

# Project Administration Manual

Project Number: 46537  
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February 2017

Kyrgyz Republic: Strengthening Education System  
Sector Development Project



## ABBREVIATIONS

|        |   |   |
|--------|---|---|
| ADB    | = | Asian Development Bank                                  |
| CPD    | = | continuous professional development                     |
| CQS    | = | consultant qualification selection                      |
| DMF    | = | design and monitoring framework                         |
| EA     | = | Executing Agency  |
| EDS    | = | Education Development Strategy                          |
| ESM    | = | environmental screening and management                  |
| EU     | = | European Union  |
| FMA    | = | financial management assessment                         |
| GAP    | = | gender action plan                                      |
| ICB    | = | international competitive bidding                       |
| ICT    | = | information and communication technology                |
| INSETT | = | in-service teacher training                             |
| LTM    | = | learning and teaching materials                         |
| MES    | = | Ministry of Education and Science                       |
| MIS    | = | management information system                           |
| MOF    | = | Ministry of Finance                                     |
| NCB    | = | national competitive bidding                            |
| NTDP   | = | national teacher development program                    |
| NGOs   | = | nongovernment organizations                             |
| OECD   | = | Organization for Economic Cooperation and Development   |
| PAM    | = | project administration manual                           |
| PISA   | = | Program of International Student Achievement            |
| PIU    | = | project implementation unit                             |
| PPMS   | = | project performance management system                   |
| PSC    | = | program steering committee                              |
| QBS    | = | quality based selection                                 |
| QCBS   | = | quality- and cost-based selection                       |
| RRP    | = | Report and Recommendation of the President to the Board |
| SOE    | = | statement of expenditure                                |
| TMU    | = | textbook management unit                                |
| TRS    | = | textbook rental scheme                                  |
| TTIs   | = | teacher training institutes                             |



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### **Project Administration Manual Purpose and Process**

The project administration manual (PAM) describes the essential administrative and management requirements to implement the project on time, within budget, and in accordance with government and Asian Development Bank (ADB) policies and procedures. The PAM includes references to all available templates and instructions either through linkages to relevant URLs or directly incorporated in the PAM.

The Ministry of Finance (MOF) and Ministry of Education and Science (MES) are wholly responsible for the implementation of ADB financed projects, as agreed jointly between the recipient and ADB, and in accordance with government and ADB's policies and procedures. ADB staff is responsible to support implementation including compliance by MOF and MES of their obligations and responsibilities for project implementation in accordance with ADB's policies and procedures.

At grant negotiations the Government and ADB shall agree to the PAM and ensure consistency with the grant agreement. Such agreement shall be reflected in the minutes of the grant negotiations. In the event of any discrepancy or contradiction between the PAM and the grant agreement, the provisions of the grant agreement shall prevail.

After ADB Board approval of the project's report and recommendation of the President (RRP) changes in implementation arrangements are subject to agreement and approval pursuant to relevant government and ADB administrative procedures (including the Project Administration Instructions) and upon such approval they will be subsequently incorporated in the PAM.

## I. THE PROJECT DESCRIPTION

### A. Rationale

1. The proposed program supports the government's Education Development Strategy (EDS) 2012–2020. The program grant will support key policy reform actions to strengthen education in the Kyrgyz Republic, and the project grant will finance investments that directly link to and support delivery of those policy actions and ensure they are effectively put into operation. Complementary program and project components will address key priorities related to quality and relevance, access to education, and sector management. Policy actions will be applied nationwide and the project grant will also focus on selected innovative schools to leverage maximum impact at the school level. The program beneficiaries include (i) the students who would gain from the improved quality of education; (ii) teachers and school administrators through professional development activities to strengthen their skills and qualifications in teaching and mentoring; and (iii) parents and communities who would have greater involvement in schools through strengthened functioning of the school Boards of Trustees and from the broader socio-economic benefits resulting from improved education services.

### B. Impact and Outcome

2. The impact will be improved human resources development for competitiveness of the Kyrgyz Republic. The outcome will be enhanced quality, access, and efficiency of public education.<sup>1</sup>

### C. Outputs

3. The program, through separate policy-based and project components, will deliver four outputs to improve the: (i) quality of curriculum and teaching learning materials; (ii) quality of teachers and teacher training; (iii) access to quality education through innovative schools; and (iv) sector and project management.

#### 1. Policy-Based Grant Outputs

4. Policy actions under output 1 will support the government to (i) establish a Curriculum Review Unit and a Curriculum Expert Council to undertake a review of the curriculum for grades 1–4; (ii) complete a review of curriculum in grades 1–4; (iii) approve the National Curriculum Framework that emphasizes building skills and competencies; (iv) develop subject curriculum for math and sciences of the general and profile streams in grades 10–11 aligned with the National Curriculum Framework; (v) review and improve distribution of textbooks to schools; (vi) revise guidelines for textbook development, evaluation, publishing and distribution; (vii) develop and implement a communication and advocacy campaign in support of the TRS; (viii) approve a regulation on TRS and commence an initial phase of the textbook rental scheme; and (ix) secure a steady budget allocation of at least Som120 million per fiscal year by the government for textbook provision.

