the range and depth of collaboration with development partners and other stakeholders.

32. Based on the approach detailed in Appendix 3, four countries have been selected: Cambodia, India, Nepal, and the Philippines. The combined portfolio of the four countries consists of 31 sovereign loans and grants project—14 active and 17 closed—amounting to $3.5 billion (30% of ADB's total education portfolio), and 31 TA projects of $29.5 million. Field missions will be conducted in Cambodia, Nepal, and the Philippines, while case assessments in India will be conducted through virtual interviews and document analysis.[17]

33. **Horizontal assessments and review of selected projects.** In addition to education projects and TA included in the country case assessments, the evaluation will assess ADB's support for specific themes, subsectors, and types of modalities. The particular areas will be determined during the evaluation but are likely to include (1) school to work transition, (2) improving learning, (3) the utilization of innovative technology, and (4) post-COVID recovery. An additional set of reviews will focus on specific modalities, such as result-based and policy-based operations. For each theme, the evaluation will conduct detailed review of selected projects. This will involve research of relevant documents (reports and recommendations of the president, project completion reports, project validation and performance evaluation reports, and TA reports including their completion reports) to identify common elements across projects. To complement the review of projects, the evaluation will carry out selective interviews of ADB staff and DMC officials. In some cases, this will be part of the field missions and in other cases, it will be held virtually.

34. **Using the findings to answer the evaluation questions.** Table 2 presents a summary of the evaluation's methodological approach and the methods that will be used to answer each evaluation sub-question.

[17] In Nepal and the Philippines, interviews with key informants and project site visits will be conducted jointly with IED's gender evaluation mission.

Table 2: Summary of the Evaluation Methods and Subquestions

	Overarching question: *How well-positioned is ADB to deliver education support contributing to 'learning for all' and graduate employability in Asia and the Pacific?*			
	ESQ 1. To what extent is ADB support for education relevant to the needs and challenges of the DMCs?	*ESQ 2.* To what extent have ADB operations been effective in contributing to the key outcomes of learning for all and graduate employability in Asia and the Pacific?	*ESQ 3.* To what extent does ADB have adequate resources, processes, and structure to deliver its goals in the education sector?	*ESQ 4.* How coherent is ADB support for education at the country level, bringing together financial support, technical assistance, and policy dialogue?
Secondary data analysis	●	●		
Literature review	●			
Document review	●	●	●	●
Portfolio review	●	●		●
Country case assessment	●	●	●	●
Horizontal assessments and review of selected projects	●	●		
Interview and FGD	●	●	●	●

ESQ = evaluation sub-question, FGD = focused group discussion.
Source: Independent Evaluation Department.

E. Limitations

35. **Data quality and availability.** Low quality or limited availability of data in some countries may limit the specificity and precision of the analysis, particularly with reference to learning outcomes. To mitigate, the evaluation team will: (i) utilize the knowledge and experience of local consultants in facilitating data collection and identifying key stakeholders outside of the government; (ii) work closely with, and leveraging the support of the EDU-SG; (iii) engage as many relevant stakeholders as possible to ensure as broad a perspective as possible; and (iv) use existing (secondary) data sets to ensure robust coverage of any quantitative data available.

F. Resource Requirements and Tentative Timetable

36. **Resource requirements.** The evaluation will be conducted by a team of IED staff comprising Erik Bloom and Ari Perdana, team leaders, with the overall responsibility for the evaluation implementation and report delivery; with support from Glennie Castillo and Michael Diza, national officers. The evaluation team will hire consultants to provide support.

37. **Peer reviewers.** The evaluation will engage two external reviewers and an IED staff to provide comments on the draft report. The external reviewers will be international experts in education policy and practice with knowledge on multilateral development banks' operations.

38. **Tentative timetable.** The milestones for the evaluation are:

Activity/Milestone	Target Date
Approval of the evaluation approach paper	I March 2024
Country visits	I–IV April 2024
Storyline draft	IV July 2024
Draft report for interdepartmental review	III Sept–I October 2024
Heads of departments meeting	IV October 2024
IED Approval	II November 2024
DEC Meeting	I December 2024

G. Engagement and Dissemination

39. The evaluation team will continue to pursue close engagement with the EDU-SG and other key stakeholders throughout the evaluation process. While maintaining an independent and objective stance, IED will meet senior management and key staff in EDU-SG to ensure this evaluation's relevance and utility. Collaboration with EDU-SG will support the selection of case studies and the identification of key informants, government representatives, civil society organizations (CSO), and main stakeholders, and it will provide an opportunity to exchange data and information. Finally, the evaluation team anticipates interest from external stakeholders—in particular, ministries of education, CSOs, other development partners, academics, and other researchers—because the evaluation will provide insights into system-level issues that need to be addressed to improve learning outcomes.

40. The evaluation's main output will be a report that presents relevant findings and lessons. IED will design an evaluation outreach strategy for both internal and external audiences. In addition to the final report, the team will develop an outreach plan in collaboration with the IED communications team. The envisioned dissemination activities are knowledge sharing and learning activities, publishing of learning and communication materials, external seminars, conferences, and presentation within ADB including, as a possibility, during the ADB Annual Meeting in May 2025 (Appendix 4). The final report will be made available on IED's website and other electronic platforms.

41. **Collaboration with other ongoing evaluations.** To optimize the use of resources and avoid coordination challenges, the evaluation will collaborate with other ongoing IED evaluations. In particular, the evaluation will work closely with the evaluation of ADB's Support for Accelerating Progress in Gender Equality, which has an overlapping timeline, including a joint evaluation mission to Nepal and the Philippines.

List of Appendixes

1. List of Loans, Grants, and Technical Assistance for Education Sector, 2011-2023
2. Theory of Change
3. Evaluation Methodology
4. Evaluation Communication Plan
5. Cost Estimate *(available on request)*
6. Terms of References *(available on request)*

APPENDIX 1. List of loans, grants and technical assistance for education sector, 2011–2023

Table A1.1. List of Loans and Grants, 2011–2023

Project Count	Country	Project Number	Project Name	Approval	Product Type	Status	Fund Source	Sub sector	Approval ($ million)
1	AFG	55343-001	Sustaining Essential Services Delivery Project (Support for Afghan People)	25-Jan-22	Grant	Active	ADF	ESD	101.0
2	ARM	49078-001	Seismic Safety Improvement Program	22-Sep-15	Loan	Active	COL	ESD	17.7
3	ARM	51129-002	Human Development Enhancement Program	15-Nov-19	Loan	Closed	OCR	ESD	5.0
4	ARM	49078-004	Seismic Safety Improvement Program – Additional Financing	29-Sep-23	Loan	NYE	OCR	ESD	14.5
5	AZE	55073-001	COVID-19 Active Response and Expenditure Support Program	07-Jul-21	Loan	Closed	OCR	ESD	45.0
6	BAN	42122-013	Third Primary Education Development Project	05-Jul-11	Loan	Closed	COL	ESD	98.6
							COL	PPP	221.4
7	BAN	40448-013	Second Teaching Quality Improvement in Secondary Education Project	30-Mar-12	Loan	Closed	COL	SEC	70.0
8	BAN	44213-016	Secondary Education Sector Investment Program - Tranche 1	21-Oct-13	Loan	Closed	COL	ESD	32.9
								SEC	57.1
9	BAN	42466-015	Skills for Employment Investment Program - Tranche 1	03-Jun-14	Loan	Closed	COL	TVET	100.0
10	BAN	42122-016	Third Primary Education Development Project- Additional Financing	20-May-15	Loan	Active	COL	PPP	120.0
11	BAN	44213-017	Secondary Education Sector Investment Program - Tranche 2	20-Nov-15	Loan	Closed	COL	ESD	185.0
12	BAN	42466-016	Skills for Employment Investment Program - Tranche 2	24-Nov-16	Loan	Active	COL	TVET	100.0
13	BAN	44213-018	Secondary Education Sector Investment Program - Tranche 3	26-Mar-18	Loan	Closed	COL	SEC	225.0
14	BAN	50192-002	Supporting Fourth Primary Education Development Program	27-Sep-18	Loan	Active	COL	PPP	500.0
15	BAN	42466-017	Skills for Employment Investment Program - Tranche 3	10-Oct-19	Loan	Active	COL	TVET	150.0
16	BAN	55148-001	Skills for Industry Competitiveness and Innovation Program	31-Jul-23	Loan	Active	COL	TVET	220.0
								TER	80.0
17	BAN	50140-002	Improving Computer and Software Engineering Tertiary Education Project	21-Sep-23	Loan	Active	COL	TER	100.0
18	BHU	50296-002	Skills Training and Education Pathways Upgradation Project	30-Aug-18	Grant	Active	ADF	ESD	3.0
								TVET	12.0
19	BHU	54464-001	Pathways for Emerging Skills and Jobs Project	29-Aug-23	Loan	Active	COL	TVET	30.0
20	CAM	43260-013	Education Sector Development Program III	13-Sep-12	Loan	Closed	COL	ESD	17.7
								SEC	12.3
21	CAM	47374-001	Cambodia Flooding 2013: Humanitarian Assistance Project	14-Nov-13	Grant	Closed	APDRF	ESD	0.2
22	CAM	46064-002	Technical and Vocational Education and Training Sector Development Program	26-Sep-14	Loan	Closed	COL	ESD	7.0
								TVET	23.0
23	CAM	47136-003	Upper Secondary Education Sector Development Program (formerly Strengthening Secondary Education and Teaching of Math and Science)	23-Sep-16	Loan	Closed	COL	ESD	15.0
								SEC	30.0
24	CAM	47136-006	Second Upper Secondary Education Sector Development Program	28-Sep-18	Loan	Closed	COL	ESD	25.0
								SEC	25.0
25	CAM	50394-002	Skills for Competitiveness Project	24-Jun-19	Loan	Active	COL	TVET	60.0
26	CAM	55134-001	Science and Technology Project in Upper Secondary Education (CAM STeP Up)	04-Nov-22	Loan	Active	COL	SEC	70.0
27	CAM	55360-001	Skills for Future Economy Sector Development Program (Subprogram 1)	31-Jul-23	Loan	Active	COL	TVET	100.0
28	CAM/LAO	43120-013	Trade Facilitation: Improved Sanitary and Phytosanitary Handling in Greater Mekong Subregion Trade Project	26-Jun-12	Grant	Closed	ADF	TER	2.2
					Loan	Closed	COL	TER	2.8
29	GEO	52339-001	Modern Skills for Better Jobs Sector Development Program, Subprogram 1	08-Dec-20	Loan	Closed	OCR	SEC	35.0
								TVET	35.0
30	IND	46166-001	Supporting Human Capital Development in Meghalaya	27-Sep-13	Loan	Closed	OCR	SEC	30.3
								TVET	69.7

