

付 属 資 料

1. ミニッツ・合同評価レポート
2. 質問票（雛形）
 - A：日本人関係者
 - B：日本人専門家
 - C：看護教育センター
 - D：カリキュラム委員会
 - E：ワーキング・グループ
 - F：保健省
 - G：高等中等専門教育省
 - H：第一医療専門高校
 - I：救急医療センター
3. ワークショップ報告書
4. 評価グリッド
5. 投入実績表
6. 看護教育センターの定款
7. 参考文献

MINUTES OF MEETINGS
BETWEEN THE JAPANESE MID-TERM EVALUATION TEAM AND
THE AUTHORITIES CONCERNED OF THE GOVERNMENT OF
THE REPUBLIC OF UZBEKISTAN
ON JAPANESE TECHNICAL COOPERATION
FOR NURSING EDUCATION IMPROVEMENT PROJECT

The Japanese Mid-term Evaluation Team (hereinafter referred to as “the Team”), organized by the Japan International Cooperation Agency (hereinafter referred to as “JICA”) and headed by Mr. Yojiro ISHII, visited the Republic of Uzbekistan from November 14 to December 1, 2006. The purpose of the Team was to monitor the activities and evaluate the achievements made so far in the Nursing Education Improvement Project (hereinafter referred to as “the Project”).


During its stay, both the Team and the authorities concerned of the Republic of Uzbekistan (hereinafter referred to as “both sides”) had a series of discussions and exchanged views on the Project. Both sides jointly monitored the activities and evaluated the achievement based on the Record of Discussions (hereinafter referred to as “R/D”) signed on April 28, 2004 and the Project Design Matrix (hereinafter referred to as “PDM”).

As a result of the discussions, both sides agreed to the matters referred to in the documents attached hereto.

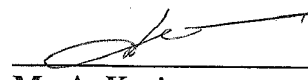
Tashkent, November 30, 2006



Mr. Yojiro ISHII
Leader
The Mid-term Evaluation Study Team
Japan International Cooperation Agency
Japan



Prof. F. Nazirov
Minister of Health
Republic of Uzbekistan



Mr. A. Karimov
Deputy Minister
Ministry of Higher and Secondary
Specialized Education
Republic of Uzbekistan

THE ATTACHED DOCUMENT

The followings is the agreed result of joint monitoring and mid-term evaluation of the Project. Details of the result of the evaluation are attached in this document as Mid-term Evaluation Report (Appendix).

1. The issues discussed

At the timing of the mid-term Evaluation, both sides understood the project progress as follows; Teaching Program of "Fundamental nursing" was approved and Teaching Programs of the other subjects would be approved within 2007.

In addition, the teaching program of "Fundamental nursing" is to be introduced into First Republic Medical College to establish the model of nursing education based on Client Oriented Nursing (CON) for the Republic of Uzbekistan.

Through the discussion, the both sides ensured the mutual recognition that appropriate support for the project would be necessary for smooth implementation of the project, and both sides agreed on the following subjects.

- 1) Both sides recognized that Nursing Education Center (NEC) was the key organization for the success of the project and the center as Nursing Educator Retraining Center, would be a retraining institute to disseminate and to generalize the concept of CON into nursing teachers. To attain the purpose of the project, it is necessary to ensure the management of NEC based on the charter and the articles of NEC and to assign the permanent management staff for administration of NEC.
- 2) Since NEC does not have enough capacity to conduct a seminar with large number of participants or several seminars simultaneously, Ministry of Health (MOH) should expand the room of the center and secure the sufficient space for the seminar such as an auditorium, when the project requests.
- 3) MOH makes provision of additional financial incentives for the project counterparts in NEC to promote the project effectively.
- 4) Since the number of students at First Republic Medical College (FRMC) and the other medical colleges increased drastically, it would be difficult to fulfill sufficient teachers, teaching and practical training facilities and so on, to establish the nursing education model based on CON and to verify the model.

4.1



- 5) Smoothing the administrative procedures such as the approval of Teaching Program is important to conduct of the project along the planned schedule. Hence, MOH should assign person in charge and ensure process for approving in the ministry according to the Record of Discussion signed April 28th 2004. When the person in charge or the approving process will be amended, MOH should also notify the contents to JICA Uzbekistan office, the project and the center in writing.
- 6) For the smooth implementation of the project, and dissemination and generalization of new nursing education based on CON, it is necessary to adopt an appropriate decision of the government.

2. Amendment of the Project Design Matrix

Based on the result of discussion, the workshop which was conducted in the mid-term evaluation, and the project performance, the evaluation team recommended amendment of the Project Design Matrix (PDM), especially to define the technical terms, to concrete the attainment level of the objectives and to fix objective and verifiable indicators.

Proposed PDM is described on the Mid-term Evaluation Report.

Appendix: Mid-term Evaluation Report

4.9



Joint Mid-term Evaluation Report
for
the Nursing Education Improvement Project

November 30, 2006

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[Handwritten signature]

Abbreviation

CC:	Curriculum Committee
C/P	Counterparts
CON:	Client Oriented Nursing
EOJ:	Embassy of Japan
EQ:	Evaluation Question
FRMC:	First Republic Medical College
JCC:	Joint Coordination Committee
JICA:	Japan International Cooperation Agency
JOCV:	Japan Overseas Cooperation Volunteers
M/M	Minute of Meeting
MOH:	Ministry of Health
MOHSSE:	Ministry of Higher and Secondary Specialized Education
NEC:	Nursing Education Center
PCM	Project Cycle Management
PDM:	Project Design Matrix
PO:	Plan of Operation
RCEM:	Research Center for Emergency Medicine
R/D:	Record of Discussion
WG:	Working Group

Table of Contents

1. OUTLINE OF THE MID-TERM EVALUATION	4
1.1 Background of the Evaluation.....	4
1.2 Objectives of the Evaluation.....	4
1.3 Schedule of the Evaluation.....	4
1.4 Member of the Evaluation	5
1.5 Methodology of the Evaluation.....	5
2. OUTLINE OF THE PROJECT.....	6
3. PERFORMANCE OF THE PROJECT.....	7
3.1 Inputs	7
3.2 Achievement	8
3.3 Implementation Process	8
4. EVALUATION RESULT BASED ON FIVE CRITERIA.....	9
4.1 Relevance	9
4.2 Effectiveness.....	9
4.3 Efficiency.....	9
4.4 Impact	9
4.5 Sustainability	9
4.6 Promoting Factor / Inhibiting Factors.....	9
4.7 Conclusion.....	10
5. RECOMMENDATIONS	10
5.1 To Ministry of Health	10
5.2. To the project.....	10
ANNEX	11

1. OUTLINE OF THE MID-TERM EVALUATION

1.1 Background of the Evaluation

In the Republic of Uzbekistan (hereinafter referred to as “Uzbekistan”), higher education for medical personnel was one of the important issues in improvement of health system by decree of the President at November 1998. Through the analysis of health system in developed countries, government of Uzbekistan recognized that technical trained nurses have important role for national health in developed countries and improvement of nursing education system is necessary to enhance the medical services through the innovation of international standard nursing. As a part of the improvement, the Ministry of Health of Uzbekistan (hereinafter referred to as “MOH”) are introducing improvement of nursing education system such as all medical institutions became three-year education periods and changed into medical college by 2005 and faculty of nursing (three years) was established as annex of faculty of medicine for post-graduated training after the medical college.

In these circumstance, Uzbekistan requested technical cooperation about nursing education and nursing management to government of Japan, which cooperated the nursing fields to dispatch short-term experts. Government of Japan commences “Nursing education improvement project” for five years from July 2004 with MOH and Ministry of Higher and Secondary Specialized Education in Uzbekistan (here in after called MOHSSE) as counterpart organization.

1.2 Objectives of the Evaluation

- 1) To clarify the degree of effects produced by the project and attainment of the project objectives based on the R/D, Project Design Matrix (here in after called PDM) and Plan of Operations (here in after called PO) during the term of the Project
- 2) To recommend whether the project plan and / or schedule would be adjusted or not based on the result of the evaluation.

