



ASIAN DEVELOPMENT BANK

Kyrgyz Republic: Strengthening Education System Sector Development Program

Project Name	Strengthening Education System Sector Development Program								
Project Number	46537-002								
Country	Kyrgyz Republic								
Project Status	Active								
Project Type / Modality of Assistance	Grant								
Source of Funding / Amount	<table> <tr> <td colspan="2">Grant 0407-KGZ: Strengthening Education System Sector Development Program</td></tr> <tr> <td>concessional ordinary capital resources lending / Asian Development Fund</td><td>US\$ 10.00 million</td></tr> <tr> <td colspan="2">Grant 0408-KGZ: Strengthening the Education System-Sector Development Program</td></tr> <tr> <td>concessional ordinary capital resources lending / Asian Development Fund</td><td>US\$ 12.00 million</td></tr> </table>	Grant 0407-KGZ: Strengthening Education System Sector Development Program		concessional ordinary capital resources lending / Asian Development Fund	US\$ 10.00 million	Grant 0408-KGZ: Strengthening the Education System-Sector Development Program		concessional ordinary capital resources lending / Asian Development Fund	US\$ 12.00 million
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Strategic Agendas	Inclusive economic growth								
Drivers of Change	Governance and capacity development								
Sector / Subsector	Education - Education sector development								
Gender Equity and Mainstreaming	Effective gender mainstreaming								
Description	<p>The sector development program (SDP) will support the government's plans to improve school education quality as enunciated in the Education Development Strategy for 2012-2020, and the National Strategy for Sustainable Development launched in 2013, which recognizes _the quality of education_ as _one of the most reliable indicators of the future development of any nation_. The SDP is reflected in the draft COBP 2014-2016 and in the draft KGZ CPS 2013-17. The SDP will also support the Kyrgyz Republic's plans to join the European Higher Education Area and steps taken to implement the Bologna 3-cycle academic process, curriculum development for a Master degree program in pedagogy and supporting reforms in the quality assurance system.</p> <p>The program component under the SDP will include: (i) creation of an independent curriculum and textbooks review mechanism in MOES by establishing a consultative council; (ii) approval of quality assurance standards and accreditation system for pedagogy programs; (iii) regulations for delivery of MA/MS program in pedagogy in universities; (iv) defining e-education standards for institutions providing distance education option to students; (v) establishing a school development fund to rehabilitate selected schools; and (vi) strengthening community participation in schools. The SDP will aim to create sustainable reforms process and accrual of long term benefits to the country.</p> <p>The investment component under the SDP will aim at improving the quality of education, including support for: (i) full implementation of curricula developed under the SEP; (ii) development and printing of LTMs for grades 7_9 and teacher training for the new curriculum; (iii) strengthened pre- and in-service teacher training systems; (iv) improved learning environment in selected innovative resource schools through showcasing of reforms and provision of additional infrastructure; (v) support for a Bologna process compliant quality assurance system for pedagogical programs; (vi) improved community participation in schools; and (vii) consultancy services, studies, surveys, and stakeholder consultation workshops. Textbook printing, financed by the project component will follow implementation of an effective textbook rental scheme and commitment to reprint textbooks using textbook revolving fund. In March 2013, the World Bank approved the Sector Support for Education Reform Project for Kyrgyz Republic. This \$16.5 million project will primarily focus on primary and lower secondary education and support improved learning outcomes in the education sector including improved teacher training, revision of curricular, printing and provision of learning and teaching materials up to grade 6. The SDP will be developed in close coordination with the World Bank project to ensure synergies and support.</p> <p>Impact, Outcome, and Outputs</p> <p>The impact will be strengthened and coherently functioning school education system in Kyrgyz Republic. The outcome will be learning environment and key quality aspects of school education improved in Kyrgyz Republic. The four outputs are: (i) curricula and LTMs for secondary schools developed, piloted, and printed; (ii) improved access to quality teacher education and training programs; (iii) improved learning environment in innovative resource schools; and (iv) greater community involvement in school management.</p>								

Project Rationale and Linkage to Country/Regional Strategy

Students, classrooms, textbooks, learning and teaching materials, curricula, and most importantly the teachers, along with mechanisms of development and interaction between these components, together constitute the system responsible for educating the nation's children. Previous Asian Development Bank (ADB) projects, including the Second Education Project (SEP) and support from other development partners, have strengthened key components of this system in the Kyrgyz Republic. SEP helped develop a new education curriculum focusing on improvement of teaching methodologies and learning assessment, and supported learning and development and printing of learning and teaching materials (LTM) for grade 1. Low fiscal space in the budget forced the Government of the Kyrgyz Republic to reduce the pace of reform implementation. Consequently textbooks are yet to be developed and printed for grades 5_11 and teachers need to be trained to deliver the new curriculum.