Project Count	Country	Project Number	Project Name	Approval	Product Type	Status	Fund Source	Sub sector	Approval ($ million)
31	IND	47334-002	Supporting Kerala's Additional Skill Acquisition Program in Post-Basic Education	19-Nov-14	Loan	Closed	OCR	TVET	100.0
32	IND	46462-003	Odisha Skill Development Project	21-Jun-17	Loan	Active	OCR	TVET	85.0
33	IND	49108-002	Himachal Pradesh Skills Development Project	27-Sep-17	Loan	Active	OCR	TVET	80.0
34	IND	48493-002	Madhya Pradesh Skills Development Project	26-Sep-18	Loan	Active	OCR	TVET	150.0
35	IND	53386-001	Accelerating State Education Program to Improve Results	02-Dec-21	Loan	Termin ated	OCR	ESD PPP SEC	70.0 230.0 200.0
36	IND	53277-002	Assam Skill University Project	13-Dec-21	Loan	Active	OCR	TVET TER	40.3 71.7
37	INO	42099-013	Polytechnic Education Development Project	31-Oct-12	Loan	Closed	OCR	TVET	75.0
38	INO	50395-006	Advanced Knowledge and Skills for Sustainable Growth Investment Project	29-Nov-18	Loan	Active	OCR	TER	200.0
39	INO	52316-001	Emergency Assistance for Rehabilitation and Reconstruction	26-Jun-19	Loan	Active	OCR	ESD	10.0
40	INO	52332-001	Higher Education for Technology and Innovation Project	20-Sep-21	Loan	Active	OCR	TER	40.0
41	INO	54461-001	Boosting Productivity Through Human Capital Development Program (Subprogram 1)	19-Nov-21	Loan	Closed	OCR	TVET	100.0
42	INO	55063-001	Promoting Research and Innovation through Modern and Efficient Science and Technology Parks Project	08-Dec-22	Loan	Active	OCR	TER	138.5
43	INO	54461-002	Boosting Productivity Through Human Capital Development Program, Subprogram 2	14-Nov-23	Loan	NYE	OCR	ESD	125.0
44	KGZ	38298-023	Second Vocational Education Skills and Development Project	28-Sep-12	Grant Loan	Closed Closed	ADF COL	TVET TVET	10.0 10.0
45	KGZ	41544-084	Investment Climate Improvement Program - Subprogram 3	19-Jun-14	Grant	Closed	ADF	TVET	2.8
46	KGZ	46537-002	Strengthening Education System Sector Development Program	29-Sep-14	Grant	Closed	ADF	ESD	22.0
47	KGZ	41544-088	Second Investment Climate Improvement Program (Subprogram 1)	17-Jun-15	Grant	Closed	ADF	TVET	1.5
48	KGZ	41544-089	Second Investment Climate Improvement Program (Subprogram 2)	29-Jul-16	Grant Loan	Closed Closed	ADF COL	TVET TVET	1.0 1.0
49	KGZ	50024-002	Skills for Inclusive Growth Sector Development Program	20-Nov-17	Grant	Closed	ADF	TVET	30.0
50	KGZ	41544-091	Second Investment Climate Improvement Program (Subprogram 3)	18-Dec-17	Grant	Closed	ADF	TVET	2.0
51	KGZ	52225-004	Promoting Economic Diversification Program - Subprogram 3	23-Sep-22	Grant Loan	Closed Closed	ADF COL	TVET TVET	5.0 5.0
52	KGZ	52337-001	School Education Reform Sector Development Program	23-Sep-22	Grant Loan Grant Loan	NYE	ADF COL ADF COL	ESD ESD SEC SEC	10.0 10.0 10.0 10.0
53	LAO	40368-022	Secondary Education Sector Development Program (formerly Basic Education Sector Development Program II)	20-Sep-11	Grant Loan Grant Loan	Closed Closed Closed Closed	ADF COL ADF COL	ESD ESD SEC SEC	7.5 2.5 22.5 7.5
54	LAO LAO	48127-002	Second Strengthening Higher Education Project	29-Sep-16 29-Sep-16	Grant Loan	Active Active	ADF COL	TER TER	23.5 16.5
55	LAO	42278-024	Second Strengthening Technical and Vocational Education and Training Project	18-Oct-16	Grant	Closed	ADF	TVET	25.0
56	LAO	50399-003	Education for Employment Sector Development Program	24-Sep-19	Loan	Closed	COL	ESD SEC	10.0 40.0
57	MON	43007-023	Higher Education Reform Project	28-Jul-11	Loan	Closed	COL	TER	20.0
58	MON	45010-002	Skills for Employment	16-Dec-14	Loan	Closed	COL	SEC	6.6

Project Count	Country	Project Number	Project Name	Approval	Product Type	Status	Fund Source	Sub sector	Approval ($ million)
								TVET	18.4
59	MON	50091-002	Sustaining Access to and Quality of Education during Economic Difficulties	20-Nov-17	Loan	Active	OCR	PPP	27.0
								SEC	23.0
60	MON	48076-002	Ensuring Inclusiveness and Service Delivery for Persons with Disabilities	28-Nov-17	Loan	Active	COL	PPP	7.5
61	MON	45007-009	Ulaanbaatar Urban Services and Ger Areas Development Investment Program - Tranche 3	26-Jun-20	Loan	Active	COL	ESD	2.9
62	MYA	48431-003	Equipping Youth for Employment Project	28-Nov-16	Loan	Active	COL	ESD	6.0
								SEC	65.5
								TVET	27.0
63	NEP	35174-082	School Sector Program	22-Nov-11	Grant	Closed	ADF	ESD	16.3
								NFE	16.3
								PPP	16.3
								SEC	16.3
64	NEP	38176-015	Skills Development Project	25-Jun-13	Grant	Closed	ADF	TVET	20.0
65	NEP	49215-001	Earthquake Emergency Assistance Project	24-Jun-15	Loan	Closed	COL	PPP	50.0
								SEC	30.0
66	NEP	49424-001	Supporting School Sector Development Plan	02-Nov-16	Loan	Closed	COL	ESD	36.0
								SEC	84.0
67	NEP	51190-001	Disaster Resilience of Schools Project	10-Sep-18	Grant	Active	ADF	ESD	10.0
					Loan	Active	COL	ESD	148.9
68	NEP	49424-002	Supporting the School Education Sector Plan	06-Dec-22	Loan	Active	COL	ESD	200.0
69	PAK	45233-001	Social Protection Development Project	22-Oct-13	Loan	Closed	COL	TVET	7.0
70	PAK	45233-001	Social Protection Development Project - Additional Financing	04-Oct-19	Loan	Active	OCR	ESD	50.0
71	PAK	51126-002	Sindh Secondary Education Improvement Project	25-Oct-19	Loan	Active	COL	SEC	75.0
72	PAK	45233-007	Integrated Social Protection Development Program	08-Dec-21	Grant	Active	OCR	NFE	10.0
								PPP	120.0
								SEC	130.0
73	PAK	52069-001	Improving Workforce Readiness in Punjab	12-Dec-22	Loan	Active	COL	TVET	100.0
74	PAK	51126-004	Sindh Secondary Education Improvement Project, Additional Financing	05-Dec-23	Loan	NYE	COL	ESD	75.0
								SEC	200.0
75	PAL	47377-001	Super Typhoon Haiyan Response Project	18-Dec-13	Grant	Closed	APDRF	ESD	0.0
76	PHI	46420-002	KALAHI–CIDSS National Community-Driven Development Project	16-Dec-13	Loan	Closed	OCR	PPP	130.0
77	PHI	45089-002	Senior High School Support Program (formerly Education Improvement Sector Development Program)	15-Dec-14	Loan	Closed	OCR	SEC	300.0
78	PHI	43407-014	Social Protection Support Project (Additional Financing)	09-Feb-16	Loan	Active	OCR	ESD	225.0
79	PHI	49117-002	Facilitating Youth School-to-Work Transition Program (Subprogram 1)	23-May-17	Loan	Closed	OCR	TVET	100.0
80	PHI	45089-004	Secondary Education Support Program	23-May-19	Loan	Active	OCR	SEC	300.0
81	PHI	49117-003	Facilitating Youth School-to-Work Transition Program (Subprogram 2)	03-Dec-19	Loan	Closed	OCR	TVET	150.0
82	PHI	52257-001	Expanded Social Assistance Project	10-Jun-20	Loan	Active	OCR	ESD	250.0
83	PHI	49117-004	Facilitating Youth School-to-Work Transition Program (Subprogram 3)	26-Jul-21	Loan	Closed	OCR	TVET	150.0
84	PHI	54332-001	Supporting Innovation in Philippine Technical and Vocational Education Training System	05-Dec-22	Loan	Active	OCR	TVET	100.0
85	PHI	55300-001	Post-COVID-19 Business and Employment Recovery Program - Subprogram 1	26-Jan-23	Loan	Active	OCR	TVET	300.0
86	PNG	53083-001	Improved Technical and Vocational Education and Training for Employment	29-Nov-22	Loan	Active	COL	TVET	50.0
87	PRC	45511-006	Hunan Technical and Vocational Education and Training Demonstration Project	28-Jun-13	Loan	Closed	OCR	TVET	50.0