1.3 Schedule of the Evaluation

- 11/15: Courtesy call to MOH
Orientation Session on the Study (MOH, MOHSSE, FRMC etc)
Hearing from Japanese experts
- 11/16: Courtesy call to Nursing Education Center,
Observation at First Republic Medical College (FRMC)
Courtesy call and Observation at RCEM
Hearing from Experts, C/P and other related people
- 11/17: Curriculum Committee Meeting
Hearing from member of Curriculum Committee and C/P
- 11/18: Arrangement of Collected Information
- 11/19: Preparation for PCM Workshop
- 11/20: PCM Workshop
- 11/21: Hearing from Medical Education Development Center
Hearing from JOCV
Summarize the result of PCM Workshop
- 11/22: Courtesy call to EOJ
Hearing from Experts, C/P and other related people
- 11/23: Courtesy Call to MOHSSE
Hearing from MOHSSE
- 11/24: Open lecture in FRMC
Observation at Retraining Center for Teachers
- 11/25: Preparation of Draft Joint Evaluation Result, Draft M/M
- 11/26: Preparation of Draft Joint Evaluation Result, Draft M/M
- 11/27: Courtesy Call to MOH (Minister)
- 11/28: Preparation of Draft Joint Evaluation Result, Draft M/M

- 11/29: Discussion with MOH and MOHSSE on Draft Joint Evaluation Result, Draft M/M
Preparation of Draft Joint Evaluation Result, Draft M/M
11/30: Signing M/M

1.4 Member of the Evaluation

Japan side

- Team Leader Mr. ISHII Yojiro: Group Director
"3rd Group (Health Personnel Development, Health Administration)" Human Development Department JICA
- Special Adviser Dr. KUSAMA Tomoko: President
Oita University of Nursing and Health Sciences
- Nursing Education Dr. TAMURA Yayoi: President
National College of Nursing, Japan
- Cooperation Plan Ms. SONOYAMA Yuka:
Assistant Resident Representative
JICA Uzbekistan Office
- Project Evaluation Mr. SUZUKI Shuichi
Fujita Planning Co., LTD
- Interpreter Mr. KATORI Jun
Japan International Cooperation Center (JICE)

Uzbekistan side

- Mr. Atakhanov Shulharrat
Head of Department, Human Resource, Medical Educational Facilities and Science, Ministry of Health
- Ms. Alimova Matlyuba
Head of education department, Ministry of Health
- Ms. Salihodjaeva Rikhisininsa
Chief specialist on nursing education, Ministry of Health
- Ms. Nazarova Salima
Department of Human Resource, Medical Educational Facilities and Science, Ministry of Health
- Ms. Goleva Galina
Ministry of Higher and Secondary Specialized Education

1.5 Methodology of the Evaluation

(1) Joint Evaluation

The Project was jointly evaluated by Japanese side and Uzbekistan side. The Joint Evaluation Team was composed of ten numbers from both sides.

(2) Process of the Evaluation

- 1) To setup Evaluation Questions (here in after called EQ). EQ is the question which should be identified in the evaluation and researched for evaluation based on the view points of Five Evaluation Criteria. These are selected and described on "Evaluation Grid".
- 2) To describe required information and date and how to collect the information and data. These are also selected and described on "Evaluation Grid".
- 3) To collect several information and data according to the Evaluation Grid. Some data which were collectable in Japan were filled up on the Evaluation Grid before arriving at the project site.

Collected data and information are followings.

Literature data: Project Plan and Project progress report

Interview: C/P six persons (One person replied by fax), Japanese Experts
Member of Curriculum Committee two persons, MOH, Nurses

Association, Hospital, Medical Education Development Center, JOCV,
MOHSSE

Questionnaires: Participants in Japan

- 4) To conduct workshop to collect the information, to confirm project direction and to make mutual consensus among stakeholders of the project related to project components.
Number of participants of the workshop is thirty eight and it was conducted for one day (Seven ours).
- 5) To compare the plan of the project and achievement of the project based on the view points of the Five Evaluation Criteria which are described 1.5 (3).
- 6) To consider the result of comparison according to the Five Evaluation Criteria.
- 7) To conclude the result of evaluation according to the purpose of the Evaluation
- 8) To draw the recommendations and lessons

(3)Five Evaluation criteria

A) Relevance

Relevance refers to the validity of the Project purpose and the Overall Goal in connection with the development policy of Uzbekistan in the target sector and assistance policy of Japan as well as the needs of target groups and stakeholders at the time of the Evaluation

B) Effectiveness

Effectiveness refers to the extent to which the Project purpose will be achieved as planned through the activities in the Project (not by external factors), and examines the attainment of the Project purpose, relationship between the Project purpose and Outputs, and influence of external factor (include Important Assumptions).

C) Efficiency

Efficiency refers to the productivity of the implementation process and examines what extent of the Inputs had been converted into the Outputs and if timing of the input as well as output is appropriate in term of the Project

D) Impact

Impact refers to direct, indirect positive and negative influence caused by implementation of the project, including the extent to which the overall goal will be attained.

E) Sustainability

Sustainability refers to the extent to which the benefits generated by the Project will be able to be sustained after the termination of the Project, and examines seeds to sustain the benefits (ex. Organization, Finance, Human resource).

(4) Review of the PDM

In the most of all project cooperated by JICA, PDM is used as the main tools to identify the project outline. PDM describes the plan of the project if PDM was developed under appropriate order. In the course of the planning and implementation through the project, many PDM may be made and agreed upon by the both parties concerned. In this project, PDM Ver.1 is used as the plan of the project for the evaluation.

2. OUTLINE OF THE PROJECT

The government of the Uzbekistan requested the Government of Japan for technical cooperation to improve the nursing education system. In response to the request, the Government of Japan and government of the Uzbekistan signed Record of Discussion (Here in after called R/D) on April 28th 2004 for Nursing Education Improvement Project. The Project was commenced in July 2004 for five years and would be terminated in June 2009. In the term of mid-term evaluation, three long term experts (Chief adviser, Nursing education and Coordinator) are dispatched for the project.

The Project purpose is “An educational model based on “client-oriented nursing” is established”.

Overall Goal (a purpose which will be attained after the completion of the project) is “Nursing education, based on “client-oriented nursing”, is innovated in 54 medical colleges throughout the country”.

Outputs of the Project are designated as follows.

1. Concept of “client-oriented nursing” is introduced into in-school education at FRMC
 - 1-1. Draft curriculum for the FRMC is prepared based on “client-oriented nursing”.
 - 1-2. Teaching Materials are prepared based on “client-oriented nursing”.
 - 1-3. Teaching method of “client-oriented nursing” is understood by the nursing educators
2. Client-oriented nursing practice teaching is introduced in a model hospital.
3. Standard of nursing education (curriculum, teaching materials and quality of teachers) is proposed.

3. PERFORMANCE OF THE PROJECT (from July 2004 to Nov. 2006)

3.1 Inputs

3.1.1 Japanese Side

- Long-term Experts

Chief adviser	7 M/M		
Nursing Education	32 M/M		
Coordinator	27 M/M		
- Short-term Experts

Training Supervisor	7 persons		
Fundamental Nursing	24 persons		
Adult Gerontological Nursing	17 persons		
Maternal and Child Nursing	6 persons		
Maternal Nursing	5 persons		
Pediatric Nursing	5 persons		
Community Nursing	10 persons		
Nursing Management	1 person		
Psychiatric Nursing	4 persons		
- Training in Japan

Long-term Nursing Education	13 persons		
Short-term Nursing Education	14 persons		
- Equipment

FY 2004	43,987 US\$		
FY 2005	54,000 US\$		
FY 2006	85,591 US\$	Sub-total	183, 578 US\$
Others	28,337 US\$	Total	211,915 US\$
- Local Expenses

FY 2004	125,506 US\$		
FY 2005	129,198 US\$		
FY 2006	57,751 US\$ (by 2 nd Quarter)	Total	312,455, US\$

3.1.2 Uzbek Side

- Project staff (Counter parts): 6 persons
- Renovation of "Nursing Education Center" 400,000 US\$

3.2 Achievement

3.2.1 Outputs

Output 1 Concept of “client-oriented nursing” is introduced into in-school education at FRMC

Output1-1 Draft curriculum for the FRMC is prepared based on “client-oriented nursing”.

Teaching Plan was approved by MOHSSE on July 2006 and Teaching Program for “Fundamental Nursing” was also approved by MOH on November 2006. Additionally, Teaching Program for “Adult health nursing” will be approved on September 2007 and the Teaching Program of the other five subjects will be on approving process from November 2007.

Output1-2 Teaching Materials are prepared based on “client-oriented nursing”

Through the evaluation, it was confirmed that “Teaching Materials” in Output1-2 meant “Teaching Guidelines”. Teaching Guidelines of “Fundamental Nursing” will be complete within December 2006 and Teaching Guidelines of the other subjects will be complete gradually before approving Teaching Program of them.

Output1-3 Teaching method of “client-oriented nursing” is understood by the nursing educators

In the subject of “Fundamental Nursing”, training for nursing teachers is still ongoing.

Output 2 Client-oriented nursing practice teaching is introduced in a model hospital.

Practice room in RCEM was fulfilled. Nursing Practice Guidelines of each subject will be developed before the commencement of the practice in each subject.

Output 3 Standard of nursing education (curriculum, teaching materials and quality of teachers) is proposed.

It has not been begun yet.

3.2.2 Project purpose An educational model based on “client-oriented nursing” is established.

It has not been appeared yet.

3.3 Implementation Process

- Nursing Education Center (NEC) is the operational organization of the project
- Curriculum Committee (CC) is making decision, developing Teaching Plan and supporting WG. CC was conducted six times by Nov. 2006.
- Working Group (WG) is making Teaching Program, Teaching Guideline and Nursing Practice Guidelines. Meeting of WG is often conducted by TV conference System.
- First Republic Medical College (FRMC) is the Model College of the project. Teachers of the FRMC are one of the target groups and making handouts and / or visual materials such as Power Point slides.
- Research Center for Emergency Medicine (RCEM) is the model hospital of the project. The persons in-charge of practice in RCEM are the one of the target groups.
- The other FRMC's cooperative hospitals and health care facilities accept students of FRMC for clinical practice.
- Following seminars were conducted.