5. Policy actions under output 2 will support the government to (i) approve a national teacher development program (NTDP) to define strategies and guidelines for teacher management, continuous professional development (CPD), teacher performance appraisal, new certification requirements for teachers, and certification of teacher training providers;

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<sup>1</sup> The design and monitoring framework is in Section IX.



(ii) introduce a teacher ranking and progression system with differentiated salary linked to teacher professional standards; (iii) include an in-service teacher training (INSETT) plan in the Action Plan 2015–2017 to implement EDS 2012–2020, (iv) develop, approve, and implement a training plan for school principals, deputy principals, district education officers, and staff of the teacher training institutes; and (v) update relevant regulations on INSETT in line with NTDP.

6. Policy actions under output 3 will support the government to (i) recognize the innovative schools as learning sites for math, science and technology, and as cluster schools for teacher training and to serve neighboring school networks; (ii) amend existing regulatory acts to allow innovative schools to (a) enrich curriculum and have instructional autonomy in adapting curriculum and delivery methods to meet the national curriculum objectives, and (b) have additional funding to carry out cluster-based teacher training and for operation and maintenance to maintain science labs and equipment based on a revised per capita financing formula; (iii) develop, approve and introduce minimum service standards for school performance in 30 selected innovative schools; (iv) prepare a 10-year action plan for development of innovative schools; and (v) develop and ensure use of a guidance manual for improved functioning of School Boards of Trustees. Details of the policy actions are provided in the draft development policy letter in Appendix 3 to the Report and Recommendation of the President (RRP) and policy matrix in Appendix 4 to the RRP.

## 2. Project Grant Outputs

7. The project grant supports investment activities (the Project) that are closely aligned with the policy components. Outputs 1–2 and 4 are nationwide in scope and output 3 focuses on selected innovative schools to leverage maximum impact at the school level.

8. **Output 1: Quality of curriculum and teaching learning materials improved** will support the Government in (i) development of subject curriculum and assessment for math and sciences of the general and profile streams in grades 10–11; (ii) building capacity of curriculum writers, textbook authors, publishers and relevant government agencies in the creation of quality textbooks and teachers' guides to support the introduction of the new curriculum; (iii) redesigning textbook development, evaluation, publishing and distribution procedures, (iv) a phased introduction of the TRS, (v) designing and introducing a computerized textbook management system to enable effective monitoring of textbook provision; and (vi) the initial functioning of the Curriculum Review Unit. Guidelines for the design, implementation and management of the TRS and the Textbook Revolving Fund are in Appendix 1 to this project administration manual (PAM).

9. **Output 2: Quality of teachers and in-service teacher training improved** will support (i) upgrading methodological competencies of 10,000 teachers through INSETT, supporting new pedagogies and learning outcomes in math and sciences embedded in the new curriculum for grades 7–11; (ii) capacity building for school administrators to support teachers in teaching the new curriculum; (ii) piloting of the new teacher performance appraisal, teacher certification system, and CPD in the 30 selected innovative schools; (iii) use of information and communication technology (ICT) in INSETT and classroom teaching by piloting e-learning for teachers and principals; and (iv) a twinning partnership between Kyrgyz and overseas teacher training institutes (TTIs) to facilitate mentoring and fostering a learning culture. Scope of work of the twinning arrangement is in Appendix 5 to this PAM.

10. **Output 3: Access to quality education through innovative schools improved** will support 30 selected innovative schools in poor and remote locations, including provision of

science laboratories, learning support materials, ICT equipment and software, multi-media classrooms, and minor school repairs, including modifying school facilities to allow access for students with physical disabilities. Criteria for the targeted 30 innovative schools are in Appendix 2 to this PAM. The final criteria will be substantially the same as in Appendix 2 to this PAM. Selected innovative schools will be supported in using ICT for learning, including through science software.

11. **Output 4: Sector and project management improved** will support the Government in developing policy recommendations for budget efficiency. Assistance will include reviewing current education expenditures; developing a policy and action plan to provide adequate budgets for operation and maintenance and capital repairs for schools; building capacity of MES in education planning and budgeting; conducting policy studies to improve the management and efficiency of the education sector; and carrying out communication activities to inform key stakeholders about the TRS and other reforms under the program. The project will also finance project implementation support covering planning, procurement, project management, financial management and compliance with safeguard requirements, including provision of equipment, furniture and materials to MES for project implementation. Monitoring and evaluation strategies are in Appendix 3 to this PAM.

## II. Implementation Plans

12. Implementation plans have been prepared and agreed that cover (i) project readiness activities; (ii) policy-based grant activities to ensure that the program grant becomes effective in a timely manner; and (iii) the overall implementation plan. These plans are set out below. The overall plan will be adjusted at the time of grant effectiveness and then reviewed and updated on an annual basis during the program implementation period.