Project Count	Country	Project Number	Project Name	Approval	Product Type	Status	Fund Source	Sub sector	Approval ($ million)
88	PRC	46047-002	Guangxi Nanning Vocational Education Demonstration Project	13-Dec-13	Loan	Closed	OCR	PPP	0.1
								TVET	49.6
89	PRC	46062-002	Gansu Baiyin Integrated Urban Development Project	28-Nov-14	Loan	Closed	OCR	TVET	2.6
90	PRC	47009-002	Guangxi Baise Vocational Education Development	08-Dec-14	Loan	Closed	OCR	TVET	50.0
91	PRC	48101-003	Guizhou Vocational Education Development Program	08-Dec-15	Loan	Closed	OCR	TVET	150.0
92	PRC	49232-001	Beijing-Tianjin-Hebei Air Quality Improvement-Hebei Policy Reforms Program	10-Dec-15	Loan	Closed	OCR	ESD	1.7
93	PRC	49028-002	Hebei Elderly Care Development Project	06-Jun-17	Loan	Active	OCR	ESD	20.0
94	PRC	49308-002	Guangxi Modern Technical and Vocational Education and Training Development Demonstration	20-Sep-17	Loan	Active	OCR	TVET	250.0
95	PRC	49029-002	Xinjiang Changji Integrated Urban-Rural Infrastructure Demonstration	25-Sep-17	Loan	Active	OCR	TVET	7.2
96	PRC	49310-002	Yunnan Lincang Border Economic Cooperation Zone Development Project	10-Dec-18	Loan	Active	OCR	PPP	25.0
97	PRC	49309-002	Hubei Yichang Comprehensive Elderly Care Demonstration Project	13-Dec-18	Loan	Active	OCR	TVET	30.0
98	PRC	51189-001	Sichuan Ziyang Inclusive Green Development Project	13-Dec-18	Loan	Active	OCR	TVET	24.1
99	PRC	50222-002	Chongqing Innovation and Human Capital Development Project	19-Mar-20	Loan	Active	OCR	TVET	117.0
100	PRC	51434-001	Jiangxi Shangrao Early Childhood Education Demonstration Program	13-Oct-20	Loan	Active	OCR	PPP	95.0
101	PRC	53052-001	Hunan Miluo River Disaster Risk Management and Comprehensive Environment Improvement	27-Nov-20	Loan	Active	OCR	ESD	4.2
102	PRC	53060-001	Shaanxi Xi'an Preschool Education Development Program	04-Jun-21	Loan	Active	OCR	PPP	150.0
103	PRC	51384-001	Guangxi Hezhou Environment Restoration and Sustainable Development Project	12-Nov-21	Loan	Active	OCR	NFE	2.2
				12-Nov-21				TVET	2.2
104	REG	42291-025	Higher Education in the Pacific Investment Program - Tranche 1	15-Jun-12	Loan	Closed	COL	TER	2.6
105	REG	42291-028	Higher Education in the Pacific Investment Program - Tranche 1 (Additional Financing)	14-May-14	Loan	NYE	COL	TER	1.0
106	REG	42291-026	Higher Education in the Pacific Investment Program - Tranche 2	21-Oct-16	Loan	Active	COL	TER	15.4
107	REG	49456-002	Improving the Quality of Basic Education in the North Pacific	03-Jul-17	Grant	Active	ADF	PPP	13.0
108	SOL	55050-002	Senior Secondary Education Improvement Project	01-Dec-23	Grant	NYE	ADF	SEC	35.0
					Loan	NYE	COL	SEC	8.0
109	SRI	39293-037	Education Sector Development Program	27-Jun-13	Loan	Closed	COL	ESD	50.0
							OCR	ESD	50.0
							COL	SEC	50.0
							OCR	SEC	50.0
110	SRI	42251-018	Skills Sector Enhancement Program	28-Mar-14	Loan	Closed	COL	TVET	50.0
111	SRI	42251-018	Skills Sector Enhancement Program - Additional Financing	28-Mar-18	Loan	Active	OCR	TVET	50.0
							COL	TVET	60.0
							OCR	TVET	40.0
112	SRI	50275-002	Science and Technology Human Resource Development Project	30-Aug-18	Loan	Active	COL	TER	62.0
							OCR	TER	83.0
113	SRI	52203-001	Secondary Education Sector Improvement Program	01-Dec-20	Loan	Active	OCR	SEC	400.0
114	TAJ	46535-001	Strengthening Technical and Vocational Education and Training	09-Nov-15	Grant	Closed	ADF	TVET	15.0
					Loan	Closed	COL	TVET	15.0
115	TAJ	51011-003	Skills and Employability Enhancement Project	30-Jun-20	Grant	Active	ADF	TVET	30.0
116	TAJ	54299-001	Improving Science, Technology, Engineering and Mathematics Secondary Education Project	07-Dec-23	Grant	NYE	ADF	ESD	7.0
								SEC	27.2
								TER	5.8
117	TIM	45139-001	Mid-Level Skills Training Project	07-Dec-11	Grant	Closed	ADF	TVET	12.0
118	TON	48192-001	Cyclone Ian Recovery Project	16-May-14	Grant	Closed	ADF	ESD	2.2

Project Count	Country	Project Number	Project Name	Approval	Product Type	Status	Fund Source	Sub sector	Approval ($ million)
119	UZB	51012-003	Skills Development for a Modern Economy Project	11-Dec-20	Loan	Active	COL	TVET	93.0
120	UZB	42007-020	Small and Medium-Sized Enterprises Development Program (Subprogram 1)	09-Dec-21	Loan	Closed	COL	TVET	10.0
121	UZB	42007-021	Small and Medium-Sized Enterprises Development Program (Subprogram 2)	06-Dec-23	Loan	Active	OCR	TVET	10.0
122	VIE	42079-013	University of Science and Technology of Hanoi Development (New Model University) Project	25-Apr-11	Loan	Active	COL OCR	TER TER	20.0 170.0
123	VIE	42275-013	Second Upper Secondary Education Development Project	31-Oct-12	Loan	Closed	COL	SEC	90.0
124	VIE	46066-002	Second Lower Secondary Education for the Most Disadvantaged Areas Project	27-Nov-14	Loan	Active	COL	SEC	80.0
125	VIE	47140-002	Second Secondary Education Sector Development Program	08-Dec-16	Loan	Closed	COL	ESD	100.0
126	VIE	49122-004	Skills and Knowledge for Inclusive Economic Growth Project	11-Dec-18	Loan	Active	COL	TVET	75.0
127	VIE	40354-017	Second Health Human Resource Development Project (SHHRDP)	12-Dec-18	Loan	NYE	COL	TER	40.0

ADF = Asian Development Fund, AFG = Afghanistan, ARM = Armenia, AZE = Azerbaijan, BAN = Bangladesh, BHU = Bhutan, CAM = Cambodia, COL = concessional ordinary capital resources loan; ESD = education sector development, GEO = Georgia, IND = India, INO = Indonesia, KGZ = Kyrgyz Republic, LAO = Lao People's Democratic Republic, MON = Mongolia, MYA = Myanmar, NEP = Nepal, NFE = non-formal education, NYE = not yet effective, OCR = ordinary capital resources, PAK = Pakistan, PAL = Palau, PHI = Philippines, PNG = Papua New Guinea, PPP = pre=primary and primary education, PRC = People's Republic of China, REG = regional, SEC = secondary education, SOL = Solomon Islands, SRI = Sri Lanka, TAJ = Tajikistan, TER =tertiary education,TIM = Timor-Leste, TON = Tonga, TVET = technical and vocational education and training, UZB = Uzbekistan, VIE = Viet Nam.
Source: Asian Development Bank. Education Dashboard.

Table A1.2. List of Technical Assistance, 2011–2023

TA Count	Country	Project Number	Project Name	Approval	Type	Status	Fund Source	Sub sector	Approval ($ million)
1	ARM	49078-001	Seismic Safety Improvement Program	22-Sep-15	CDTA	Closed	TASF	ESD	0.16
2	ARM	51129-001	Social Sectors Reform Program	07-Dec-17	TRTA	Active	TASF	ESD	0.70
3	ARM	54329-001	Distance Education for Resilience Project in Armenia	06-Aug-20	KSTA	Active	TASF	ESD	0.60
4	AZE	54295-002	Preparing the Modernizing Vocational Education and Training for Economic Diversification Sector Development Program (MVESDP)	25-May-22	TRTA	Active	TASF	ESD TVET	0.40 0.35
5	BAN	45181-001	Public Private Partnership in Higher Education	06-Dec-11	CDTA	Closed	TASF	TER	0.23
6	BAN	40448-012	Teaching Quality Improvement II in Secondary Education	14-Dec-11	TRTA	Active	JSF	PPP SEC	0.10 0.40
7	BAN	42478-023	Supporting Implementation of the Bangladesh Climate Change Strategy and Action Plan (Subproject 2)	16-May-12	CDTA	Closed	JSF	TVET	0.74
8	BAN	44213-012	Secondary Education Sector Investment Program	28-Aug-12	PPTA	Closed	TASF	PPP SEC	0.55 0.23
9	BAN	46456-002	Supporting Education and Skills Development Investment Programs	04-Dec-13	CDTA	Closed	TASF	SEC TVET	0.50 0.50
10	BAN	50140-001	Human Resource Development for Information Technology Engineers	24-Aug-16	TRTA	Closed	TASF	TER	0.33
11	BAN	42122-015	Support to Primary Education Development	13-Dec-16	TRTA	Closed	TASF	PPP	0.80
12	BAN	44213-019	Improving Secondary Education Sector Management	07-Dec-17	TRTA	Closed	TASF	SEC	1.00
13	BAN	52102-001	Capacity Building for Improving Portfolio Performance	09-Aug-18	TRTA	Active	TASF	TVET	0.55
14	BAN	46290-001	Capacity Building of Management in Education and Skills Programs (Supplementary)	12-Jul-19	TRTA	Closed	TASF	ESD	0.30
15	BAN	53320-001	Support to Tertiary Education Development	09-Oct-19	TRTA	Active	TASF	TER	1.00
16	BAN	42466-018	Supporting Technical Education and Skills Development Facility	27-Apr-20	TRTA	Active	TASF	TVET	2.75
17	BAN	56088-001	Supporting Education Sector Projects	06-Sep-22	TRTA	Active	TASF	PPP	0.65