1 st Nursing Seminar in Tashkent (16-27Aug.2004)	134 pax
Nursing Seminar in Samarkand (23Aug. 2004)	51 pax
2 nd Nursing Seminar in Tashkent (28Mar-1apr.2005)	155 pax
3 rd Nursing Seminar in Tashkent (27Mar-1apr.2006)	176 pax
Clinical Practice Seminar in Tashkent (3-4 apr.2006)	149 pax

4. EVALUATION RESULT BASED ON FIVE CRITERIA

4.1 Relevance: high

This project implements under “Statement Program of Reforming the Health Care System of the Republic of Uzbekistan” and the project direction is consistent with the Country Strategy of JICA in the field of “Restructuring health and education services”.

4.2 Effectiveness:

The progress of the project is on the schedule although benefit for students by the project (project purpose) has not been appeared yet.

It is necessary for smooth implementation of the terminal evaluation that objective and verifiable indicators are fixed.

The number of students in FRMC was drastically increased. The increment should be paid attention as unexpected Important Assumptions of the project, in the view of fact that it will be a risk factor for the project to attain Project Purpose as well as promoting factor to exceed planed benefits,

4.3 Efficiency: further improvement would be required

As the character of the project, large number of stakeholders, both Japanese side and Uzbek side participate to collect information from multi-directions and to enhance the quality of products. Since the project introduces new concept such as CON, enormous inputs for interpretation and translation is necessary to understand medical and nursing terms and social and cultural backgrounds of both sides. Hence, the project has to foster interpreters and translators by itself.

4.4 Impact:

(1) Expectation of achievement of the Overall Goal

Teaching Plan and Teaching program for all medical college in Uzbekistan will be approved after the completion of the project. However strong initiative by MOH and MOHSSE is necessary to propel the innovation of the new Teaching Plan and Teaching Program include fulfilling sufficient teacher and facility in medical colleges.

(2) The other positive impacts

Nurses in hospitals and teachers in medical colleges are interested in the concept of CON nationwide through the seminars and the other project activities

4.5 Sustainability:

To ensure appropriate function and organizational structure of Nursing Education Center is important to develop the project achievements without any support from Japan and /or other donor. Before the completion of the project, proper measures to maintain the function of the center should be considered to sustain improvement of Teaching Plan and Teaching Program for the faculty of nursing of medical colleges and retraining the teachers periodically.

4.6 Promoting Factor / Inhibiting Factors

(1) Numerous participants

To involve numerous participants has both a merit as to collect information from multi-directions and a demerit as to complicate decision making, reporting, communicating and consulting.

(2) TV conference (Promoting Factor)

TV conference makes communication easier for participants who are in remote areas and to promote involvement of the numerous participants.

(3) Inconsistency of terms between Japan side and Uzbekistan Side(Inhibiting Factor)

Some terms are misdefined between Japan side and Uzbekistan Side.

(4) Cooperation between MOH and MOHSSE(Promoting Factor)

Since there is appropriate cooperation between MOH and MOHSSE, Teaching Plan was approved straightforward.

(5) Enthusiasms of C/P and Japanese experts

The project C/Ps have strong will to improve nursing education in Uzbekistan. For example, some of them are learning at institute of nursing to improve their skill. Japanese experts are also working hard and enthusiastically. For example they are working not only on week days but also on week ends to skill up C/P and teachers.

4.7 Conclusion

The evaluation team recognizes that this project is the first JICA Technical Cooperation Project by MOH, Government of Uzbekistan and implementing process and procedure, and social and cultural gaps of the both sides were ensured step by step. In the progress of the project, Mutual understanding was promoted regarding nursing education administration, JICA project procedure and so on. At the timing of midterm evaluation, numerous participants and complicated approving process of Teaching Plan and Teaching Program are heavy burden of the participants although the project is implemented on time.

Both sides recognized that Nursing Education Center (NEC) was the key organization for success of the project and the center as Nursing Educator Retraining Center, would be a retraining institute to disseminate and to generalize the concept of Client Oriented Nursing (CON) into nursing teachers.

Since number of students at First Republic Medical College (FRMC) and the other medical colleges increased drastically, it would be difficult to fulfill sufficient teachers, teaching and practical training facilities and so on, to establish the nursing education model based on CON and to verify the model.

5. RECOMMENDATIONS

5.1 To Ministry of Health

- 1) To attain the purpose of the project, it is necessary to ensure the management of NEC based on the charter and the articles of NEC and also to assign the permanent management staff for administration of NEC.
- 2) Since NEC does not have enough capacity to conduct a seminar with large number of participants or seminars at the same time, Ministry of Health (MOH) should expand the room of the center and secure the sufficient space for the seminar such as an auditorium, when the project requests.
- 3) MOH makes provision for additionally financial incentives for the project C/P in NEC to promote the project effectively.
- 4) It is necessary to progress the project on time that MOH smoothly conducts administrative procedures such as approval of Teaching Program. Hence, MOH should assign in-charge person and ensure process for approving in the ministry according to the Record of Discussion signed April 28th 2004. When the in-charge person or the approving process will be amended, MOH should also notify the contents to JICA Uzbekistan office, the project and the center in writing documents
- 5) To implement the project smoothly, dissemination and generalization of new nursing education based on CON should be approved as National Program of the republic of Uzbekistan by Resolution of Cabinet of Ministers.

5.2. To the project

- 6) The project and related organization need to monitor the influence of increasing students and manage the risk to keep project progress and attainment of project objectives.
- 7) Based on the result of discussion, the workshop which was conducted in the mid-term evaluation, and the project performance, the evaluation team recommends amendment of the Project Design Matrix (PDM), especially to define the technical terms, to concrete the

attainment level of the objectives and to fix objective and verifiable indicators. Proposed PDM are described on ANNEX 1.

ANNEX

ANNEX 1: Revised version of Project Design Matrix (PDM)

ANNEX 2: Recommending Points to revise the PDM

ANNEX 3: Records of Inputs

ANNEX 4: Evaluation Grid

ANNEX 1 Revised version of Project Design Matrix (PDM)

1/4

<p>Project Design Matrix Project Title: <u>Nursing Education Improvement Project</u> Duration: <u>2004 July – 2009 June</u> Target Area: <u>Tashkent</u> Date: <u>2006/11/30</u> Target Group: <u>Students and Nursing Teachers of the First Republican Medical College and persons in charge of clinical practice</u></p>		Ver. 2	
<p>Narrative Summary Objective Verifiable Indicators</p>		Means of Verification	Important Assumptions
<p>Overall Goal Nursing education, based on “Client-Oriented Nursing”, is innovated in medical colleges throughout the country.</p>	<p>1. X % of medical colleges starts the education based on “client-oriented nursing”.</p>		
<p>Project Purpose An educational model based on “Client-Oriented Nursing” (CON) is established.</p>	<p>1. X % of graduates of FRMC in 2009 pass a comprehension test on client-oriented nursing.</p>	<p>- Result of the comprehension test on client-oriented nursing.</p>	<p>MOH takes necessary actions to disseminate the education model to the other medical colleges.</p>
<p>Outputs 1. Concept of “client-oriented nursing” is introduced into in-school education at FRMC 1-1. Teaching Plan and Teaching Program based on “client-oriented nursing” for the FRMC are approved by ministries concerned.</p>	<p>1. (delete) 1-1-1. Authorized persons of Ministry of Health (MOH) and Ministry of Higher and Secondary Specialized Education (MOHSSE) sign to approve the draft Teaching Plan by September 2006. 1-1-2. Authorized persons of MOH sign to approve the draft Teaching Program based on “client-oriented nursing” for the FRMC by September 2008. 1-2. Teaching guidelines are accredited through the third party by September 2008. 1-3. X % of teachers (include C/P) of FRMC pass the comprehension test on client-oriented nursing based on the teaching guideline by September 2008.</p>	<p>1. (delete) 1-1-1. Signed Documents 1-1-2. Signed Documents 1-2. Accreditation report 1-3. Results of the comprehension test of client oriented nursing.</p>	
<p>1-2. Teaching guidelines for seven subjects are prepared based on “client-oriented nursing”. 1-3. Teaching method of “client-oriented nursing” is understood by the nursing teachers.</p>			

ANNEX 1 Revised version of Project Design Matrix (PDM)

2/4

<p>2. CON practice teaching is introduced in the model hospital.</p> <p>3. Standard of nursing education (Teaching Plan and Teaching Program) is proposed.ⁱⁱ</p>	<p>2. Minimum requirements of CON practice are fulfilled in the clinical practices by June 2009.</p> <p>3. MOH accepts the proposal prepared by the project by June 2009.</p>	<p>2. Results of monitoring.</p> <p>3. Documents of acceptance</p>
<p>Inputs</p>		
<p>Japan Side</p> <p>*personnel*</p> <ul style="list-style-type: none"> - Long-term experts - Chief Adviser - Nurse Education Coordinator - Short-term experts - Fundamental nursing - Maternal health nursing - Child health nursing - Adult health nursing - Gerontological nursing - Community health nursing - Nursing management - Training coordinator - Psychiatric Nursing (including Mental Health Nursing) <p>*Facility and Equipment*</p> <ul style="list-style-type: none"> - Necessary machinery, equipment and other materials for the implementation of the project. <p>*Training in Japan*</p>	<p>Uzbekistan Side</p> <p>*personnel*</p> <ul style="list-style-type: none"> - Nursing education - Fundamental nursing - Maternal health nursing and child health nursing - Adult health nursing and gerontological nursing - Community health nursing - Nursing management - Psychiatric Nursing (including Mental Health Nursing) <p>*Facility and equipment*</p> <ul style="list-style-type: none"> - Nursing Education Center - First Republic Medical College - Hospitals and clinics for nursing practice teaching <p>*Budget*</p> <ul style="list-style-type: none"> - Necessary costs for project operation. 	<p>Precondition</p>

- i Seven subjects: Fundamental nursing, Maternal health nursing, Child health nursing, Adult health nursing, Gerontological nursing, Psychiatric nursing (including Mental Health nursing), and Community health nursing
- ii Output 3 is implemented to attain Overall goal.