### A. Project Readiness Activities

| Indicative Activities                 | Responsible Agency(ies) |   |   |    |      |    |   |   |                 |
|---------------------------------------|-------------------------|---|---|----|------|----|---|---|-----------------|
|                                       | 2014                    |   |   |    | 2015 |    |   |   |                 |
|                                       | 7                       | 8 | 9 | 10 | 11   | 12 | 1 | 2 |                 |
| ADB staff review                      | ■                       |   |   |    |      |    |   |   | ADB             |
| Grant negotiations                    | ■                       |   |   |    |      |    |   |   | ADB, MES        |
| Establish implementation arrangements |                         | ■ | ■ | ■  | ■    | ■  | ■ | ■ | MOF, MES        |
| Advance contracting                   |                         | ■ | ■ | ■  | ■    | ■  | ■ | ■ | ADB             |
| ADB Board consideration               |                         |   | ■ | ■  | ■    | ■  | ■ | ■ | ADB             |
| Signing of grant agreement            |                         |   |   |    | ■    | ■  |   |   | ADB, government |
| MOJ legal opinion provided            |                         |   |   |    |      |    | ■ | ■ | MOF, MOJ        |
| Grant effectiveness <sup>2</sup>      |                         |   |   |    |      |    |   | ■ | ADB             |

ADB = Asian Development Bank; MOF = Ministry of Finance, MES = Ministry of Education and Science; MOJ = Ministry of Justice; PIU = project implementation unit.  
Source: Asian Development Bank.

<sup>2</sup> According to domestic approval procedures for grant effectiveness, there is a requirement for ratification by the Parliament, including 3 Parliament readings; hence the envisaged date for grant effectiveness.















| Indicative activities  | 2015 |    |    | 2016 |    |    |    | 2017 |    |    |    | 2018 |    |    |    | 2019 |    |    |    | 2020 |    |    |    | 2021 |    |
|--|------|----|----|------|----|----|----|------|----|----|----|------|----|----|----|------|----|----|----|------|----|----|----|------|----|
| Implementation period: January 2015 - April 2021   | Q1   | Q2 | Q3 | Q1   | Q2 | Q3 | Q4 | Q1   | Q2 | Q3 | Q4 | Q1   | Q2 | Q3 | Q4 | Q1   | Q2 | Q3 | Q4 | Q1   | Q2 | Q3 | Q4 | Q1   | Q2 |
| A. DMF   |      |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |
| <b>B. Management activities</b>  |      |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |
| 1. PIU established and implement program activities  |      |    | x  | x    | x  | x  | x  |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |
| 2. Recruit firm and individual consultants   |      |    | x  | X    | x  | x  | x  | x    |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |
| 3. Support training  |      |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |
| 4. Procurement plan key activities to procure contract packages                            |      |    |    | x    | x  | x  | x  | x    |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |
| 5. Perform support for periodic monitoring and evaluation (GAP) and mission reviews by ADB |      |    |    | x    | x  | x  | x  | x    |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |
| 6. Prepare and submit quarterly reports to the ADB and MES                                 |      |    |    | x    | x  | x  | x  |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |
| 7. Prepare Project Completion Report   |      |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |

ADB = Asian Development Bank; CPD = continuous professional development; ICT = information and communication technology; INSETT = in-service teacher training; KGZ = Kyrgyz Republic; MES = Ministry of Education and Science; NTDPF = National Teacher Development Policy Framework; PIU = Project Implementation Unit; TOR = terms of reference; TRS = textbook rental scheme; T1 = tranche 1; T2 = tranche 2.

Source: Asian Development Bank.

### III. PROJECT MANAGEMENT ARRANGEMENTS

#### A. Project Implementation Organizations—Roles and Responsibilities

13. Program implementation involves multiple agencies/unit under the MES as well as involvement of MOF, the Project Steering Committee and various other agencies.

| Project Implementation Organizations   | Management Roles and Responsibilities  |
|--|--|
| <ul style="list-style-type: none"> <li>• <b>Program Steering Committee (PSC)</b></li> </ul>  | <p>The PSC established under the World Bank-financed Sector Support for Education Reform Project will assume the role of the PSC under this Project and provide overall guidance and coordination for program implementation. The Vice Prime Minister for Social Sector will be the Chair of the PSC.</p> <p>The PSC will meet quarterly and be responsible for</p> <ul style="list-style-type: none"> <li>• approving the annual program budget and activity plan;</li> <li>• reviewing and advising on the implementation progress;</li> <li>• providing strategic guidance on the program implementation and advise on any needs for adjustment of scope;</li> <li>• providing overall program direction and any required policy guidance; and</li> <li>• ensuring policy and other significant issues affecting implementation are dealt with promptly.</li> </ul> |
| <ul style="list-style-type: none"> <li>• <b>Ministry of Finance</b></li> </ul>               | <p>The MOF will be responsible for</p> <ul style="list-style-type: none"> <li>• opening and managing the Imprest Account;</li> <li>• oversight of grant disbursements and ensuring these are properly accounted for;</li> <li>• retaining documents necessary to support impress account disbursements; and</li> <li>• providing MES adequate budgetary funding to meet program commitments and as authorized by the Parliament.</li> </ul>  |
| <ul style="list-style-type: none"> <li>• <b>Executing Agency (MES)</b></li> </ul>            | <p>As the Executing Agency for both the policy and investment parts of the program, the MES will</p> <ul style="list-style-type: none"> <li>• appoint the program director (Deputy Minister of MES) who will also provide overall guidance to the PIU;</li> <li>• mobilize the PIU staff to support program implementation;</li> <li>• direct the implementation of the program;</li> <li>• provide guidance to the PIU as required;</li> <li>• arrange required cross-agency/ inter-ministerial policy dialogue;</li> <li>• ensure that all policy conditions are satisfied in a timely manner; and</li> <li>• supervise program/project procurement.</li> </ul>  |
| <ul style="list-style-type: none"> <li>• <b>Project Implementation Unit (PIU)</b></li> </ul> | <p>The joint implementation unit will</p> <ul style="list-style-type: none"> <li>• serve as the Project Implementation Unit (PIU);</li> <li>• be responsible for the day to day implementation of the project;</li> <li>• manage specific program implementation activities, including procurement, recruitment of consulting services, report preparation, the program performance monitoring system, simplified environmental screening and</li> </ul>   |