TA Count	Country	Project Number	Project Name	Approval	Type	Status	Fund Source	Sub sector	Approval ($ million)
								SEC	0.85
18	BAN	50192-003	Support to Quality Enhancement in Primary Education (Supplementary)	29-Sep-22	TRTA	Active	TASF	PPP	0.50
19	BHU	50296-001	Education and Skills Development Project	15-Dec-16	PPTA	Closed	TASF	TVET	0.93
20	BHU	54464-002	Support to Skills Development Reform	21-Sep-21	TRTA	Active	TASF	TVET	0.50
21	CAM	46064-001	Strengthening Technical and Vocational Education and Training Project II	17-Dec-12	PPTA	Closed	TASF	TVET	0.90
22	CAM	47136-002	Strengthening Secondary Education and Teaching of Math and Science	16-Dec-13	PPTA	Closed	TASF	SEC	0.80
23	CAM	47136-003	Accelerating Policy Reforms in Secondary Education	23-Sep-16	PATA	Closed	TASF	ESD	1.00
24	CAM	50394-001	Skills for Competitiveness Project	18-Nov-17	TRTA	Closed	TASF	TVET	1.20
25	CAM	57174-002	Project Preparation - Secondary Education for Human Capital Competitiveness Program	07-Dec-23	TRTA	Active	TASF	SEC	0.50
26	GEO	52339-002	Modern Skills for Better Jobs Sector Development Program	21-Aug-19	TRTA	Active	TASF	SEC TVET	0.14 1.06
27	GEO	53226-001	Developing Anaklia Regional Development Initiative	19-Sep-19	KSTA	Canceled	TASF	TVET	0.03
28	GEO	55312-001	Georgia: Support for General Education Reforms (Secondary Education)	29-Sep-21	KSTA	Closed	TASF	SEC	0.23
29	GEO	54296-002	Preparing the Improving Learning Outcomes in Secondary Education Sector Development Program	21-Oct-22	TRTA	Active	TASF	ESD	0.78
30	IND	45179-001	Skill Development for Inclusive Growth	19-Dec-11	CDTA	Closed	TASF	NFE TVET	0.55 0.55
31	IND	46166-002	Supporting Human Capital Development in Meghalaya	30-May-12	PPTA	Closed	TASF	SEC TVET	0.10 0.13
32	IND	47334-003	Supporting Additional Skill Acquisition Program in Kerala	12-Dec-13	PPTA	Closed	TASF	ESD TVET	0.11 0.11
33	IND	46462-002	Odisha Skills Development Project	17-Dec-13	PPTA	Closed	TASF	TVET	0.73
34	IND	48230-001	Supporting Public-Private Partnerships for Infrastructure Development	15-Dec-14	CDTA	Closed	TASF	ESD	0.15
35	IND	49108-001	Supporting Skill Development in Himachal Pradesh	16-Dec-15	PPTA	Closed	TASF	TVET	0.88
36	IND	48493-001	Madhya Pradesh Skills Development Project	01-Dec-16	PPTA	Closed	TASF	TVET	0.98
37	IND	43459-013	Capacity Building for Project Design, Implementation and Evaluation	06-Nov-18	TRTA	Active	TASF	ESD	0.45
38	IND	52140-001	Strategic Interventions for Economic Transformation – Strengthening Knowledge for Enhancing Development Outcomes	06-Dec-18	KSTA	Active	TASF	TVET	1.00
39	IND	53277-001	Supporting Education and Skills Development Facility	04-Nov-19	TRTA	Active	TASF	ESD	1.75
40	IND	53277-002	Supporting the Development of Higher-Level Skills and Entrepreneurship	13-Dec-21	TRTA	Active	CLCF	TER	0.15
41	IND	55336-001	Supporting New Infrastructure Development through Public Private Partnerships and Implementation Monitoring of National Infrastructure Pipeline	02-Feb-22	KSTA	Active	TASF	ESD TER	0.25 0.07
42	INO	50395-001	Preparing the Advanced Knowledge and Skills for Sustainable Growth Project	23-Oct-17	TRTA	Closed	TASF	TER	0.80
43	INO	57205-001	Strengthening Country Program Development and Delivery	05-Dec-23	KSTA	Active	TASF	TER	0.13
44	KAZ	54265-001	COVID-19 Solidarity Fund for Kazakhstan	11-Dec-20	KSTA	Active	TASF	ESD TVET	0.25 0.29
45	KGZ	46537-001	Strengthening the Education System Sector Development Program	01-Jul-13	PPTA	Closed	TASF	ESD	0.75
46	KGZ	50024-001	Skilling and Entrepreneurship for Inclusive Growth Sector Development Program	22-Oct-16	PPTA	Closed	TASF	ESD TVET	0.38 0.38
47	KGZ	52337-002	Preparing the School Education Reform Sector Development Program	11-Nov-19	TRTA	Closed	TASF	ESD SEC	0.41 0.35
48	LAO	43114-012	National Integrated Water Resources Management Support Project	16-Feb-11	CDTA	Closed	TASF	TER	0.10

TA Count	Country	Project Number	Project Name	Approval	Type	Status	Fund Source	Sub sector	Approval ($ million)
49	LAO	43120-013	Improving Sanitary and Phytosanitary (SPS) Handling in Greater Mekong Subregion Trade	26-Jun-12	CDTA	Closed	TASF	TER	0.15
50	LAO	46068-001	Support for the Human Resource Development Strategy	12-Dec-12	PATA	Closed	TASF	NFE	0.03
								PPP	0.03
								SEC	0.05
								TVET	0.30
								TER	0.50
51	LAO	48127-001	Second Strengthening Higher Education Project	18-Dec-14	PPTA	Closed	TASF	TER	1.45
52	LAO	42278-023	Second Technical and Vocational Education Development Project	25-Sep-15	PPTA	Closed	TASF	TVET	0.50
53	MON	51123-001	Strengthening Systems for Promoting Science, Technology, and Innovation	15-Sep-17	KSTA	Closed	TASF	TER	0.25
54	MON	52013-001	Research University Sector Development Program	03-Dec-18	TRTA	Closed	TASF	TER	0.55
55	MON	55047-001	Supporting the Implementation of Education Sector Medium-Term Development Plan	15-Nov-21	KSTA	Active	TASF	ESD	0.05
56	MON	55047-002	Supporting Post-COVID-19 Recovery in Education Sector	10-Dec-21	KSTA	Active	TASF	ESD	0.50
57	MON	56167-002	Preparing the Education Sector Results-Based Lending Program	12-Dec-22	TRTA	Active	TASF	PPP	0.40
								TVET	0.40
58	MON	56366-001	Improving Safeguard Planning and Implementation in Mongolia	15-Dec-22	TRTA	Active	TASF	ESD	0.05
59	MYA	46369-001	Support for Education Sector Planning	10-Oct-12	CDTA	Closed	TASF	ESD	0.20
60	MYA	46478-001	Strengthening Civil Society Participation in ADB-Financed Operations	11-Dec-12	PATA	Closed	TASF	ESD	-
								NFE	-
								PPP	0.01
								SEC	-
								TVET	-
								TER	-
61	MYA	46484-001	Support to the Preparation and Dissemination of the Myanmar Gender Situational Analysis	17-Dec-12	PATA	Closed	TASF	ESD	-
								NFE	-
								PPP	-
								SEC	-
								TVET	-
								TER	-
62	MYA	47177-001	Support for Post-Primary Education Development	19-Jun-13	PATA	Closed	TASF	ESD	1.00
63	MYA	47158-001	Design of e-Governance Master Plan and Review of Information and Communication Technology Capacity in Academic Institutions	04-Jul-13	PATA	Closed	TASF	TER	0.10
64	MYA	48431-002	Preparing Youth for the Workplace Sector Development Program	19-Jun-15	PPTA	Closed	TASF	ESD	0.20
								SEC	1.00
								TVET	0.80
65	NEP	35174-082	Capacity Development for School Sector Program Implementation	22-Nov-11	CDTA	Closed	TASF	ESD	0.50
66	NEP	45192-001	Strengthening Higher Engineering Education	13-Dec-11	CDTA	Closed	TASF	TER	0.55
67	NEP	46433-001	Supporting Education and Skills Development	02-Dec-13	CDTA	Closed	TASF	ESD	0.50
								TVET	0.50
68	NEP	49215-001	Support for Project Implementation of the Nepal Earthquake Rehabilitation and Reconstruction Program	24-Jun-15	TRTA	Closed	TASF	PPP	2.80
69	NEP	45192-003	Strengthening Higher Engineering Education	16-Dec-15	PPTA	Closed	TASF	ESD	0.80
70	NEP	49424-001	Supporting Policies and Implementation in the School Sector	02-Nov-16	TRTA	Closed	TASF	ESD	0.15
								SEC	0.35

TA Count	Country	Project Number	Project Name	Approval	Type	Status	Fund Source	Sub sector	Approval ($ million)
71	NEP	54146-001	Knowledge Solutions and Institutional Strengthening for Sustainable Development	06-Nov-20	KSTA	Active	TASF	ESD	0.05
72	NEP	54153-001	Supporting for Human Capital Development Initiative (Supplementary)	07-Jun-21	TRTA	Active	TASF	ESD	1.50
73	NEP	49424-002	Enhanced Policy and Program Implementation in School Education	06-Dec-22	TRTA	Active	TASF	ESD	1.00
74	PAK	46913-012	TeleTaleem Project	21-Jun-12	PPTA	Closed	TASF	ESD	0.55
75	PAK	50311-001	Education Sector Assessment	14-Oct-16	PATA	Closed	TASF	ESD	0.23
76	PAK	51126-001	Sindh Secondary Education Improvement Project	27-Oct-17	TRTA	Closed	TASF	ESD	1.00
77	PAK	52069-002	Improving Workforce Readiness in Punjab	17-Apr-19	TRTA	Closed	TASF	TVET	0.84
78	PAK	45233-004	Integrated Social Protection Development Program	11-Dec-20	TRTA	Active	TASF	PPP	0.44
79	PAK	55289-001	Enabling Asset Leasing as a Financing Approach for Schools	08-Dec-21	KSTA	Closed	TASF	ESD	0.20
80	PAK	51126-005	Development of a Program Implementation Plan for the Sindh Education Impact Bond (SEIB)	17-Dec-21	TRTA	Active	TASF	SEC	0.23
81	PAK	56228-002	Support for Human and Social Development in Pakistan	24-Nov-23	TRTA	Active	TASF	ESD	0.50
82	PAK	51126-004	Supporting Reconstruction of Flood-Affected Schools in Sindh	05-Dec-23	TRTA	Active	TASF	ESD SEC	0.40 0.40
83	PHI	45089-001	Education Improvement Sector Development Program	09-Dec-11	PPTA	Closed	TASF	PPP SEC	0.75 0.75
84	PHI	46199-001	Enhancing Social Protection through Community-Driven Development Approach (Supplementary)	17-Jan-13	PATA	Closed	TASF	ESD	0.36
85	PHI	46420-001	Support for National Community-Driven Development Program	17-Jan-13	PPTA	Closed	TASF	PPP	0.08
86	PHI	45089-003	Secondary Education Support Program	28-Jan-16	PPTA	Active	TASF	SEC	3.78
87	PHI	43407-016	Strengthening Social Protection Reforms	09-Feb-16	TRTA	Active	TASF	ESD TVET	1.00 0.40
88	PNG	53083-002	Preparing the Improved Technical Vocational Education and Training for Employment	19-Sep-19	TRTA	Active	TASF	TVET	1.15
89	PRC	45511-001	Technical and Vocational Education and Training Demonstration Project	09-Dec-11	PPTA	Closed	TASF	TVET	1.10
90	PRC	45069-001	Strengthening Technical and Vocational Education and Training for Development of Priority Sectors in Shaanxi Province	20-Jun-12	PATA	Closed	TASF	TVET	0.50
91	PRC	46047-001	Guangxi Nanning Vocational Education Development Project	10-Sep-12	PPTA	Closed	TASF	TVET	0.75
92	PRC	46062-001	Gansu Baiyin Urban Development II Project	17-Jun-13	PPTA	Closed	TASF	TVET	0.14
93	PRC	47029-001	Shanxi Technical and Vocational Education and Training Development Project	04-Jul-13	PPTA	Closed	TASF	TVET	0.75
94	PRC	47009-001	Guangxi Baise Vocational Education Development Project	04-Sep-13	PPTA	Closed	TASF	TVET	0.50
95	PRC	47032-001	Technical and Vocational Education and Training Management Capacity Building in Hunan	26-Sep-13	CDTA	Closed	TASF	TVET	0.35
96	PRC	47035-001	Chongqing Vocational Training Information Management Platform Development	12-May-14	CDTA	Closed	TASF	TVET	0.40
97	PRC	48103-001	Policies for Promoting Employment of University Graduates	27-Jun-14	PATA	Closed	TASF	TER	0.50
98	PRC	48101-001	Guizhou Vocational Education Development Program	11-Aug-14	PPTA	Closed	TASF	TVET	0.60
99	PRC	49003-001	Social Work Services Policy and Delivery Modes for the Elderly with Special Difficulties	03-Jun-15	PATA	Closed	TASF	ESD	0.10
100	PRC	49029-001	Xinjiang Changji Integrated Urban-Rural Infrastructure Demonstration	06-Jul-15	PPTA	Closed	TASF	TVET	0.10
101	PRC	49028-001	Hebei Elderly Care Development Project	20-Nov-15	PPTA	Closed	TASF	ESD	0.15
102	PRC	48101-003	Guizhou Vocational Education Development Program	08-Dec-15	CDTA	Closed	TASF	TVET	0.60
103	PRC	49308-001	Guangxi Modern Technical and Vocational Education and Training Development Program	18-Apr-16	PPTA	Closed	TASF	TVET	0.50