Following independence in 1991, the Kyrgyz Republic has focused on improving education quality in schools. However, low teacher quality and ineffective teaching practices remain key variables that have a significant bearing on the weak learning attainment endemic in the education system. A low-quality education system, inadequately linked to the national growth plans and private sector, neither allows for an optimal realization of the socio-economic development of the country nor leads to sustainable reforms. A sector development program (SDP) is therefore proposed to tackle the problem in a holistic manner. Lessons learned from SEP implementation will benefit the SDP design which will have two parallel and interacting components_a program component to focus on policy reforms and a project component to target key interventions and investments in the education sector. By focusing on all critical elements of the school education system, along with the linkages between these elements, the proposed SDP is expected to have a significant impact on the performance of the school education system of the country. The decision to process an SDP is based on lessons learned and recommendations from SEP implementation. The draft project completion report for SEP is under preparation. Lessons learned are: (i) ensure full government commitment to support/fund reforms; (ii) curriculum reform to include its critical components (teacher training, learning and teaching materials etc.); and (iii) ensure comprehensive due diligence, compact design with accurate cost and time estimates. The recommendations are: (i) effective follow up to ensure adoption of new curricula and learning methodologies; (ii) reform Kyrgyz Academy of Education's conflicting role in curriculum approval, textbook development and production; and (iii) focus on policy reform to ensure sustainable reforms.

Teachers are the fundamental building block of a country's education system and are the key to its success. Long-term, sustainable reform of school education will only occur when the curricula for in- and pre-service teacher training incorporate new teaching methodologies and learning assessment systems. This requires the relevant university and teacher training institute (TTI) faculty to be abreast of the latest research and developments in pedagogy applicable to the Kyrgyz context. Teacher trainers also must have the qualifications and training to conduct the requisite programs. There is an acute shortage of active, qualified teachers in the Kyrgyz Republic. In 2011_2012 school year the teacher deficit was 4%, while 1,264 out of the country's 2,204 schools experienced teacher shortages. This occurs especially in science where the lack of sufficient laboratories, teaching aids, and materials is compounded by the absence of appropriately qualified teachers. The move towards introduction of integrated science subjects in secondary grades will help improve the situation to some degree, but there is an urgent need for qualified science teachers. Technology-assisted e-education modules can provide a high quality distance education option to aspiring teachers and, together with existing programs, present a viable option to improve access to high quality in- and pre-service teacher education and training programs.

The low preparatory level of secondary school students is real and pervasive across the country and leads to dropouts of many new entrants to universities. Those that enter the workplace fare no better and face high levels of unemployment. Kyrgyz students ranked last in math, science, and reading among nations that participated in the 2006 and 2009 rounds of the Program for International Student Assessment. This phenomenon is reported to be getting worse each year across the higher education system. There is also significant disparity in test scores between students living in cities and those who reside outside the main urban areas. Lack of access to requisite quality human resources can significantly impact development achievements and growth in the country.

The quality of higher education and its relevance to the economy are currently of greatest concern to the Government of the Kyrgyz Republic. The enrollment distribution by discipline in higher education does not support the government's aspirations to prioritize development of mining, construction, telecommunications, agriculture and processing, information and communication technology, focusing on innovation and entrepreneurship. The majority (77%) of students are enrolled in humanities and social sciences, with only 23% pursuing technical options. To provide support to and increase the number of students pursuing technical streams requires the availability of modern curricula at the upper secondary level.

Impact	Improved human resources development for competitiveness of the Kyrgyz Republic
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Project Outcome

Description of Outcome	Enhanced quality, access, and efficiency of public education in the Kyrgyz Republic
Progress Toward Outcome	First review mission fielded in January 2017