| Project Implementation Organizations  | Management Roles and Responsibilities   |
|---|---|
|   | management checklist, and the preparation and submission of disbursement claims; <ul style="list-style-type: none"> <li>• be responsible for preparation of supporting documents for replenishment of imprest account, financial statements, and arrangement of the annual audit report in close consultation with MOF officials;</li> <li>• monitor compliance with policy, legal, financial, economic, environmental, social, and other covenants contained in the program legal agreements; and</li> <li>• monitor and report program progress and performance.</li> </ul>   |
| <ul style="list-style-type: none"> <li>• <b>Republican Teacher Training Institute (RTTI)</b></li> </ul> | <ul style="list-style-type: none"> <li>• Responsible for coordinating with the program experts in designing and implementing teacher training programs; and</li> <li>• Implementation of INSETT.</li> </ul>   |
| <ul style="list-style-type: none"> <li>• <b>Curriculum Review Unit</b></li> </ul>                       | The Curriculum Review Unit will be established to create every 5 years a Curriculum Expert Council tasked to review the national curriculum framework. The Review Unit will: <ul style="list-style-type: none"> <li>• design appropriate and relevant research studies focused on the implementation of the new primary curriculum, analyze the data, and prepare a framework and terms of reference for the review of the primary curriculum commission and its working groups;</li> <li>• propose membership of the Curriculum Expert Council working groups for approval by the MES;</li> <li>• work with the chairs of the working groups in providing reports, recommendations and implementation schedules for the revised primary curriculum; and</li> <li>• after curriculum review for primary education is completed, start work on essential research and validation of the secondary curriculum.</li> </ul> |
| <ul style="list-style-type: none"> <li>• <b>Textbook Management Unit (TMU)</b></li> </ul>               | <ul style="list-style-type: none"> <li>• The Textbook Management Unit will be established under the PIU to support the MES in all aspects of textbook development, and publishing as well as in the roll out of a financially sustainable textbook provision mechanism.</li> </ul>  |

ADB = Asian Development Bank; ADF = Asian Development Fund; INSETT = in-service teacher training; MES = Ministry of Education and Science; MOF = Ministry of Finance; PIU = project implementation unit; PSC = program steering committee; TTIs = teacher training institutes.  
 Source: Asian Development Bank.

14. MES will be the executing and implementing agency for both the policy-based grant and the project grant. The joint project implementation unit (PIU) under MES will serve as the PIU for the program. The PIU will oversee and manage the program implementation, including the procurement, recruitment of consulting services and disbursement activities. Seven new PIU staff will be recruited, including a project coordinator, a procurement officer, a financial management specialist, a monitoring and evaluation specialist, two textbook management staff, and an INSETT specialist. The project steering committee (PSC) established under the World Bank-financed Sector Support for Education Reform Project will assume the role of the PSC under this program and provide overall guidance and coordination for program implementation. The Deputy Prime Minister for Social Sectors will be the Chair for the PSC. The Deputy Minister of Education responsible for the Pre-school, Secondary School and Out of School Education Department will be the Project Director. With support from the Permanent Secretary of Education responsible for administrative issues, the Deputy Minister of Education will oversee,

coordinate, and facilitate project implementation, reporting regularly to the Minister of Education and Deputy Prime Minister. The chair of the PSC, with the concurrence of the existing PSC members, may appoint, representatives of other relevant agencies as new PSC members as required. The PSC will meet quarterly and be responsible for (i) approving the annual project budget and activity plan, (ii) reviewing and advising on implementation progress, and (iii) ensuring policy and other significant issues affecting implementation are dealt with promptly. The PIU will work with relevant institutions, including the Kyrgyz Academy for Education (KAE), Oblast In-service Teacher Training Institutes and Methodological Centers (OTTI/OMC), Local Self Governance Bodies (Ayil Okmoty - AO), and schools.