TA Count	Country	Project Number	Project Name	Approval	Type	Status	Fund Source	Sub sector	Approval ($ million)
104	PRC	50034-001	Vocational Education-Enterprise Collaboration for Student Employment-based Poverty Reduction in Gansu	14-Nov-16	PATA	Closed	TASF	ESD TVET	0.20 0.20
105	PRC	49309-001	Hubei Yichang Comprehensive Elderly Care Demonstration Project	23-Nov-16	PPTA	Closed	TASF	ESD	0.09
106	PRC	50354-001	Policy and Social Work Services for Vulnerable Children	23-Aug-17	KSTA	Closed	TASF	ESD	0.08
107	PRC	49308-002	Support for the Guangxi Modern Technical and Vocational Education and Training Development	20-Sep-17	TRTA	Closed	TASF	TVET	0.60
108	PRC	51020-001	Preparing Regional Cooperation and Integration Projects	06-Oct-17	TRTA	Closed	RCIF	PPP SEC	0.10 0.10
	PRC		Preparing Regional Cooperation and Integration Projects (Supplementary)	17-Apr-18	TRTA	Closed	TASF	PPP SEC	0.10 0.10
109	PRC	50357-001	Accelerating the Reform of Application-Oriented Undergraduate Programs at Local Universities in Yunnan Province	14-May-18	KSTA	Closed	TASF	TER	0.40
110	PRC	51382-002	Shanxi Technical and Vocational Education and Training Development Demonstration Project	19-Jul-18	TRTA	Closed	TASF	TVET	0.25
111	PRC	51434-002	Jiangxi Shangrao Early Childhood Education Demonstration Project	15-Sep-18	TRTA	Closed	TASF	PPP	0.35
112	PRC	53031-001	Preparing Urban and Social Development Projects	08-May-19	TRTA	Active	TASF	PPP TVET TER	0.45 0.02 0.02
113	PRC	52237-001	Developing Students' Core Competencies and Reducing Rural-Urban Disparities in Primary Education through the Use of Information and Communication Technology	11-Jun-19	KSTA	Closed	TASF	PPP	0.30
114	PRC	53101-001	Sharing ADB's Operational Knowledge in Technical and Vocational Education and Training in the PRC with CAREC Member Countries	27-Nov-19	KSTA	Closed	TASF	TVET	0.20
115	PRC	54349-001	Enhancing Skills Development System to Cultivate New Generation Farmers to Promote Rural Revitalization in Gansu Province	19-Nov-20	KSTA	Active	TASF	NFE TVET	0.12 0.13
116	PRC	49308-004	Supporting the Implementation and Knowledge Sharing of the Guangxi Modern Technical and Vocational Education and Training Development Demonstration Project	27-Apr-23	TRTA	Active	TASF	TVET	0.11
117	PRC	57102-001	Improving Home- and Community-Based Elder Care Service Practice Standards and Training in Guangxi Zhuang Autonomous Region	06-Dec-23	KSTA	Active	TASF	TER	0.10
118	REG	45132-001	Promotion of Good Practices in ICT for Education in Central and West Asia Region	03-Jun-11	PATA	Closed	TASF	ESD	0.11
119	REG	45193-001	Learning from e-Learning: Testing Intelligent Learning Systems in South Asian Countries	06-Sep-11	RDTA	Closed	TASF	SEC TVET	0.11 0.11
120	REG	45103-001	Education and Skills for Inclusive Growth and Green Jobs	03-Oct-11	RDTA	Closed	TASF	TVET TER	0.48 0.48
121	REG	45154-001	Selected Evaluation Studies for 2011	13-Oct-11	RDTA	Closed	TASF	ESD	0.14
122	REG	45379-001	Support for ASEAN Leaders Forum on Human Resource Development Towards an Integrated ASEAN Community	07-Dec-11	PATA	Closed	TASF	ESD	0.23
123	REG	45160-001	Establishing Global Research Alliances (Phase 2)	08-Dec-11	RDTA	Closed	TASF	ESD	0.17
124	REG	45375-001	Improving Employment Outcomes	08-Dec-11	RDTA	Closed	TASF	SEC TVET TER	0.27 0.27 0.27
125	REG	45282-001	Strengthening Knowledge-Driven Development in South Asia	14-Dec-11	CDTA	Closed	TASF	ESD	0.23
126	REG	46306-001	Strengthening Gender Capacity in SERD DMCs	14-Aug-12	CDTA	Closed	TASF	ESD	-

TA Count	Country	Project Number	Project Name	Approval	Type	Status	Fund Source	Sub sector	Approval ($ million)
								NFE	-
								PPP	-
								SEC	-
								TVET	-
								TER	-
127	REG	46247-001	Asia's Knowledge Economies: Next Policy Agenda	27-Aug-12	RDTA	Closed	TASF	TER	0.43
128	REG	46075-001	Supporting Evaluation Outreach, Knowledge-Sharing, and Partnerships for Select Developing Member Countries	07-Dec-12	CDTA	Closed	TASF	ESD	0.04
129	REG	46366-001	Results Based Strategy and Sector Planning in the Pacific	12-Dec-12	CDTA	Closed	TASF	ESD	0.15
130	REG	46470-002	Preparing for Climate Action South Asia	14-Dec-12	CDTA	Closed	TASF	SEC	0.03
131	REG	47068-001	Selected Evaluation Studies for 2013	19-Apr-13	RDTA	Closed	TASF	PPP	0.25
132	REG	47211-001	Partnership for Innovation in Education in Asia and the Pacific	11-Nov-13	PATA	Closed	TASF	ESD	0.40
133	REG	47308-001	Higher Education Assessment	15-Nov-13	CDTA	Closed	TASF	TER	0.23
134	REG	46071-001	Implementing the Greater Mekong Subregion Human Resource Development Strategic Framework and Action Plan (Phase 2)	09-Dec-13	PATA	Closed	RCIF	ESD	0.40
							TASF	TVET	0.25
							RCIF	TER	0.11
							TASF	TER	0.25
							TASF	ESD	0.25
135	REG	46240-001	Inclusive Business Support	10-Dec-13	CDTA	Closed	TASF	ESD	0.04
136	REG	46505-001	National Education Planning and Management	12-Dec-13	CDTA	Closed	TASF	ESD	0.70
137	REG	47156-001	Supporting the Operationalization of Community-Driven Development in Developing Member Countries	16-Dec-13	CDTA	Closed	TASF	PPP	0.02
138	REG	48117-001	Selected Evaluation Studies for 2014	21-May-14	RDTA	Closed	TASF	ESD	0.06
								NFE	0.06
								PPP	0.03
								SEC	0.06
								TVET	0.03
139	REG	48201-001	Key Indicators for Asia and the Pacific 2016	05-Dec-14	RDTA	Closed	TASF	ESD	0.10
140	REG	48242-004	Knowledge for Solutions - South-South Knowledge Sharing Program (Subproject 2)	08-Dec-14	CDTA	Closed	TASF	ESD	0.08
141	REG	48242-006	Knowledge for Solutions - Partnerships-Centers of Excellence (Subproject 1)	08-Dec-14	CDTA	Closed	TASF	ESD	0.11
142	REG	46154-001	Improving the Performance of Labor Markets in the Pacific	12-Dec-14	PATA	Closed	TASF	NFE	0.07
								TVET	0.23
								TER	0.07
143	REG	48909-001	Enhancing Development Effectiveness of Private Sector Operations	15-Dec-14	CDTA	Active	TASF	TER	0.24
144	REG	48345-001	Sector and Thematic Analyses in Policy Development	16-Dec-14	KSTA	Closed	TASF	ESD	0.13
145	REG	48450-001	Selected Evaluation Studies for 2015	13-Jul-15	RDTA	Closed	TASF	ESD	0.03
								PPP	0.01
								SEC	0.02
								TVET	0.02
								TER	0.01
146	REG	49248-001	Helping Transform Asia and the Pacific: Support for ADB's New Corporate Strategy	02-Oct-15	PATA	Closed	TASF	ESD	0.01
								NFE	0.01
								PPP	0.01
								SEC	0.01
								TVET	0.01