Implementation Progress

Description of Project Outputs	Quality of curriculum and teaching learning materials improved Quality of teachers and in-service teacher training improved Access to quality education through innovative schools improved Sector and project management improved
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Status of Implementation Progress (Outputs, Activities, and Issues)	<p>Not yet due</p> <p>In December 2016, advocacy firm developed a strategy and work plan to implement the communication campaign.</p> <p>Delayed. MIS design is postponed to 2018.</p> <p>Capacity building is expected during 2017-2019.</p> <p>1) MES selected 39 schools in Jayil district for TRS introduction, 2) the SESSDP with consultants developed a guideline on TRS implementation, 4) Prepared regulation on _The Order of the Textbook Rental Payment collection, _ 5) The MES signed the project of the Regulation and sent it for approval of the Kyrgyz Government on December 1, 2016.</p> <p>The SESSDP submitted draft subject standards for feedback and external review for the subjects Math, Chemistry, Biology, Physics, History, Geography, Human Being and Society.</p> <p>Can be met in 2018.</p> <p>Trained 44 potential textbook authors, designers, and publishers. Of the participants, 31 female.(70%) and 13 male (30%). 37 participants were from urban (84%) and 7 male.</p> <p>On December 23, 2016, the MES issued an Order to launch the development of new textbooks for grades 7-9. The PIU announced open competition among potential textbook writers and selected 61 potential authors.</p> <p>324 teachers trained (80% female and 20 male). Of the participants, 4% were urban and 96% were rural.</p> <p>Not yet due</p> <p>0.6% obtained professional certification based on new standards.</p> <p>Not yet due</p> <p>Not yet due</p>
Geographical Location	Kyrgyz Republic

Safeguard Categories

Environment	C
Involuntary Resettlement	C
Indigenous Peoples	C

Summary of Environmental and Social Aspects

Environmental Aspects
Involuntary Resettlement
Indigenous Peoples

Stakeholder Communication, Participation, and Consultation

During Project Design	A project preparatory technical assistance helped design the SDP. Extensive stakeholder consultations were conducted during processing of the PPTA and project design.
During Project Implementation	Stakeholders participate during implementation of SDP.

Business Opportunities

Consulting Services	The following consulting services requirements have been processed: (i) project implementation firm; (ii) design firm; (iii) twinning arrangement; (iv) feasibility and policy research studies; (v) Textbook rental scheme (TRS)/textbook revolving fund (TRF) implementation and management specialist; (vi) Textbook rental scheme (TRS)/textbook revolving fund (TRF) design specialist; (vii) textbook development advisor; (viii) audit firm; (ix) advocacy and media campaign; (ix) education finance specialist.
Procurement	The project will provide ICT/multimedia equipment, office equipment, videoconference system, science laboratory equipment, science software, furniture, smart classrooms, along with minor rehabilitation works of of school physical facilities. The international competitive bidding (ICB) will be used for the procurement of ICT equipment and gadgets for multimedia classrooms, science software and kits, and learning materials and other related goods. National competitive bidding (NCB) will be undertaken for civil works. The NCB contract will involve rehabilitation of existing classrooms, science and computer laboratories and procurement of furniture for innovative schools and teacher training institutes.

Responsible Staff

Responsible ADB Officer	Sarvi, Jouko
Responsible ADB Department	Central and West Asia Department
Responsible ADB Division	CWSS
Executing Agencies	<i>Ministry of Education and Science</i> <i>257 Tynystanov str., 720040, Bishkek, Kyrgyz Republic</i>

Timetable

Concept Clearance	03 Jul 2013
Fact Finding	26 May 2014 to 06 Jun 2014
MRM	18 Jul 2014
Approval	29 Sep 2014
Last Review Mission	-
Last PDS Update	29 Mar 2017

Grant 0407-KGZ

Milestones					
Approval	Signing Date	Effectivity Date	Closing		
			Original	Revised	Actual
29 Sep 2014	23 Jan 2015	28 Jul 2015	31 May 2018	-	-

Financing Plan			Grant Utilization			
	Total (Amount in US\$ million)		Date	ADB	Others	Net Percentage
Project Cost	10.00		Cumulative Contract Awards			
ADB	10.00		29 Sep 2014	3.00	0.00	30%
Counterpart	0.00		Cumulative Disbursements			
Cofinancing	0.00		29 Sep 2014	3.00	0.00	30%

Grant 0408-KGZ

Milestones					
Approval	Signing Date	Effectivity Date	Closing		
			Original	Revised	Actual
29 Sep 2014	23 Jan 2015	28 Jul 2015	31 Aug 2021	-	-

Financing Plan			Grant Utilization			
	Total (Amount in US\$ million)		Date	ADB	Others	Net Percentage
Project Cost	14.12		Cumulative Contract Awards			
ADB	12.00		29 Sep 2014	3.75	0.00	31%
Counterpart	2.12		Cumulative Disbursements			
Cofinancing	0.00		29 Sep 2014	3.41	0.00	28%

Project Page	https://www.adb.org/projects/46537-002/main
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