15. MES departments directly involved in program implementation include: the Pre-School, Secondary School, and Out-of-School Education Department; the Budget, Policy and Financial Analysis Department; the Office of the Press Secretary; and the Monitoring and Strategic Planning Department. Department heads will provide necessary coordination and support to staff involved in the implementation of activities and liaise with the PIU coordinator for the Program. The PIU coordinator will report regularly to the Deputy Minister of Education and the PIU staff would report directly to the PIU coordinator. All project related fiduciary activities will be carried out either directly by the PIU or under its support and oversight arrangements. Capacity building will be provided to support departments directly involved in program implementation and the experts providing capacity building will report to the head of the corresponding department in which they are placed, and work in close collaboration with the PIU coordinator.

16. To support implementation of the reforms related to the curriculum and textbooks, a Curriculum Review Unit will be set up. Initially, the Curriculum Review Unit will be supported with 2 experts trained in models of curriculum development and funded under the program for the first 3 years during program implementation. The Curriculum Review Unit will be provided with the budget and the mandate to create every 5 years a Curriculum Expert Council tasked to review the national curriculum framework, the state education standards, and the subject curriculum specifications. After three years of operation, the Curriculum Review Unit would be subsumed under the MES and funded by the MES. During program implementation, the Curriculum Review Unit will report to MES. Terms of Reference for the Curriculum Review Unit and Curriculum Expert Council are outlined in the MES draft policy note, which is expected to be finalized and approved during project implementation. Two textbook specialists will be recruited as part of the PIU to support the MES in all aspects of textbook development and publishing, as well as in the phased introduction of the textbook rental scheme. The two textbook specialists will form a small Textbook Management Unit and will report to MES until a decision is taken regarding establishment of a non-governmental organization to oversee the textbook revolving fund. The Terms of Reference for the textbook management unit (TMU) are in Appendix 6.

17. Both the ADB and the MES acknowledge the importance of ensuring that persons assigned to the PIU remain in their position for a reasonable period of time and that staff replacements will not unduly disrupt implementation of the program. The MES will provide ADB reasonable opportunity to comment on any proposed appointment of persons to key positions in the PIU, including, without limitation, the position of PIU coordinator. ADB and the government agreed that the contracts of the PIU staff will be renewed on an annual basis, subject to satisfactory performance based on achievement of performance targets.

**B. Key Persons Involved in Implementation****Executing and Implementing Agency**

Ministry of Education and Science

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Minister of Education and Science  
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**ADB**