ANNEX 1 Revised version of Project Design Matrix (PDM)

3/4

Activities 1

For Output1-1	For Output1-2	For Output1-3
<p>0. To establish Project implementation office: Nursing Education Center (NEC) in the FRMC</p> <p>0-1. To hold a Joint Coordination Committee for monitoring the progress of the Project</p> <p>1-1-1a. To establish a Curriculum Committee consisting of MOH, Ministry of High and Secondary Education, Specialized Education, teachers from institutes of medicine and medical colleges</p> <p>1-1-1b. To establish working groups consisting of teachers from institutes of medicine and medical colleges for preparing Teaching Programs</p> <p>1-1-2. To collect information about Teaching Plan and Teaching Program for secondary education</p> <p>1-1-3. To prepare the idea of Teaching Plan and Teaching Program for secondary education based on CON</p>	<p>1-2-1. (delete)</p> <p>1-2-2. To collect information about text books and references used by medical colleges</p> <p>1-2-3. To identify the needs of hospitals and health care facilities and patients for improving nursing care</p> <p>1-2-4. To prepare Teaching Guidelines</p> <p>1-2-5. (Move to 3-8)</p> <p>1-2-6. (Move to 3-9)</p>	<p>1-3-1. To identify the technical level and needs of nursing teachers</p> <p>1-3-2. To hold seminars on the concept of CON</p> <p>1-3-3. To draw up TOT program for CON education using the prepared Teaching Program and Teaching Guidelines</p> <p>1-3-4. To implement TOT program in FRMC for CON education</p> <p>1-3-5. To commence the lectures based on new Teaching Program and Teaching Guidelines at the class of FRMC</p> <p>1-3-6. To monitor and evaluate the lectures</p> <p>1-3-7. (Move to 3-7)</p>

ANNEX 1 Revised version of Project Design Matrix (PDM)

4/4

Activities 2 and 3

For Output2	For Output3
<p>2-1. To establish a clinical practice department in RCEM and to prepare practice rooms</p> <p>2-2. To collect information about clinical practices at FRMC's cooperative hospitals and health care facilities</p> <p>2-3. To identify problems and needs of clinical practice instructors</p> <p>2-4. To prepare nursing practice guideline for introducing CON</p> <p>2-5. To prepare a manual of clinical practice for the re-training of clinical practice instructors in hospitals and health care facilities</p> <p>2-6. To train clinical practice instructors of FRMC's cooperative hospitals and health care facilities</p> <p>2-7. To monitor the clinical practices</p> <p>2-8. To identify the opinions of patients regarding CON practice through the questionnaire survey</p>	<p>3-1. To analyze the achievement of Output1 and Output2 for preparing a national standard of nursing education (Teaching Plan and Teaching Program)</p> <p>3-2. To develop the national standard of nursing education</p> <p>3-3. To collect information for implementing a standardized graduation examination</p> <p>3-4. To prepare a proposal for implementing a standardized graduation examination</p> <p>3-5. To hold seminars on the concept of CON</p> <p>3-6. To train clinical practice instructors from 60 medical and health care facilities (5 facilities / state x 12 states)</p> <p>3-7. To train nursing teachers from 54 medical colleges and 5 institutes of medicine for introducing CON education.</p> <p>3-8. To monitor the utilization condition of equipment for nursing education procured by the Japan's Grant Aid Project</p> <p>3-9. To prepare operation manuals for the exercise equipment.</p>

ANNEX 2

Recommending points to revise the PDM

Meaning of Technical terms

“Curriculum” is translated into “Teaching Plan” (time schedule) and “Teaching Program”.

“Teaching Materials” is transferred into “Teaching Guidelines” or “Nursing Practice Guidelines.

Narrative Summary	
Original PDM	Revised Version of PDM
Overall Goal: Nursing education, based on “client-oriented nursing”, is innovated in 54 medical colleges throughout the country.	Nursing education, based on “client-oriented nursing”, is innovated in medical colleges throughout the country.
Output1-1: Draft curriculum for the FRMC is prepared based on “client-oriented nursing”.	Teaching Plan and Teaching Program based on “client-oriented nursing” for the FRMC are approved by ministries.
Output1-2: Teaching Materials are prepared based on “client-oriented nursing”.	Teaching guidelines for seven subjects are prepared based on “client-oriented nursing”. (Additional foot note) Seven subjects: Fundamental nursing, Maternal health nursing, Child health nursing, Adult health nursing, Gerontological nursing, Psychiatric nursing (including Mental health nursing), and Community health nursing
Output3: Standard of nursing education (curriculum, teaching materials and quality of teachers) is proposed.	Standard of nursing education (Teaching Plan and Teaching Program) is proposed. (Additional foot note) Output 3 is implemented to attain Overall goal.
Activities 1-2-1. To establish working groups consisting of teachers from institutes of medicine and medical colleges for preparing teaching material 1-2-6. To monitor the utilization condition of equipment for nursing education procured by the Japanese Grant Aid Project 1-2-7. To prepare drafts of laboratory manuals for these equipment	(Move to 1-1-1b) (Move to 3-8) (Move to 3-9) To prepare operation manuals for the exercise equipment.

ANNEX 2

<p>1-3-7. To train nursing educators from 54 medical colleges and 6 institutes of medicine for introducing client oriented nursing education.</p> <p>2-1. To establish a clinical practice department in RCEM</p> <p>2-6. To train clinical practice instructors from 60 medical and health care facilities (5 facilities / state x 12 states)</p>	<p>(Move to 3-7)</p> <p>To establish a clinical practice department in RCEM and to prepare practice rooms</p> <p>To train clinical practice instructors of FRMC's cooperative hospitals and health care facilities</p> <p>(Additional Activities)</p> <p>3-5. To hold seminars on the concept of "Client-oriented nursing".</p> <p>3- 6. To train clinical practice instructors from 60 medical and health care facilities (5 facilities / state x 12 states).</p>
<p>Objective Verifiable Indicators</p>	
<p>Original PDM</p>	<p>Revised Version of PDM</p>
<p>Overall Goal: The educational model is introduced into 54 medical colleges.</p>	<p>X % of medical colleges starts the education based on "client-oriented nursing".</p> <p>(Note: Target percentage of the medical colleges and procedure of the confirmation are identified in the project by January 2009.)</p>
<p>Project Purpose: Nursing education based on the "client-oriented nursing" is innovated in the First Republican Medical College (FRMC).</p>	<p>X % of graduates of FRMC in 2009 pass the comprehension test on client-oriented nursing.</p> <p>(Note: Target percentage of the graduates and procedure of the test are identified in the project by September 2008.)</p>
<p>Output1: Client-oriented nursing education is implemented as in-school education at the FRMC by June 2009.</p>	<p>(delete)</p>
<p>Output1-1: Draft curriculum for nursing education in FRMC is prepared by July 2008.</p>	<p>1-1-1. Authorized persons of Ministry of Health (MOH) and Ministry of Higher and Secondary Specialized Education (MOHSSE) sign to approve the draft Teaching Plan by September 2006.</p> <p>1-1-2. Authorized persons of MOH sign to approve the draft Teaching Program based on "client-oriented nursing" for the FRMC by September 2008.</p>