TA Count	Country	Project Number	Project Name	Approval	Type	Status	Fund Source	Sub sector	Approval ($ million)
								TER	0.01
147	REG	49150-001	Knowledge Development Support for Southeast Asia	22-Oct-15	PATA	Closed	TASF	ESD	0.20
								TVET	0.25
148	REG	49396-001	Enhancing Gender Equality Results in the Southeast Asian DMCs	30-Oct-15	CDTA	Closed	TASF	ESD	0.02
								NFE	0.02
								PPP	0.02
								SEC	0.02
								TVET	0.02
								TER	0.02
149	REG	49242-001	Unlocking Innovation for Development	09-Dec-15	RDTA	Closed	TASF	PPP	0.50
150	REG	49218-001	Key Indicators for Asia and the Pacific 2017	11-Dec-15	RDTA	Closed	TASF	ESD	0.12
151	REG	49444-001	Building Project Implementation Capacities in the Pacific	18-Mar-16	CDTA	Closed	TASF	ESD	0.21
152	REG	49456-001	Improving the Quality of Basic Education in the North Pacific	18-Apr-16	PPTA	Closed	TASF	PPP	0.50
153	REG	50250-001	Regional Project Development Support for the South Asia Subregional Economic Cooperation Operational Plan, 2016-2025	15-Nov-16	CDTA	Closed	TASF	ESD	0.50
154	REG	50160-002	Key Indicators for Asia and the Pacific 2018-2020 – Key Indicators for Asia and the Pacific 2018 (Subproject 1)	25-Nov-16	RDTA	Closed	TASF	ESD	0.12
155	REG	46186-005	Country Diagnostic Studies in Selected Developing Member Countries (Subproject 3)	05-Jun-17	KSTA	Closed	TASF	TVET	0.15
156	REG	50375-001	Strategies for Financing Social Protection to Achieve Sustainable Development Goals in DMCs	12-Jul-17	KSTA	Active	TASF	ESD	0.20
								TVET	0.20
157	REG	50042-001	Strengthening Women's Resilience to Climate Change and Disaster Risk in Asia and the Pacific	28-Jul-17	KSTA	Closed	TASF	TVET	0.42
158	REG	50367-001	Sharing Development Knowledge Solutions in Asia and the Pacific	26-Sep-17	KSTA	Closed	TASF	TVET	0.07
159	REG	47136-005	Supporting Education and Health Sector Programs Facility	03-Oct-17	TRTA	Active	TASF	ESD	1.15
								SEC	1.20
								TVET	1.30
								TER	0.35
160	REG	50160-006	Key Indicators for Asia and the Pacific 2018-2020 – Key Indicators for Asia and the Pacific 2019 (Subproject 2)	25-Oct-17	KSTA	Closed	TASF	ESD	0.12
161	REG	50121-001	Supporting Adaptation Decision Making for Climate Resilient Investments	02-Nov-17	KSTA	Active	TASF	ESD	0.04
								SEC	0.04
								TVET	0.10
162	REG	50361-001	Innovation in Education Sector Development in Asia and the Pacific	02-Nov-17	KSTA	Active	TASF	ESD	4.05
163	REG	51254-001	Almaty-Bishkek Economic Corridor Support	15-Dec-17	KSTA	Closed	RCIF	TVET	0.10
	REG			11-Oct-21	KSTA	Closed	TASF	TVET	0.10
164	REG	51303-001	Supporting Policy Research and Knowledge Exchange	15-Dec-17	KSTA	Closed	TASF	ESD	0.06
165	REG	50092-003	Selected Evaluation Studies and Outreach for 2017–2019 - Selected Evaluation Studies and Outreach for 2018–2019 (Subproject 2)	20-Dec-17	KSTA	Closed	TASF	NFE	0.03
								PPP	0.03
								SEC	0.03
								TVET	0.03
								TER	0.03
166	REG	46186-006	Country Diagnostic Studies in Selected Developing Member Countries (Subproject 4)	19-Mar-18	KSTA	Closed	TASF	TVET	0.15
167	REG	52012-001	Enhancing ADB's Support for Social Protection to Achieve the Sustainable Development Goals	19-Jun-18	KSTA	Active	TASF	ESD	0.20
	REG			19-Jun-18				TVET	0.30
168	REG	52048-001		31-Jul-18	KSTA	Active	RCIF	ESD	0.16

TA Count	Country	Project Number	Project Name	Approval	Type	Status	Fund Source	Sub sector	Approval ($ million)
	REG		Implementing the Central Asia Regional Economic Cooperation 2030 Strategy for Sustainable Regional Development	27-Jun-22	KSTA	Active	TASF	ESD	0.26
169	REG	51332-001	Demonstrating Innovative Employment Solutions through Regional Knowledge-Sharing Partnerships with Youth Organizations	03-Aug-18	KSTA	Closed	TASF	TVET	0.08
170	REG	52299-001	Demonstrating Future Thinking and Foresight in Developing Member Countries	19-Oct-18	KSTA	Active	TASF	ESD	0.10
171	REG	52059-001	Strengthening Safeguards Management in Southeast Asia	19-Nov-18	KSTA	Active	TASF	SEC TVET	0.20 0.08
172	REG	50160-007	Key Indicators for Asia and the Pacific 2018-2020 - Key Indicators for Asia and the Pacific 2020 (Subproject 3)	22-Nov-18	KSTA	Closed	TASF	ESD	0.13
173	REG	52183-001	Strengthening Education in the Pacific Region	29-Nov-18	KSTA	Active	TASF	ESD PPP SEC TVET TER	0.19 0.19 0.19 0.09 0.09
174	REG	52214-001	Promoting Transformative Gender Equality Agenda in Asia and the Pacific	29-Nov-18	KSTA	Active	TASF	TVET	0.50
175	REG	52307-002	Support for Innovation and Technology Partnerships in Asia and the Pacific - Capturing and Sharing Technology Innovation Knowledge (Subproject 1)	18-Dec-18	KSTA	Closed	TASF	ESD	0.07
176	REG	46470-003	Sustaining Climate and Disaster Risk Resilient and Low Carbon Development in South Asia	24-Dec-18	TRTA	Active	TASF	ESD	0.15
177	REG	52335-001	Support for Human and Social Development in Southeast Asia	03-Apr-19	TRTA	Active	TASF	ESD TVET	1.37 0.50
178	REG	51301-001	Strengthening Human Resources and Leadership for Education	05-Apr-19	KSTA	Closed	TASF	ESD	0.75
179	REG	53116-001	Digital Development Facility for Asia and the Pacific	30-Aug-19	KSTA	Active	TASF	ESD	0.05
180	REG	53136-001	Improving Safeguard Implementation in South Asia	06-Nov-19	TRTA	Active	TASF	ESD	0.21
181	REG	53343-002	Mainstreaming Impact Evaluation Methodologies, Approaches, and Capacities in Selected Developing Member Countries - Subproject 1	19-Dec-19	KSTA	Active	TASF	ESD	0.25
182	REG	54201-001	Support to Address Outbreak of COVID-19 and Strengthen Preparedness for Communicable Diseases in South Asia	20-May-20	TRTA	Active	TASF	ESD	0.30
183	REG	54100-001	Quality Jobs and the Future of Work	30-Jun-20	KSTA	Active	TASF	TVET	0.50
184	REG REG REG	51178-001	Sustaining the Gains of Regional Cooperation in the Greater Mekong Subregion	10-Aug-20 10-Aug-20 30-Oct-17	KSTA KSTA KSTA	Closed Closed Closed	TASF RCIF TASF	ESD TVET TVET	0.03 0.04 0.06
185	REG	54305-001	Enhancing Gender Equality and Social Inclusion Results in South Asia Developing Member Countries	04-Sep-20	TRTA	Active	TASF	ESD	0.25
186	REG	53354-002	Supporting Evaluations for Development Effectiveness in Asia and the Pacific, 2020-2022 (Subproject 1)	24-Dec-20	KSTA	Active	TASF	ESD TVET	0.05 0.05
187	REG	55125-001	Advancing the Transformative Gender Equality Agenda in a Post-COVID-19 Asia and the Pacific	23-Jun-21	KSTA	Active	TASF	ESD	0.28
188	REG	55050-001	Preparing Pacific Education Sector Projects	13-Oct-21	TRTA	Active	TASF	ESD SEC TVET	0.45 0.65 2.30
189	REG	46186-008	Subproject 1: Economic Diagnostic Studies in Asia and the Pacific	26-Oct-21	KSTA	Active	TASF	TVET	0.10
190	REG	53354-003	Supporting Evaluations for Development Effectiveness in Asia and the Pacific, 2022-2023 (Subproject 2)	23-Dec-21	KSTA	Active	TASF	ESD	0.07

TA Count	Country	Project Number	Project Name	Approval	Type	Status	Fund Source	Sub sector	Approval ($ million)
191	REG	56126-001	Research on Reducing Learning Loss in Asia-Pacific	16-May-22	KSTA	Active	TASF	ESD	2.23
192	REG	56083-001	Promoting Learning and Innovation in Education to Future Proof Workforce	09-Jul-22	KSTA	Active	TASF	ESD SEC TVET TER	0.90 0.40 0.30 0.30
193	REG	56025-001	Delivering a Climate Change Strategy for Central and West Asia	26-Jul-22	KSTA	Active	TASF	ESD	0.48
194	REG	56206-001	Mainstreaming Knowledge Exchange in Asia and the Pacific	03-Aug-22	KSTA	Active	TASF	ESD	0.04
195	REG	54449-001	Policy Advice for COVID-19 Economic Recovery in Southeast Asia (Phase 2)	22-Aug-22	KSTA	Active	TASF	ESD	0.45
196	REG	56280-001	Youth Employment Studies (YES)	11-Dec-22	KSTA	Active	TASF	ESD	0.23
197	REG	53354-004	Supporting Evaluations for Development Effectiveness in Asia and the Pacific, 2023-2024 (Subproject 3)	15-Dec-22	KSTA	Active	TASF	ESD	0.25
198	REG	56089-001	Strengthening Vocational High Schools in South Asia	19-Dec-22	KSTA	Active Active	TASF	ESD TVET	0.07 0.20
199	REG	52335-002	Support for Human and Social Development in Southeast Asia - Phase 2	23-Dec-22	TRTA	Active	TASF	SEC TVET TER	0.55 0.38 1.25
200	REG	57054-001	Private Sector Data for Development	12-Jun-23	KSTA	Active	TASF	ESD	0.38
201	REG REG	56362-001	Advancing Gender Equality and Social Inclusion in South Asia Operations	16-Jun-23 16-Jun-23	TRTA	Active	JSF TASF	ESD ESD	0.30 0.20
202	REG	57064-001	Developing Inclusive and Resilient Social Protection Systems in Asia and the Pacific	23-Jun-23	KSTA	Active	TASF	TVET	0.20
203	REG	57149-001	Enhancing Social Safeguards Capacity in the Central and West Asia Region	04-Sep-23	KSTA	Active	TASF	PPP	0.10
204	REG	53343-004	Mainstreaming Impact Evaluation Methodologies, Approaches, and Capacities in Selected Developing Member Countries	24-Oct-23	KSTA	Active	TASF	ESD	0.30
205	REG	57279-002	Supporting Integrity Due Diligence for Private Sector Projects (Subproject 1)	10-Nov-23	TRTA	Active	TASF	ESD	0.04
206	REG	57234-001	Enhanced Diagnostics for Private Sector Development and Public–Private Partnerships	15-Dec-23	KSTA	Active	TASF	PPP SEC TER	0.04 0.04 0.04
207	REG	52335-003	Supporting Human and Social Development in Southeast Asia	19-Dec-23	TRTA	Active	TASF	SEC TVET TER	0.10 0.10 0.40
208	RMI	56192-002	Preparing the Youth Skills Development and Employment Project	05-Dec-22	TRTA	Active	TASF	NFE	0.50
209	SRI	39293-032	Education Sector Development Project	28-Jun-12	PPTA	Closed	TASF	SEC	0.55
210	SRI	39293-035	Human Capital Development Capacity and Implementation Support	03-Dec-12	CDTA	Closed	TASF	SEC TVET TER	0.78 0.78 0.78
211	SRI	47121-002	Capacity Development for Project Implementation	10-Dec-13	CDTA	Closed	TASF	ESD	0.03
212	SRI	54061-001	Support for Human Capital Development Initiative	09-Mar-20	TRTA	Active	TASF	ESD	2.30
213	SRI	48374-002	Improving Project Readiness and Portfolio Management - Phase II	18-Nov-20	TRTA	Active	TASF	ESD SEC	0.04 0.25
214	TAJ	51011-001	Skills and Competitiveness Sector Development Program	12-Nov-18	TRTA	Closed	TASF	TVET	0.80
215	TAJ	54299-002	Preparing Improving Science, Technology, Engineering and Mathematics Secondary Education Project	12-Aug-22	TRTA	Active	TASF	ESD SEC TER	0.25 0.50 0.25