Social Sector Division  
Central and West Asia  
Department

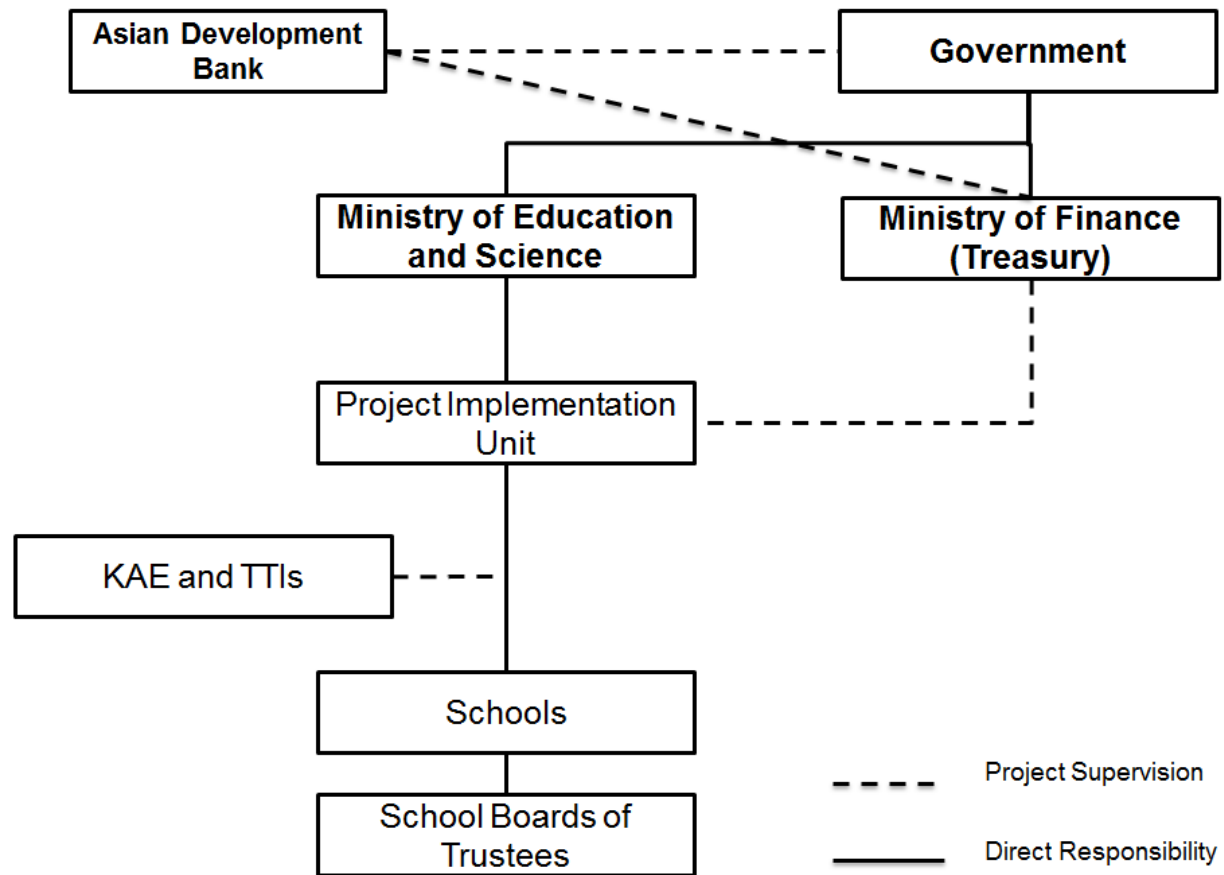
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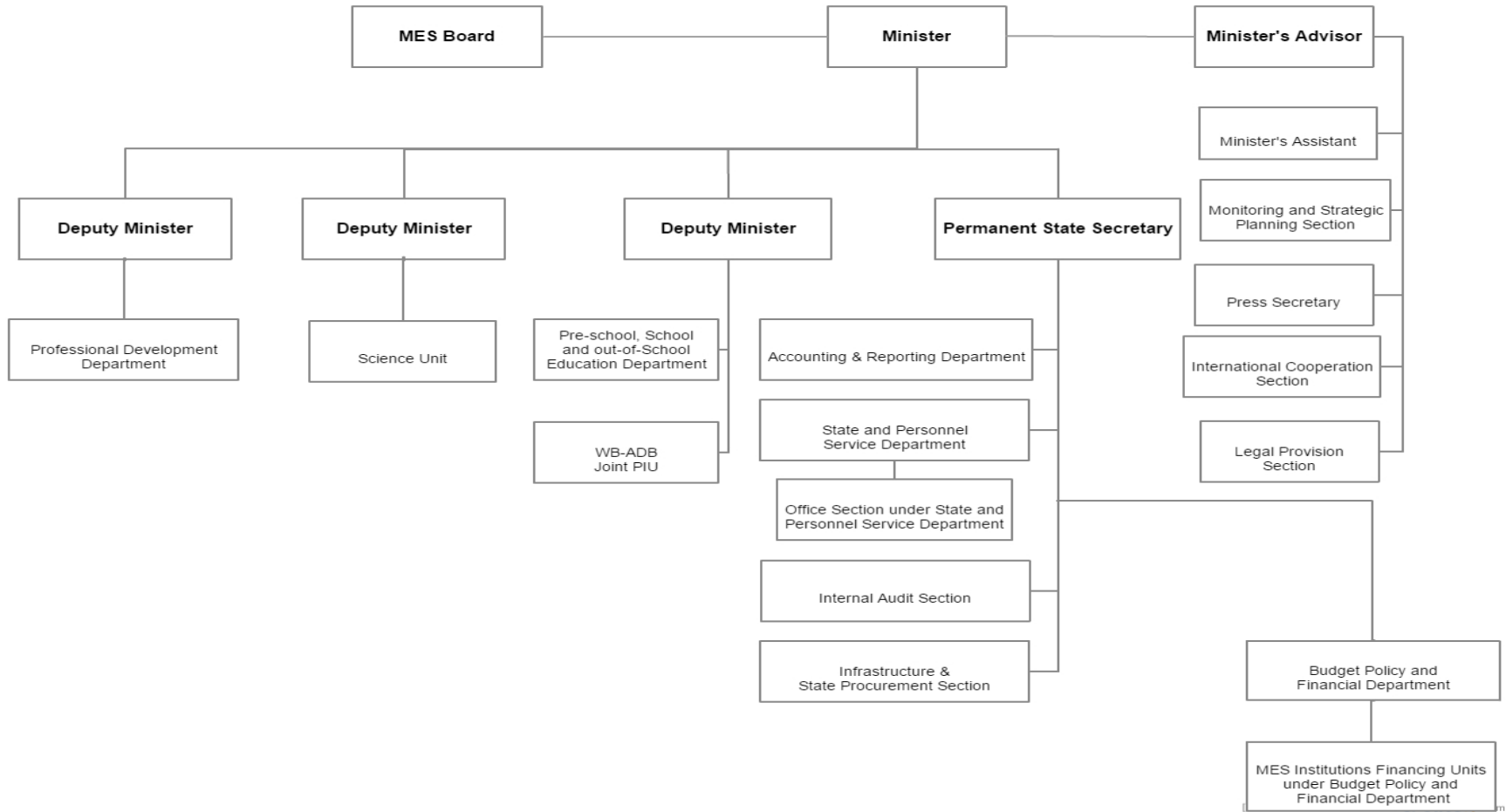
### C. Project Organization Structure

Figure 1: Program Organization Structure



KAE = Kyrgyz Academy of Education; TTIs = teacher training institutes.  
Source: Asian Development Bank estimates.