ANNEX 2

<p>Output1-2: 1-2-1. Teaching materials on Fundamental nursing, Maternal nursing and child nursing, Adult nursing and gerontology nursing, Community health and Nursing management and Psychiatric Nursing (including Mental Health Nursing) are prepared as reference by July 2008. 1-2-2. Drafts of laboratory manuals using equipment for nursing education are prepared.</p>	<p>Teaching guidelines are accredited through a third party by September 2008. (Note: Member of the third party is considered by the project.)</p>
<p>Output1-3: Educators of the FRMC and model institutes pass a comprehension test of client-oriented nursing by June 2009.</p>	<p>X % of educators (include C/P) of FRMC pass the comprehension test on client-oriented nursing based on the teaching guideline by September 2008. (Note: Target percentage of the educators and procedure of the test are identified in the project by January 2008.)</p>
<p>Output2: Client-oriented nursing practices are implemented at the Tashkent Republican Center for Emergency Medicine (RCEM).</p>	<p>Minimum requirements of CON practice are fulfilled in the clinical practices by June 2009. (Note: The minimum requirement and procedure of monitoring is identified in the project by April 2008.)</p>
<p>Output3: Proposals regarding standard of nursing education are to be submitted to Ministry of Health by June 2009.</p>	<p>MOH accepts the proposal prepared by the project by June 2009.</p>
<p>Means of Verification</p>	
<p>Original PDM</p>	<p>Revised Version of PDM</p>
<p>Output1: Result of trial session</p>	<p>(delete)</p>
<p>Output 1-1: Draft curriculum for nursing education</p>	<p>1-1-1. Signed Documents 1-1-2. Signed Documents</p>
<p>Output1-2 1-2-1. Reference on Fundamental nursing, Maternal nursing and child nursing, Adult nursing and gerontology nursing, Community health and Nursing management. 1-2-2. Draft of laboratory manuals</p>	<p>Accreditation report</p>
<p>Output 2 2-1. Guidelines on the TECC 2-2. Opinion of Patients 2-3. Methods of clinical practice of teaching staff for nurse education (Draft)</p>	<p>Results of monitoring.</p>

ANNEX 2

<p>Output3 3-1. Development of an education standard 3-2. Proposal for implementing a standardized graduation examination</p>	<p>Documents of acceptance</p>
<p>Important Assumptions</p>	
<p>Original PDM</p>	<p>Revised Version of PDM</p>
<p>MOH spreads the education model to 54 medical colleges.</p>	<p>MOH takes necessary actions to disseminate the education model to the other medical colleges.</p>
<p>Inputs</p>	
<p>Original PDM</p>	<p>Revised Version of PDM</p>
	<p>Uzbekistan Side *personnel* Psychiatric Nursing (including Mental Health Nursing) *Facility and equipment* - Nursing Education Center - Hospitals and clinics for nursing practice teaching</p>

ANNEX 3

1. Dispatch of Experts

(1) Long-term Experts

	Name	Subjects	Period
1	Ms.HAYASHI Sachiyo	Nursing Education	28 th May. 2004 - 7 th July 2006
2	Mr.IIZUKA Masaru	Coordinator	14 th Aug. 2004 - 13 th Aug. 2006
3	Dr. YAJIMA Kazue	Chief Advisor	28 th Apr. 2006 - 27 th Apr. 2008
4	Ms. INARI Yoko	Nursing Education	28 th Apr. 2006 - 27 th Apr. 2008

(2) Short-term Experts

	Name	Subjects	Period
1	Dr. KUSAMA Tomoko	Training Supervisor	29 th Jun. 2004 - 3 rd Jul 2004
2	Dr. KUSAMA Tomoko	Training Supervisor	6 th Aug 2004 - 14 th Aug 2004
3	Dr. TAMURA Yayoi	Training Supervisor	6 th Aug 2004 - 14 th Aug 2004
4	Dr. Sakurai Reiko	Training Supervisor	6 th Aug 2004 - 18 th Aug 2004
5	Prof. KODAMA Kazuko	Fundamental Nursing	6 th Aug 2004 - 28 th Aug 2004
6	Dr. KONISHI Emiko	Fundamental Nursing	6 th Aug 2004 - 25 Aug 2004
7	Ms. TOKUBAGA Mizuko	Fundamental Nursing	6 th Aug 2004 - 28 th Aug 2004
8	Dr. OKAMITSU Kyoko	Adult Health and Gerontological Nursing	6 th Aug 2004 - 28 th Aug 2004
9	Dr. MIYAZAKI Fumiko	Maternal and Child Health Nursing	6 th Aug 2004 - 28 th Aug 2004
10	Ms. KUDO Setumi	Community Health Nursing	6 th Aug 2004 - 28 th Aug 2004
11	Prof. AWAYA Noriko	Nursing Management	6 th Aug 2004 - 28 th Aug 2004
12	Prof. SATO Reiko	Adult Health and Gerontological Nursing	17 th Aug 2004 - 28 th Aug 2004
13	Dr. Sakurai Reiko	Community Health Nursing	17 th Dec 2004 - 25 th Dec 2004
14	Dr. MIYAZAKI Fumiko	Maternal and Child Health Nursing	17 th Dec 2004 - 25 th Dec 2004
15	Dr. TOKUNAGA Mizuko	Maternal and Child Health Nursing	17 th Dec 2004 - 25 th Dec 2004
16	Ms. KUDO Setsumi	Community Health Nursing	17 th Dec 2004 - 25 th Dec 2004
17	Ms. SAWADA Kazumi	Maternal and Child Health Nursing	17 th Dec 2004 - 25 th Dec 2004
18	Dr. OKAMITSU Kyoko	Adult Health and Gerontological Nursing	14 th Jan 2005 - 22 nd Jan 2005
19	Prof. SATO Reiko	Adult Health and Gerontological Nursing	14 th Jan 2005 - 22 nd Jan 2005
20	Prof. AWAYA Noriko	Fundamental Nursing	14 th Jan 2005 - 22 nd Jan 2005
21	Dr. KUSAMA -moko	Training Supervisor	22 nd Mar 2005 - 26 th Mar 2005

22	Dr. KONISHI Emiko	Fundamental Nursing	25 th Mar 2005 - 30 th Mar 2005
23	Dr. OKAMITSU Kyoko	Adult Health and Gerontological Nursing	22 nd Mar 2005 - 26 th Mar 2005
24	Prof. SATO Reiko	Adult Health and Gerontological Nursing	25 th Mar 2005 - 2 nd Apr 2005
25	Dr. Sakurai Reiko	Community Health Nursing	22 nd Mar 2005 - 2 nd Apr 2005
26	Prof. AWAYA Noriko	Fundamental Nursing	22 nd Mar 2005 - 2 nd Apr 2005
27	Dr. MIYAZAKI Fumiko	Maternal Health Nursing	22 nd Mar 2005 - 2 nd Apr 2005
28	Ms. KUDO Setsumi	Community Health Nursing	22 nd Mar 2005 - 2 nd Apr 2005
29	Prof. KODAMA Kazuko	Fundamental Nursing	22 nd Mar 2005 - 2 nd Apr 2005
30	Dr. TOKUNAGA Mizuko	Child Health Nursing	22 nd Mar 2005 - 2 nd Apr 2005
31	Dr. WAKAMATSU Jyunko	Fundamental Nursing	3 rd Jun 2005 - 30 th Sep 2005
32	Ms. KUDO Setsumi	Community Health Nursing	22 nd Jul 2005 - 6 th Aug 2005
33	Ms. TAKANO Masako	Child Health Nursing	26 th Jul 2005 - 6 th Aug 2005
34	Ms. KONISHI Kiyomi	Maternal Health Nursing	26 th Jul 2005 - 6 th Aug 2005
35	Dr. TONAI Miho	Fundamental Nursing	2 nd Aug 2005 - 17 th Aug 2005
36	Ms. TAMAI Yasuko	Fundamental Nursing	2 nd Aug 2005 - 17 th Aug 2005
37	Dr. DEGUCHI Sachiko	Psychiatric Nursing	9 th Aug 2005 - 27 th Aug 2005
38	Prof. SATO Reiko	Adult Health and Gerontological Nursing	16 th Aug 2005 - 27 th Aug 2005
39	Ms. NEMOTO Keiko	Adult Health and Gerontological Nursin	16 th Aug 2005 - 24 th Aug 2005
40	Dr. OKAMITSU Kyoko	Adult Health and Gerontological Nursin	23 rd Aug 2005 - 3 rd Sep 2005
41	Ms. ISHIDA Noriko	Adult Health and Gerontological Nursing	23 rd Aug 2005 - 3 rd Sep 2005
42	Ms. KAWAHARA Noriko	Fundamental Nursing	28 th Oct 2005 - 5 th Apr 2006
43	Dr. KONISHI Emiko	Fundamental Nursing	16 th Dec 2005 - 28 th Dec 2005
44	Ms. ITO Tomoko	Fundamental Nursing	16 th Dec 2005 - 28 th Dec 2005
45	Ms. KUDO Setsumi	Community Health Nursing	20 th Dec 2005 - 28 th Dec 2005
46	Dr. KUSAMA Tomoko	Training Supervisor	21 st Mar 2006 - 25 th Mar 2006
47	Prof. AWAYA Noriko	Fundamental Nursing	21 st Mar 2006 - 5 th Apr 2006
48	Dr. KONISHI Emiko	Fundamental Nursing	21 st Mar 2006 - 5 th Apr 2006
49	Ms. ONO Miki	Fundamental Nursing	21 st Mar 2006 - 5 th Apr 2006
50	Dr. TONAI Miho	Fundamental Nursing	21 st Mar 2006 - 5 th Apr 2006