TA Count	Country	Project Number	Project Name	Approval	Type	Status	Fund Source	Sub sector	Approval ($ million)
216	TIM	49178-001	Policy and Planning for Skills Development in Secondary Education	03-Dec-15	CDTA	Closed	TASF	ESD SEC TVET	0.20 0.40 0.40
217	TIM	51063-002	Policy and Planning Development for Public Investments, Subproject 1	21-Dec-17	TRTA	Active	TASF	TVET	0.10
218	TIM	51063-003	Project Preparation I - Workforce and Skills Development Project	27-Nov-23	TRTA	Active	TASF	TVET	0.40
219	UZB	51012-004	Preparing the Skills Development for a Modern Economy Project	12-Apr-19	TRTA	Closed	TASF	TVET	0.72
220	UZB	54031-002	Preparing the Science, Technology, Engineering and Mathematics in Secondary Education Project	29-Sep-21	TRTA	Active	TASF	ESD SEC	0.50 0.50
221	VAN	52184-001	Infrastructure and Public Financial Management Support Facility	14-Aug-18	TRTA	Active	TASF	NFE SEC	0.03 0.03
222	VIE	44265-012	Second Health Care in the Central Highlands	09-Dec-11	PPTA	Closed	TASF	TVET	0.20
223	VIE	46066-001	Second Lower Secondary Education for the Most Disadvantaged Areas Project	06-Nov-12	PPTA	Closed	TASF	PPP	0.80
224	VIE	49122-001	Skills and Knowledge for Inclusive Economic Growth Program	08-Dec-15	PPTA	Terminated	TASF	TVET	0.80

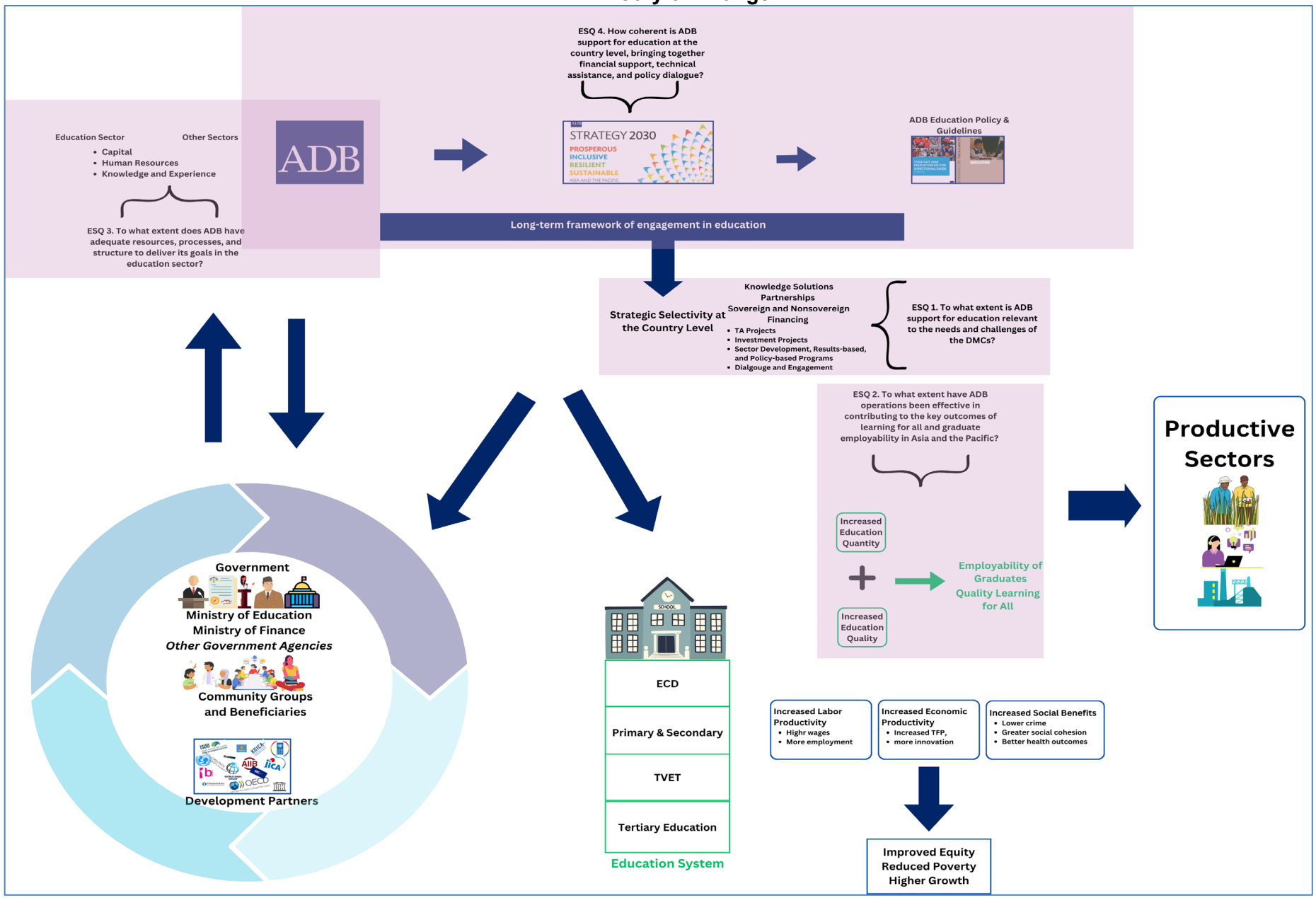
ARM = Armenia, AZE = Azerbaijan, BAN = Bangladesh, BHU = Bhutan, CAM = Cambodia, CDTA = capacity development technical assistance, ESD = education sector development, GEO = Georgia, IND = India, INO = Indonesia, JSF = Japan Special Fund, KAZ = Kazakshtan, KGZ = Kyrgyz Republic KSTA = knowledge support technical assistance, LAO = Lao People's Democratic Republic, MON = Mongolia, MYA = Myanmar, NEP = Nepal, NFE = non-formal education, PAK = Pakistan, PATA = policy advisory technical assistance, PHI = Philippines, PNG = Papua New Guinea, PPP = pre=primary and primary education, PPTA = project preparatory technical assistance, PRC = People's Republic of China, RDTA = research and development technical assistance, REG = regional, RMI = Republic of the Marshall Islands, SEC = secondary education, SRI = Sri Lanka, TAJ = Tajikistan, TASF = technical assistance special fund, TER =tertiary education, TIM = Timor-Leste, TRTA = transaction technical assistance, TVET = technical and vocational education and training, UZB = Uzbekistan, VAN = Vanuatu, VIE = Viet Nam.
Source: Asian Development Bank. Education Dashboard.

Table A1.3. List of Nonsovereign Operations, 2011–2023

Project Count	Country	Project No.	Project Name	Approval Year	Status	Product Modality	Fund Source	Project amount ($ million)	Sub sector	Amount ($ million)
1	India	47922-014	Rural Education Project	2014	Signed	Equity	OCR	2.0	NFE PPP	1.0 1.0
2	Regional	52301-001	Tertiary Education Project	2019	Signed	Direct Investment	OCR	10.0	TER	10.0
3	Regional	53230-001	Kaizen Private Equity II Pte. Ltd.	2019	Signed	Investment Fund	OCR	5.0	ESD	2.5
4	India	51346-001	Supporting Private Education Ecosystem, including Affordable Private Schools	2019	Approved	Direct Investment	OCR	9.6	ESD	4.8
5	Viet Nam	54044-001	Mekong Enterprise Fund IV L.P.	2020	Signed	Investment Fund	OCR	20.0	TER	5.0

ESD = education sector development, NFE = non-formal education, OCR = ordinary capital resources, PPP = pre=primary and primary education, SEC = secondary education, TER =tertiary education, TVET = technical and vocational education and training.
Source: Asian Development Bank. Education Dashboard.

APPENDIX 2. Theory of Change



Source: Independent Evaluation Department.

APPENDIX 3. Evaluation Methods

1. The evaluation will adopt a mixed-methods approach that triangulates qualitative and quantitative data collected from various sources with reference to the evaluation questions and its theory of change. This appendix presents a more detailed explanation of the methods that the evaluation will conduct.

2. **Secondary data analysis.** The evaluation will start with a broader context and background on learning outcomes in the region. To do that, the evaluation team will conduct analyses of secondary data which are available publicly (such as UNESCO Institute for Statistics, World Inequality Database on Education, Service Delivery Indicators Database, World Development Indicators, and EdStats). The analysis will focus on indicators on input (education spending, access, and quality), achievements (enrollment, transition, completion, and dropout), and performance (test scores, employability, and other labor market outcomes).

3. **Structured literature reviews.** The evaluation will review existing literature (academic papers and reports produced by development partners, governments, think thanks, etc.). The focus will be on: (i) the latest evidence, best practices, and other important contextual material in the pursuit of education quality and enhanced learning outcomes; (ii) the role of coronavirus disease (COVID-19) in exacerbating an already challenging situation (for example, with reference to learning loss, mitigation strategies, long-term impacts, etc.) not only in already vulnerable countries but also in countries that may have been performing relatively well before the pandemic; (iii) the extent, role and contributions of private education in Asia and the Pacific; and (iv) evaluation reports published by IED and other international organizations identifying lessons learned.

4. **Document review.** The evaluation will conduct a review of ADB strategic documents relevant to the education sector. The evaluation will specifically assess strategy at the corporate and country level. This will include reviewing ADB education sector policy and strategy, country partnership strategy, sector assessments, knowledge products, and other relevant materials, to learn how and ADB has supported the achievement of education quality and learning outcomes. A structured review of country partnership strategies (CPSs) and sector strategies will be undertaken to breadth and depth of diagnostics and direction for the sector at the country level.

5. **Review of internal resources.** The evaluation will assess whether ADB's organizational structure and education sector expertise in the Climate Change and Sustainable Department (CCSD), Sector and Thematic Group (STG), the education focal persons in the regional departments, the Procurement, Portfolio and Financial Management Department (PPFD), resident missions, and Private Sector Operations Department (PSOD), as well as in the other identified education resources, are set up for delivery. Specific emphasis will be given to technical and organizational capacity to introduce, replicate and mainstream innovations and new initiatives on education support within the ADB portfolio as per the Strategy 2030 objectives. The evaluation will also look at how the New Operating Model (NOM) will change and potentially improve ADB's operation in education.