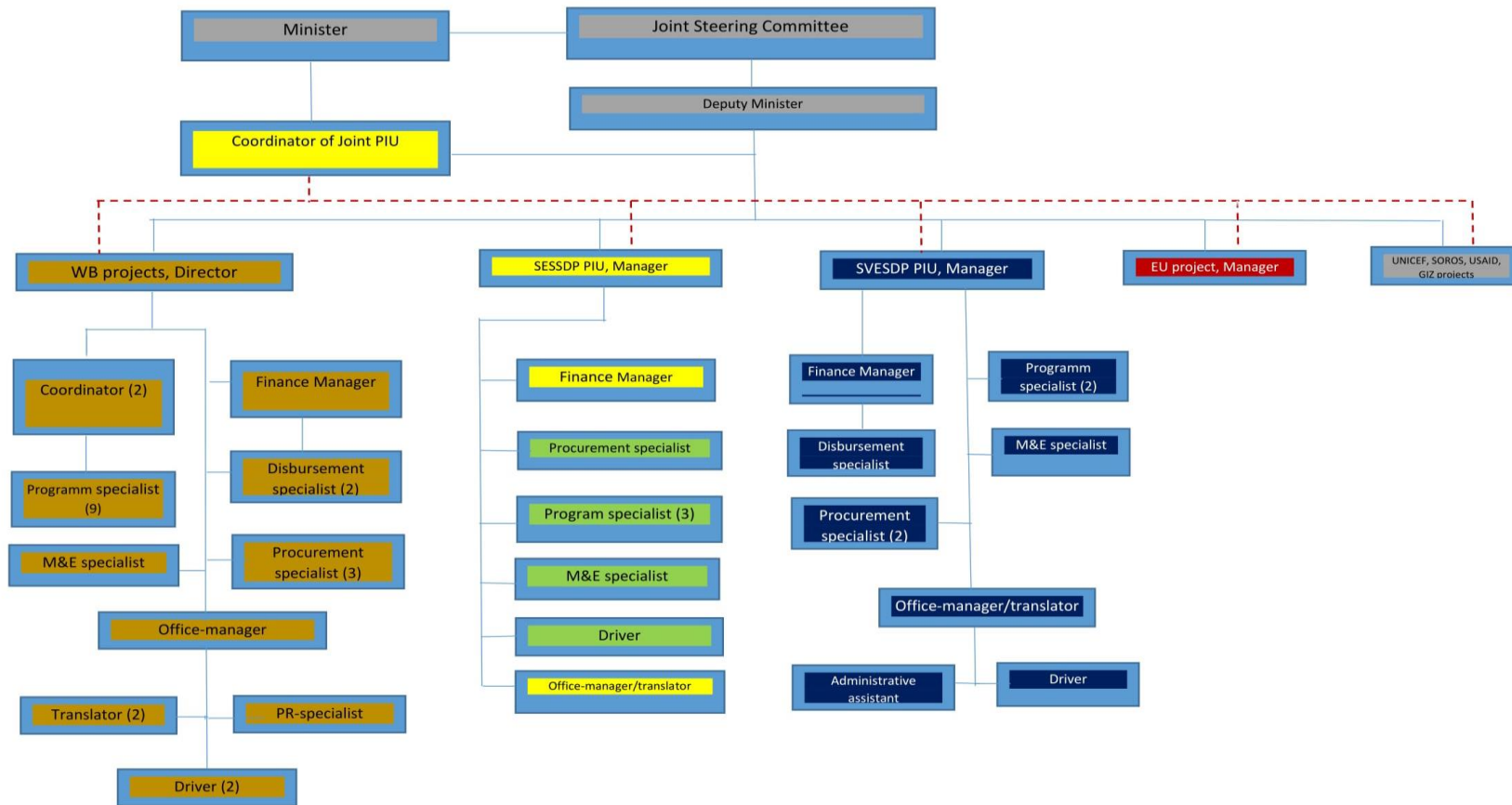
**Figure 2: MES Organization**



ADB = Asian Development Bank; IT = information technology; MOES = Ministry of Education and Science; PIU = project implementation unit; WB = World Bank.  
 Source: Government of the Kyrgyz Republic, Ministry of Education and Science.

**Figure 3: Joint ADB and World Bank Project Implementation Unit Organization**

Joint Project Implementation Unit under MES of Kyrgyz Republic, organizational chart



ADB = Asian Development Bank; MES = Ministry of Education and Science; WB = World Bank.  
 Source: Asian Development Bank.



#### IV. COSTS AND FINANCING

##### 18. Project Investment Plan (Table 1).

**Table 1: Summary Project Investment Plan (\$ million)**

| Item                                     | Total Cost <sup>b</sup> |
|--|-------------------------|
| <b>A. Base Costs<sup>a</sup></b>         |                         |
| 1. Quality of curriculum and LTMs        | 1.02                    |
| 2. Quality teachers and teacher training | 3.49                    |
| 3. Access to quality education           | 4.56                    |
| 4. Project and sector management         | 1.74                    |
| 5. Taxes and duties                      | 1.55                    |
| <b>Sub-total (A)</b>                     | <b>12.36</b>            |
| <b>B. Contingencies<sup>b</sup></b>      |                         |
| 1. Physical                              | 0.62                    |
| 2. Price                                 | 1.15                    |
| <b>Sub-total (B)</b>                     | <b>1.77</b>             |
| <b>Total Project Cost (A+B)</b>          | <b>14.12</b>            |

LTMs = learning and teaching materials.