51	Ms. TAMAI Yasuko	Fundamental Nursing	21 st Mar 2006 - 1 st Apr 2006
52	Prof. SATO Reiko	Adult Health and Gerontological Nursing	21 st Mar 2006 - 29 th Mar 2006
53	Ms. TAKANO Masako	Child Health Nursing	21 st Mar 2006 - 29 th Mar 2006
54	Dr. MIYAZAKI Fumiko	Maternal Health Nursing	21 st Mar 2006 - 29 th Mar 2006
55	Dr. Sakurai Reiko	Community Health Nursing	21 st Mar 2006 - 5 th Apr 2006
56	Dr. YAJIMA Kazue	Fundamental Nursing	21 st Mar 2006 - 1 st Apr 2006
57	Ms. INARI Yoko	Fundamental Nursing	21 st Mar 2006 - 1 st Apr 2006
58	Dr. OKAMITSU Kyoko	Adult Health and Gerontological Nursing	28 th Apr 2006 - 6 th May 2006
59	Ms. KAWAHARA Noriko	Fundamental Nursing	28 th Apr 2006 - 13 th May 2006
60	Dr. TONAI Miho	Fundamental Nursing	21 st Jul 2006 - 5 th Aug 2006
61	Ms. ONO Miki	Fundamental Nursing	21 st Jul 2006 - 5 th Aug 2006
62	Ms. TAKANO Masako	Child Health Nursing	25 th Jul 2006 - 9 th Aug 2006
63	Ms. KONISHI Kiyomi	Maternal Health Nursing	25 th Jul 2006 - 9 th Aug 2006
64	Ms. HAYASHI Itoko	Maternal Health Nursing	25 th Jul 2006 - 9 th Aug 2006
65	Ms. KUDO Setsumi	Community Health Nursing	1 st Aug 2006 - 15 th Aug 2006
66	Dr. OI Miki	Community Health Nursing	1 st Aug 2006 - 15 th Aug 2006
67	Dr. DEGUCHI Sachiko	Psychiatric Nursing	1 st Aug 2006 - 15 th Aug 2006
68	Ms. OKAMOTO Michiko	Psychiatric Nursing	1 st Aug 2006 - 15 th Aug 2006
69	Prof. SATO Reiko	Adult Health and Gerontological Nursing	11 th Aug 2006 - 26 th Aug 2006
70	Ms. MATSUDA Yoshimi	Adult Health and Gerontological Nursing	11 th Aug 2006 - 26 th Aug 2006
71	Dr. OKAMITSU Kyoko	Adult Health and Gerontological Nursing	18 th Aug 2006 - 26 th Aug 2006
72	Ms. ISHIDA Noriko	Adult Health and Gerontological Nursing	18 th Aug 2006 - 26 th Aug 2006

2. Counterpart Training in Japan

	JFY	Name / Organization	Subjects	Period
1	2004	Ms. Primbetova Ilya First Republican Medical College	Nursing Education (Long Term)	11 th Sep 2004 - 17 th Dec 2004
2	2004	Ms. Mirzaeva Saadat A First Republican Medical College	Ditto	Ditto
3	2004	Ms. Burkhanova Malika N. Tashkent Pediatric Medical Institute	Ditto	Ditto
4	2004	Ms. Akhmadeeva Alfinur M. Republican Research Center of Emergency Medicine	Ditto	Ditto
5	2004	Ms. Toshmatova Dilovar N. Training Center for Medical	Ditto	Ditto

		College Teachers, Andijan		
6	2004	Ms. Alimova Matlyuba Ministry of Health	Nursing Education (Short Term)	8 th Nov 2004 - 26 th Nov 2004
7	2004	Ms. Ziyaeva Mavluda F. First Republican Medical College	Ditto	Ditto
8	2004	Ms. Yangieva Nodira R. First Tashkent Medical Institute	Ditto	Ditto
9	2004	Ms. Borisova Elena M. Republican Research Center of Emergency Medicine	Ditto	Ditto
10	2004	Ms. Goleva Galina Ministry of Secondary and Higher Special Education	Ditto	Ditto
11	2005	Ms. Zuparova Snobar (Sabohat) First Republican Medical College	Nursing Education (Long Term)	2 nd Sep 2005 to 17 th Dec 2005
12	2005	Ms. Iskhakova Shoira First Republican Medical College	Ditto	Ditto
13	2005	Ms. Yunusdjonova Zakhida First Republican Medical College	Ditto	Ditto
14	2005	Ms. Mirzayusupova Zaripa First Republican Medical College	Ditto	Ditto
15	2005	Mr. Malikov Yusuf R. Director, Republican Scientific Center of Emergency Medical Care	Nursing Education (Short Term)	19 th Nov 2005 to 3 rd Dec 2005
16	2005	Ms. Salihodjaeva Rikhisinisa K Chief specialist on nursing education, Ministry of Health	Ditto	Ditto
17	2005	Ms. Nazarova Salima K. Department of Human Resources, Medical Educational Facilities and Science, Ministry of Health	Ditto	Ditto
18	2005	Ms. Abdullaeva Khamidokhon A. Head specialist, Methodological cabinet, Ministry of Health	Ditto	Ditto
19	2005	Mr. Masdov Khayriddin F. Deputy Director, Center for Secondary Special and Vocational Education, Ministry of Higher and Secondary Specialized Education	Ditto	Ditto
20	2006	Ms. Usmanova Gulchekhra First Republican Medical College	Nursing Education (Long Term)	4 th Sep 2005 to 17 th Dec 2005
21	2006	Ms. Suvankulova Feruza First Republican Medical College	Ditto	Ditto
22	2006	Ms. Saidova Lola Head of Nursing Dept. Sergeli Medical College	Ditto	Ditto
23	2006	Ms. Ismanova Ozoda Head nurse, Nuronii Hosptial	Ditto	Ditto
24	2006	Mr. Atakhanov Shukhrat Head of Department of Human Resources, Medical Educational Facilities and Science, Ministry of Health	Nursing Education (Short Term)	6 th Nov 2005 to 21 st Nov 2005
25	2006	Ms. Govoruhina Irina Yu. Deputy Director, Republican Scientific Center of Emergency Medical Care	Ditto	Ditto
26	2006	Ms. Zokirova Kamola Deputy Director on Educational	Ditto	Ditto

		Department, First Republican Medical College		
27	2006	Ms.Imamova Khabiba Deputy Director on Educational Department, First Republican Medical College	Ditto	Ditto

3. Equipment

(1) Equipment for the Project

JFY	Amount	Equipment ():Number of Equipment
2004	US\$ 43,987	Office Equipment for the Nursing Education Center and Republican Research Center of Emergency Medicine (Model Hospital) Breakdown) OHP (2), Computer Desktop (8), Laptop PC (2), Video Player(2), TV Set (2), Multimedia Projector (2), Color Printer Laser Jet (2), Digital Copier Laser Jet (2)
2005	US\$ 54,000	Nursing Education Equipment for the Nursing Education Center and Republican Research Center of Emergency Medicine (Model Hospital) Major Copmponents) Gatch Bed (4), Mattress (4), Bedclothes (8), Bedside Cabinet (4), OverbedTable (4), Screen (4), Stopwatch (6), Diagnostic Set (1), Hand wash Evaluation Kit (2), Wheel Chair (1), Walker (1), Beads Pads (2), theAged Simulation Set (1), Instrument Trolley (5), Pitcher (3), Kelly's Pad (1), Injection and Blood Sampling Practice Model (1), Irrigator Stand with Caster (2), Treatment Carriage (1), Partition (5), Desk (4), Universal Training Model (2)
2006	US\$85,591	Nursing Education Equipment for the Nursing Education Center Breakdown) The Aged Simulation Set (4), Ostomy care simulator (1), Respiration muscle trainer, Respiration muscle trainer (5), Incentive spirometry exerciser (6), Food substitution model (variety of 100 with magnet) (1), Buttock Intramuscular Injection Simulator (5), Nursing Training Doll (4), Organs for Men, exchangable type with Nursing Training Doll (4) , Wearable Breast Self Examination Cancer Training Model (5), CPR Training Doll with Skillreporter and Printer (5), Suction Simulator (5), Airway Management Trainer, Correspond to Adult Laryngeal masks (5)
Total	US\$ 183,578	

(2) Equipment for Experts

JFY	Amount (JPY)	Expert	Major Equipment (): Number of Equipment	Arrival Date
2004	735,337	Ms. HAYASHI Sachiyo	Laptop PC (1) , Video Camera, Digital Camera, Books on Nursing (20)	28th Jul 2004
	132,100	Prof. SAKURAI Reiko	Books on Nursing (72) Other Donated Books	6th Aug 2004
	457,030	Mr.IIZUKA Masaru	Laptop PC (1)	20th Aug 2004
	838,653	Mr.IIZUKA Masaru	Transmitters (2) for Conference Interpreter and Receivers(40)	17th Dec 2004

	760,200	Mr. IIZUKA Masaru	Transmitter (1) for Conference Interpreter and Receivers(40)	22nd Mar.2005
	24,000	Prof. SATO Reiko	Video Material for Nursing Education (3 Volumes)	25th Mar. 2005
Total	2,947,000 (\$=104円) (US\$ 28,337)			