6. **Portfolio review.** The evaluation will analyze ADB's sovereign and nonsovereign portfolio in education from 2011–2023, looking at the trend by key activities, region and country, subsector, interaction with other sectors, lending instruments, and other parameters. Depending on the availability of data, the evaluation may undertake statistical analysis to examine the determinants of project performance. The evaluation will also review technical assistance (TA) projects in terms of policy, capacity, innovation, and how they support partnerships, knowledge exchange, and regional cooperation.

7. As of 2023, ADB had 45 active core education operations, while 42 have closed. Of the 42 closed operations, IED has validated 18. The evaluation will review each ADB operation, primarily through a document review to understand the nature of ADB's focus on education across subsectors, developing member countries (DMCs), and other classification. IED will develop protocols to review project and evaluation, and in some cases, interviews with ADB and DMC staff. These protocols will include:

- **Financing modalities, inputs and activities supported by ADB operations**, to understand the scope and focus of ADB funding.
- **Review of policy dialogue, partnerships, and technical assistance**, based on back-to-office reports, to understand the extent of ADB's support for knowledge solutions and its convening power in the education sector.
- **Review of design and monitoring frameworks and project objectives**, to examine the extent and ambition of ADB's targets and objectives.

8. **Historic analysis of ADB portfolio**. ADB has been active in education since the early 1970s. Using historical portfolio data, the evaluation will trace the evolution of ADB's support, mapping changes in DMC and subsector coverage. Except in special circumstances, the evaluation is not likely to go into the details of projects approved before 2011.

9. **Country case assessments.** To assess how ADB tailors its education support, the evaluation will conduct a "deep dive" analysis of ADB's support at the country level in four DMCs. The purpose of these country case studies is to understand ADB's strategic focus and how it organizes its country program for education. The expected takeaways from country case assessments will inform the evaluation on: (i) the country's key education achievements and challenges; (ii) how ADB develops its country-level strategic plans; (iii) how ADB delivers its support on support; and (iv) how ADB works with the government, other development partners, and other stakeholders the countries. The country case assessments will consist of: (i) secondary data analysis focusing on labor and education; (ii) document and literature review of the government development plans and strategies, ADB CPS, portfolio analysis, project documents, and other relevant literature from the selected countries; and (iii) interviews to obtain perspectives from the government, ADB resident mission staff, project implementation team, development partners, beneficiary, and other stakeholders in the countries.

10. As ADB focuses its support in education in a small group of DMCs, the selection of DMCs for country case assessments is not intended to be a representative sample of the overall ADB portfolio. Rather, the selection aims to capture the diversity of ADB's support, considering both the economic conditions (ADB's country classification and income level) and the type of ADB education interventions (the modality, range of education subsectors, partnership with other development partners, and the interactions between projects in education and other sectors). Based on those criteria, the evaluation will conduct case studies in Cambodia, India, Nepal, and the Philippines for the assessments (Table A3 explains specific background on country selection). Their combined portfolio consists of 31 sovereign loans and grants projects—14 active and 17 closed—amounting to $3.5 billion (30% of ADB's total education portfolio), and 31 TA projects of $29.5 million. Field missions will be conducted in Cambodia, Nepal, and the Philippines. In Nepal and the Philippines, interviews with key informants and project site visits will be conducted jointly with IED's gender evaluation mission. The case assessments in India will be conducted through virtual interviews and document analysis. While the choice of cases studies was made to ensure diversity, the choice of field visits is largely driven by logistical concerns.

11. **Horizontal assessments and review of selected projects.** The evaluation will assess ADB's support for specific themes, subsectors, and types of modalities. The particular areas will be determined during the evaluation but are likely to include (i) school to work transition, (ii) improving learning, (iii) the utilization of innovative technology, and (iv) post-COVID recovery. An additional set of reviews will focus on specific modalities, such as result-based and policy-based operations.

12. To understand ADB's support for different themes, the evaluation will carry out detailed review of selected projects. The evaluation will carry out systematic review to understand ADB's approach and to identify common elements. To complement the review of projects, the evaluation will carry out selective interviews of ADB staff and DMC officials. In some cases, this will be part of the field missions and in other cases, it will be held virtually. The results of portfolio and document reviews, as well as input from ADB management, will inform the selection of projects to be reviewed.

13. **Interviews with key informants.** To complement and triangulate findings from the above evaluation methods, the evaluation team will undertake semi-structured interviews with key informants (national stakeholders, ADB staff, and key development partners). Within ADB, education specialists in the knowledge and operations department will be key informants. Global experts and other development partners' staff will also be interviewed.

Table A3: Selection of Country Case Assessments (2011–2023)

Country	Group	Education index	Number of projects ($ million)		No. of projects by modality	No. of projects by subsectors	% education portfolio to ADB total education portfolio	% education portfolio to ADB's total country portfolio	Remarks
			Loan/ grants	TA					
Cambodia	A	0.355	8 ($325.9) 3 active, 5 closed	5 ($4.4)	Investment = 5 PBL = 3 RBL = 0	ESD = 3 Secondary = 2 TVET = 3	3.3	12.0	ADB has been active in Cambodia for more than 2 decades and has worked closely with other development partners. ADB has been mainly supporting the country's education sector development using the sector development program modality. Much of ADB's support was at a time when the country was classified as FCAS.
India	C	0.348	7 ($746.9) 4 active, 2 closed, 1 terminated	12 ($9.3)	Investment = 5 RBL = 2	Secondary = 1 TVET = 4 Basic = 1 Tertiary =1	9.7	3.2	Being the world's largest country in terms of population, despite the country's rapid economic growth and increasing prosperity, the education system is still facing challenges in terms of unequal access to education, outdated curricula, and inadequate funding. Over the past decade, ADB has been actively involved in various education subsectors, mainly through investment projects at different states, as well as providing a tertiary education project and two private sector projects.
Nepal	A	0.541	6 ($380.3) 2 active, 4 closed	9 ($8.7)	Investment = 3 PBL = 1 RBL = 2	ESD = 3 Basic = 1 Secondary = 1 TVET = 1	5.6	13.0	ADB has been active in Nepal for more than 2 decades and has worked closely with other development partners. Nepal is in a decentralization process that will have a major impact on education. ADB support has been concentrated in the education sector development.
Philippines	C	0.311	10 ($2,005) 5 active, 5 closed	5 ($7.1)	Investment = 4 PBL = 4 RBL = 2	ESD = 2 Basic = 1 Secondary = 2 TVET = 5	17.3	9.0	ADB's engagement in the education sector started in 1975. The Philippines is among the largest beneficiaries of ADB's education support. ADB has been actively involved in various education subsectors, with the emphasis on improving the skills of the workforce through senior high school reforms and TVET supports.

ADB = Asian Development Bank, DMC = developing member country, ESD = education sector development, FCAS = fragile and conflict-affected situation, PBL = policy-based lending, RBL = results-based lending, TA = technical assistance, TVET = technical and vocational education and training.
Source: Independent Evaluation Department.

APPENDIX 4. Evaluation Communication Plan

Evaluation Context and Objectives: The evaluation aims to assess ADB's contribution to education as a tool for poverty reduction and promoting inclusive growth. The objective of this evaluation is to assess how well positioned ADB is in responding to the rapidly evolving education challenges in Asia and the Pacific. The evaluation will include ADB sovereign and nonsovereign loans, grants, and technical assistance (TA) in the education sector approved from 2011 to 2023.

Communications Goal: To disseminate the findings of the evaluation to internal and external stakeholders.

Audience	Messages	Activity & Tools	Timeline	Comms Resources	Expected Outcomes
Internal					
Board of Directors, Management, and Staff	• How well positioned is ADB to deliver relevant and impactful support for education in Asia and the Pacific? • To what extent is ADB support for education relevant to the needs and challenges of the DMCs? • To what extent has ADB achieved its education sector goals and objectives? • To what extent does ADB have adequate resources, processes, and structure to deliver its goals in the education sector? • How coherent was ADB's approach through investments, technical assistance, policy dialogue, knowledge support, and partnership with other development partners, DMCs, and nongovernment actors in the region to leverage its value addition, influence, and impact?	• Evaluation Report	• January 2025	• 8 Hours: 1 consultant 2 staff	• Board of Directors is informed about ADB's performance • Transparency • Awareness • Learn from evaluation lessons • Incorporate recommendations in ADB planning, and implementing future programs and projects
		• DEC Video Presentation	• January 2025	• 8 Hours: 1 consultant 1 staff	
		• What Works (HQ)	• Within 30 days of DEC presentation	• 40 Hours: 1 Consultant 2 Staff	
External					
ADB Member Countries	• To what extent is ADB support for education relevant to the needs and challenges of the DMCs? • To what extent has ADB achieved its education sector goals and objectives?	• Web posting	• January 2025	• 8 Hours: 1 consultant 2 staff	• Learn from evaluation lessons • Incorporate recommendations in developing, planning, and implementing future ADB programs and projects • Transparency • Awareness
		• News Release	• 48 hours after DEC presentation	• 16 hours: 1 consultant, 2 staff from CO	
		• Evaluation in Brief (Digital flyer)	• Within 30 days of DEC presentation	• 8 Hours: 1 consultant 2 staff	
		• Video with human interest angle	• Within 30 days of DEC presentation	• 40 Hours: 1 consultant 2 staff	
		• Blog/articles	• Within 30 days of DEC presentation or aligned to	• 16 hours: 1 consultant 2 staff	

			relevant international event (such as conferences on gender)		
		• Presenting in ADB Annual Meeting	• May 2025	• 40 Hours: • 1 consultant 2 staff	
		• What Works (in-country)	• Within 60 days of DEC presentation	• 40 Hours: 1 consultant 2 staff	
		• Country Engagement Mission	• Within 90 days of DEC presentation	• 40 Hours: 1 consultant 2 staff	
Global engagement	• How coherent was ADB's approach through investments, technical assistance, policy dialogue, knowledge support, and partnership with other development partners, DMCs, and nongovernment actors in the region to leverage its value addition, influence, and impact?	• Roundtable discussions with the World Bank and other multilateral development partners, including private-lending MDBs.	• Within 180 days of DEC presentation	• 40 Hours 3 staff	• Sharing of evaluative knowledge • Documentation of best practices and lessons learned • Transparency • Awareness
	• To what extent is ADB support for education relevant to the needs and challenges of the DMCs? • To what extent has ADB achieved its education sector goals and objectives?	Conference presentation, tentative targets: • European Evaluation Society Conference • Asian Evaluation Week • The World Bank Human Development Week • World Bank Conference on Development Economics • ADB International Skills Forum The team will also reach out to other international organizations (e.g., UNICEF, DFAT, Center for Global Development) on the possibility of presenting the report.	• September 2024 • September-October 2024 • March-April 2025 • June-July 2025 • October-November 2025	• 40 hours 3 staff 1 consultant	• Transparency • Awareness • Sharing of evaluative knowledge • Greater uptake of evaluation findings

Source: Independent Evaluation team.