4. Budget Allocation for the Project Implementation

JFY	Japanese Side	Uzbek Side
2004	U\$125,506 Major Usage) Budget for General Management, Renovation of the Facilities and Purchase of Furniture of the Nursing Education Center	U\$400,000 Renovation of the Facilities of Furniture of the Nursing Education Center
2005	U\$129,198 Major Usage) General Management, Purchase of Furniture of the Nursing Education Center, Temporary Relocation of the Office Space of the Nursing Education Center, Office Equipment	
2006	U\$57,751 (until Sep. 2006)	
Total	U\$312,455	U\$400,000

5. List of Counterparts (C/P)

	Name / Organization	Responsible Field
1	Ms. Zuparova Snobar (Sabohat) Nursing Education Center (First Republican Medical College)	Fundamental Nursing
2	Ms. Iskhakova Shoirra Nursing Education Center (First Republican Medical College)	Maternal Health Nursing
3	Ms. Usmanova Gulchekhra Nursing Education Center (First Republican Medical College)	Child Health Nursing
4	Ms. Mirzaeva Saadat A Nursing Education Center (First Republican Medical College)	Adult Health Nursing
5	Ms. Yunusdjonova Zakhida Nursing Education Center (First Republican Medical College)	Gerontological Nursing Psychiatric Nursing
6	Ms. Mirzayusupova Zaripa Nursing Education Center (First Republican Medical College)	Community Health Nursing
7	Ms. Akhmadeeva Alfinur M. Republican Research Center of Emergency Medicine	Clinical Practice Room Development

Evaluation Criteria	Evaluation Questions		Basis for Judgment	Data Needed	Data Collection Methods			
	Main Question	Sub-question			Literature	Interview	Questionnaire	Other
Relevance	Does the project match the needs of the nursing education policy in Uzbekistan?	Is " Client oriented nursing Education" still high priority in the sector?		Policy in Health education		JICA expert NEC MOH	Participant in Japan	
		Is MOH still promoted " Client oriented nursing Education"?		Actions by MOH		JICA expert NEC MOH	Participant in Japan	
	Does the project match the needs of patients in hospitals?	Do patients have any complain against conventional nursing care?		Patients' opinions		JICA expert PO NEC MOH	Participant in Japan	
		Do patients wants to take kindly care more than present care customs?		Patients' opinions		JICA expert NEC MOH	Participant in Japan	
	Does the project match the needs of nursing schools and institutions?			Opinions of participants		JICA expert NEC MOH FRMC	Participant in Japan	
	Does the project match the needs of the students in nursing schools and nurses?	Do students want to learn" Client oriented nursing Education" ?		Students' opinions		JICA expert NEC MOH FRMC	Participant in Japan	
		Do nurses want to learn" Client oriented nursing Education" ? (Tashkent Republican Center for Emergency Medicine)		Nurses' opinions		JICA expert NEC MOH FRMC RCEM	Participant in Japan	
	Is the project consist with JICA country program?			JICA country Program		JICA country Program JICA expert		
	Was the selected target group appropriate for to improve nursing education system in Uzbekistan?	Is FRMC proper actor to promote nursing education improvement in Uzbekistan?		Role of FRMC in health education		JICA expert NEC MOH FRMC	Participant in Japan	
	Is Japan presence high in the field of nursing education improvement?			Presence of Japan		JICA expert NEC MOH FRMC	Participant in Japan	
	Will the project purpose be achieved at the end of the project?	Are Indicators of Project purpose attained milestones ?	Compare to planned Indicator	Plan & achievement		JICA EX Curriculum Committee MOH NEC	Participant in Japan	
	Is the indicator of the project purpose describe the attained status of the project purpose properly?	How will " Established" be confirmed?	Description of process		VPPP			
		Who is the examinee of " comprehension test on client-oriented	Definition of the terms		VPPP			
		How will "comprehension test" be managed?	Description of process		VPPP			

Evaluation Criteria	Evaluation Questions		Basis for Judgment	Data Needed	Data Collection Methods			
	Main Question	Sub-question			Literature	Interview	Questionnaire	Other
Effectiveness	Does the each output contribute the achievement of the project purpose?	Is there Means-Ends relationship between Output 3 "Proposing Standard of nursing education " and Project purpose "Establishment of educational model"?	Logic check		VPPP			
	Do any important assumptions affect the achievement of the project purpose?		Logic check	Risks		JICA EX Curriculum Committee MOH NEC FRMC	Participant in Japan	
Efficiency	Will outputs be achieved in the prospected periods?	Is Indicators of Output 1 attained at prospected level at mid-term evaluation ?	Compare to planed Indicator	PDM & achievement of Outputs	Project report JICA EX Curriculum Committee MOH NEC FRMC	Participant in Japan		
		Are there any Promoting factors or Inhibiting factors for attainment of Outputs	Compare to planed Indicator	PDM & achievement of Outputs & Risks	Project report JICA EX Curriculum Committee MOH NEC FRMC	Participant in Japan		
		Will Output 2 be attained at prospected periods?		Prospect	JICA EX Working Group MOH NEC	Participant in Japan		
		Will Output 3 be attained at prospected periods?		Prospect	JICA EX Curriculum Committee MOH NEC	Participant in Japan		
	Are the indicator of Outputs describe the attained status of Outputs?	(Output 1) How will "Result of trial session" be measured?	Description of process		VPPP			
		(Output1) How will quality of "Draft curriculum for nursing education" be confirmed?	Description of process		VPPP			
		(Output1) How will quality of " Teaching materials" be confirmed?	Description of process		VPPP			
		(Output1) How will quality of " Drafts of laboratory manual" be confirmed?	Description of process		VPPP			
		(Output2) How will quality of " Client-oriented nursing practices" be confirmed?	Description of process		VPPP			
		(Output3) How will quality of " Proposals regarding standard of nursing education" be confirmed?	Description of process		VPPP			
		(Output 1) How will information of "Result of trial session" be collected?	Description of process		VPPP			
		(Output1) How will "comprehension test" be managed?	Description of process		VPPP			
(Output1) How many educators must pass the test?		Description of process		VPPP				
(Outputs2) How will " Client-oriented nursing practices are implemented" be confirmed by "Guidelines on the TECC" and "Methods of clinical practice of teaching staff for nurse education (Draft)"?		Description of process		VPPP				
(Output2) When will Output2 attained?	Description of process		VPPP					
				JICA EX				

Evaluation Criteria	Evaluation Questions		Basis for Judgment	Data Needed	Data Collection Methods			
	Main Question	Sub-question			Literature	Interview	Questionnaire	Other
	Are the activities sufficient to produce Outputs?	Are activities of Curriculum Committee sufficient to produce Outputs?		Plan & Performance of Activities		Curriculum Committee MOH NEC FRMC		
							Participant in Japan	
		Are activities of Working groups sufficient to produce Outputs?		Plan & Performance of Activities		JICA EX Working Group MOH NEC FRMC		
							Participant in Japan	
		Are seminars sufficient to produce Outputs?		Plan & Performance of Activities		JICA EX Curriculum Committee Working Group MOH NEC FRMC		
							Participant in Japan	
	Are Inputs sufficient to produce Outputs? (Equipment, Training in Japan, short term experts, local expenses and other expenses by Uzbekistan side)	Is input sufficient to produce Outputs?		Results of Inputs	Experts report Experts report Progress report	JICA expert NEC		Participant in Japan
		Is there no waste cost?		Results of Inputs		JICA expert NEC		Participant in Japan
		Is timing of Input appropriate?		Results of Inputs		JICA expert NEC		Participant in Japan
		Do Inputs contribute to attain the project purpose directly?		Results of Inputs		JICA expert NEC		Participant in Japan
		Is quality of Input appropriately?		Results of Inputs		JICA expert NEC		Participant in Japan
		Does the project try something to reduce the cost of the project?		Actions by the project		JICA expert NEC		
Impact		When will Nursing education, based on "client-oriented nursing", be innovated in 54 medical colleges throughout the country?		Prospect of the attainment of Overall goal		JICA expert Curriculum Committee MOH NEC FRMC		Participant in Japan
		Were there any positive or negative impacts besides Overall goal? (Social, Cultural, Economical, Technical, Political, Environmental and other aspects)			Progress report	JICA expert Curriculum Committee Working Group MOH NEC FRMC		Participant in Japan
	Will developed curriculum be utilized after the completion of the project?		Prospects		JICA expert Curriculum Committee MOH NEC FRMC			

Evaluation Grid

Evaluation Criteria	Evaluation Questions		Basis for Judgment	Data Needed	Data Collection Methods				
	Main Question	Sub-question			Literature	Interview	Questionnaire	Other	
Sustainability	Will developed curriculum be revised properly after the completion of the project?			Prospects			Participant in Japan		
						JICA			
						Curriculum Committee			
						MOH			
						NEC			
						FRMC			
	Will Nursing Education Center (NEC) operate properly to improve and spread developed curriculum? (Financial, Political, Human resource, Technical and other aspects)				Prospects		JICA expert		
							Curriculum Committee		
							MOH		
							NEC		
							FRMC		
								Participant in Japan	
Will MOH continue to promote "Client Oriented Nursing Education"?				Prospects		JICA expert			
						Curriculum Committee			
						MOH			
						NEC			
						FRMC			
							Participant in Japan		

Verification of Planning, Performance implementing Process (VPPP)

Evaluation Item	Evaluation Questions		Data Collection Methods					
	Main question	Sub-question	Literature	Interview	Questionnaire	Other		
Are Overall goal, Project purpose and Outputs clear?	What is definition of " Curriculum" in the project?		PDM					
						Workshop		
				Curriculum Committee				
				JICA Expert				
				NEC				
				FRMC				
						Participant in Japan		
							Workshop	
				Curriculum Committee				
				JICA Expert				
				NEC				
				FRMC				
	(Overall goal) How will " Innovated" be confirmed?							
							Participant in Japan	
								Workshop
					Curriculum Committee			
					JICA Expert			
					NEC			
	(Project purpose) How will " Established" be confirmed?							
							Participant in Japan	
								Workshop
					Curriculum Committee			
					JICA Expert			
					NEC			
(Outputs 1) How will " Introduced" be confirmed?								
						Participant in Japan		
							Workshop	
				Curriculum Committee				
				JICA Expert				
				NEC				
(Output 3) After the "proposing", What kind of situation is desired? ("Propose" is action, not purpose.)								
						Participant in Japan		
							Workshop	
				JICA Expert				
				NEC				
						Participant in Japan		
(Overall goal) How will "The educational model is innovated" be confirmed?								
						Participant in Japan		
							Workshop	
				Curriculum Committee				
				JICA Expert				
				NEC				
	(Project purpose) Who is the examinee of " comprehension test on client-oriented nursing" ?							
							Participant in Japan	
								Workshop
					JICA Expert			
					NEC			
					FRMC			
(Output 1) How will "Result of trial session" be measured?								
						Participant in Japan		
							Workshop	
				Curriculum Committee				
				JICA Expert				
				NEC				

Verification of Planning, Performance implementing Process (VPPP)

Evaluation Item	Evaluation Questions		Data Collection Methods				
	Main question	Sub-question	Literature	Interview	Questionnaire	Other	
Planning	Do Indicators accurately express their respective meaning?	(Output1) How will quality of "Draft curriculum for nursing education" be confirmed?		Curriculum Committee		Workshop	
				JICA Expert			
				NEC			
				FRMC			
					Participant in Japan		
					Workshop		
			(Output1) How will quality of " Teaching materials" be confirmed?		Working Group		
				JICA Expert			
				NEC			
				FRMC			
					Participant in Japan		
					Workshop		
			(Output1) How will quality of " Drafts of laboratory manual" be confirmed?		Working Group		
				JICA Expert			
				NEC			
				Participant in Japan			
					Workshop		
		(Output2) How will quality of " Client-oriented nursing practices" be confirmed?		Working Group			
	JICA Expert						
	NEC						
	RCEM						
			Participant in Japan				
			Workshop				
	(Output3) How will quality of " Proposals regarding standard of nursing education" be confirmed?		Curriculum Committee				
		JICA Expert					
		NEC					
			Participant in Japan				
				Workshop			
	Are objectivity and reproducibility ensured in the methods for obtaining each indicator?	(Overall goal) Means of Verification is not described.				Workshop	
		(Project purpose) How will "comprehension test" be managed?		JICA Expert			Workshop
				NEC			
				FRMC			
					Participant in Japan		
						Workshop	
		(Output 1) How will information of "Result of trial session" be collected?		Curriculum Committee			
				JICA Expert			
				NEC			
				FRMC			
					Participant in Japan		
						Workshop	
		(Output1) How will "comprehension test" be managed?		Curriculum Committee			
			JICA Expert				
			NEC				
				Participant in Japan			
					Workshop		
	(Output1) How many educators must pass the test?		Curriculum Committee				
			JICA Expert				
			NEC				
			FRMC				
				Participant in Japan			
					Workshop		
	(Outputs2) How will " Client-oriented nursing practices are implemented" be confirmed by "Guidelines on the TECC" and "Methods of clinical practice of teaching staff for nurse education (Draft)"?		Working Group				
			JICA Expert				
			NEC				
			RCEM				
				Participant in Japan			

ANNEX 4 Evaluation Grid

Verification of Planning, Performance implementing Process (VPPP)

Evaluation Item	Evaluation Questions		Data Collection Methods				
	Main question	Sub-question	Literature	Interview	Questionnaire	Other	
Is the target group clearly established (Target Group: Nursing Educators of the First Republican Medical College and persons in charge of clinical practice)		(Output2) When will Output2 attained?		Working Group		Workshop	
				JICA Expert			
	Is the target group clearly established (Target Group: Nursing Educators of the First Republican Medical College and persons in charge of clinical practice)	Who is main beneficiary by "An educational model based on "client-oriented nursing" is established.?"		NEC			
				RCEM			
		For whom is "An educational model based on "client-oriented nursing" is established." implemented?			Participant in Japan		
						Workshop	
		Is the relationship in narrative summary established as Means - Ends relationship ?	(Overall goal - Project purpose) Will "establishment of model" induce extension of the model?		JICA Expert		
						Participant in Japan	
			(Project purpose - Outputs) Why is means of verification of Project purpose "Result of comprehension test on client-oriented nursing" same as means of verification of Output 1-3 "Results of comprehension test of client oriented nursing.?"		JICA Expert		Workshop
						Participant in Japan	
			Project purpose - Outputs) Why does Output 1-3 include "nursing educators from 54 medical colleges and 6 institutes of medicine" ?		JICA Expert		Workshop
						Participant in Japan	
	(Project purpose - Outputs) Why is Output3 "3. Standard of nursing education (curriculum, teaching materials and quality of teachers) is proposed." necessary to establish "Model"?			JICA Expert		Workshop	
					Participant in Japan		
	Are Important assumptions for each level established appropriately?	(Overall goal - Project purpose) Will "MOH spreads the education model to 54 medical colleges" be fulfilled?	(Output - Activities) Why is Activity 1-2-5" To monitor the utilization condition of equipment for nursing education procured by the Japanese Grant Aid Project." necessary to attain Output 1-2 "Teaching Materials are prepared based on "client-oriented nursing".?"	JICA Expert		Workshop	
			(Output - Activities) Why is Activity 2-6" To train clinical practice instructors from 60 medical and health care facilities (5 facilities / state x 12 states)." necessary to attain Output 2 "Client-oriented nursing practice teaching is introduced in a model hospital.?"	JICA Expert		Workshop	
					Participant in Japan		
						Workshop	
		Are there any other important assumptions?		Curriculum Committee			
			JICA Expert				
			NEC				
				Participant in Japan			
			MOH				
	MOHSSE		Workshop				
	Curriculum Committee						
	JICA Expert						
	NEC						
		Participant in Japan					
	MOH						
	MOHSSE						

Verification of Planning, Performance implementing Process (VPPP)

Evaluation Item	Evaluation Questions		Data Collection Methods				
	Main question	Sub-question	Literature	Interview	Questionnaire	Other	
Performance	Is Inputs implemented as planned? (compare with planned value)		PDM / Input records				
				JICA Expert			
					Participant in Japan		
	Is Outputs produced as planned? (compare with target)		Progress report				
				JICA Expert			
					Participant in Japan		
	Are there prospects that the project objective will be achieved? (compare with target)			JICA			
				MOH			
				NEC			
			FRMC				
				Participant in Japan			
					Workshop		
Implementation Process	Is monitoring system working well?	What is monitored items in the project?		JICA			
				NEC			
		How is the project monitored?		JICA		Workshop	
				NEC			
	Is decision-making system working well?	How is the decision managed in the project?		Progress report			
				Progress report			
					JICA		
					MOH		
					NEC		
					FRMC		
		What is the role and obligations of National Education Center (NEC) in health educational administration?				Participant in Japan	
				Ex-ante evaluation report			Workshop
				Progress report			
				Organization chart			
					JICA		
					MOH		
					NEC		
	What is the role and obligations of Curriculum Committee in health educational administration?				Participant in Japan		
			Organization chart			Workshop	
				JICA			
				MOH			
			NEC				
			FRMC				
What is the role and obligations of Working Group in health educational administration?				Participant in Japan			
		Organization chart			Workshop		
			JICA				
			MOH				
			NEC				
			FRMC				
How is the implementation of the seminar designed?				Participant in Japan			
			JICA		Workshop		
			MOH				
			NEC				
			FRMC				

ANNEX 4 Evaluation Grid

Verification of Planning, Performance implementing Process (VPPP)

Evaluation Item	Evaluation Questions		Data Collection Methods					
	Main question	Sub-question	Literature	Interview	Questionnaire	Other		
	Is a suitable counterpart assigned?		Experts report					
			Progress report					
				JICA				
	Does the project have a high recognition in the implementing agency and / or counterparts?	(implementing Agency)	Progress report				Workshop	
			Progress report					
				JICA				
				MOH				
				NEC				
				FRMC				
		(Counterparts)				Participant in Japan		
			Progress report					Workshop
				JICA				
				MOH				
				NEC				
				FRMC				
	Does the target group recognize the project high?	(Target Group: Nursing Educators of the First Republican Medical College and persons in charge of clinical practice)						
				JICA				
				MOH				
			NEC					
			FRMC					
					Participant in Japan			