<sup>a</sup> Taxes and duties to be financed by the government.

<sup>b</sup> In March 2014 prices.

<sup>c</sup> Physical contingencies computed at 5.0%. Price contingencies computed at 1.6% in 2016, 1.1% in 2017, 1.4% in 2018, 1.4% in 2019, and 1.5% thereafter on foreign exchange costs assuming exchange rate fluctuations under a purchasing power parity model. Price contingencies on local currency are calculated at 5.5% in 2016, 6.5% in 2017, 6.0% in 2018, 5.0% in 2019, and 5.0% thereafter.

Note: Totals may not add up due to rounding errors.

Source: Asian Development Bank estimates.

**Table 2: Detailed Costs by Expenditure Account – Overall Project**

| Item                                    | Som million      |                |               | \$ million       |                |              | Percent of total | Percent of base |
|---|------------------|----------------|---------------|------------------|----------------|--------------|------------------|-----------------|
|   | Foreign Exchange | Local Currency | Total Cost    | Foreign Exchange | Local Currency | Total Cost   |                  |                 |
| <b>A. Investment Costs <sup>a</sup></b> |                  |                |               |                  |                |              |                  |                 |
| Civil Works                             | 11.45            | 103.04         | 114.49        | 0.23             | 2.06           | 2.29         | 16.2%            | 18.5%           |
| ICT Equipment                           | 59.39            | 0.00           | 59.39         | 1.19             | 0.00           | 1.19         | 8.4%             | 9.6%            |
| Laboratory equipment                    | 27.44            | 0.00           | 27.44         | 0.55             | 0.00           | 0.55         | 3.9%             | 4.4%            |
| Vehicle                                 | 1.07             | 0.00           | 1.07          | 0.02             | 0.00           | 0.02         | 0.2%             | 0.2%            |
| Furniture                               | 8.15             | 0.00           | 8.15          | 0.16             | 0.00           | 0.16         | 1.2%             | 1.3%            |
| Consulting                              | 70.53            | 30.68          | 101.20        | 1.41             | 0.61           | 2.02         | 14.3%            | 16.4%           |
| Capacity building                       | 0.00             | 161.69         | 161.69        | 0.00             | 3.23           | 3.23         | 22.9%            | 26.2%           |
| Research studies                        | 0.00             | 14.48          | 14.48         | 0.00             | 0.29           | 0.29         | 2.1%             | 2.3%            |
| Project management office               | 3.83             | 20.12          | 23.96         | 0.08             | 0.40           | 0.48         | 3.4%             | 3.9%            |
| In-kind contribution                    | 0.00             | 28.41          | 28.41         | 0.00             | 0.57           | 0.57         | 4.0%             | 4.6%            |
| Taxes and duties                        | 18.61            | 58.86          | 77.47         | 0.37             | 1.18           | 1.55         | 11.0%            | 12.5%           |
| <b>Sub-total (A)</b>                    | <b>200.47</b>    | <b>417.29</b>  | <b>617.75</b> | <b>4.01</b>      | <b>8.35</b>    | <b>12.36</b> | <b>87.5%</b>     | <b>100.0%</b>   |
| <b>B. Contingencies</b>                 |                  |                |               |                  |                |              |                  |                 |
| Physical                                | 10.02            | 20.86          | 30.89         | 0.20             | 0.42           | 0.62         | 4.4%             | 5.0%            |
| Price                                   | 13.24            | 44.01          | 57.24         | 0.26             | 0.88           | 1.14         | 8.1%             | 9.3%            |
| <b>Sub-total (B)</b>                    | <b>23.26</b>     | <b>64.87</b>   | <b>88.13</b>  | <b>0.47</b>      | <b>1.30</b>    | <b>1.76</b>  | <b>12.5%</b>     | <b>14.3%</b>    |
| <b>Total Project Cost (A+B)</b>         | <b>223.73</b>    | <b>482.16</b>  | <b>705.88</b> | <b>4.47</b>      | <b>9.64</b>    | <b>14.12</b> | <b>100.0%</b>    | <b>114.3%</b>   |

ICT = information and communication technology.

<sup>a</sup> The costs include the cost of the audit of project financial statements.

Note: Totals may not add up due to rounding errors.

Source: Asian Development Bank estimates.

**A. Allocation and Withdrawal of Grant Proceeds (Table 3)**

**Table 3: Allocation and Withdrawal of Grant Proceeds  
(to be revised upon receipt of MOF request for reallocation)**

| <b>Item</b>            | <b>Total amount allocated<br/>for ADB Financing<sup>a</sup><br/>(\$ '000s)</b> | <b>Basis for withdrawal from the Grant<br/>Account</b> |
|------------------------|--|--|
| 1. Civil Works         | 2,290  | 100% of expenditure claimed <sup>b</sup>               |
| 2. Equipment           | 1,758  | 100% of expenditure claimed <sup>b</sup>               |
| 3. Furniture           | 163  | 100% of expenditure claimed <sup>b</sup>               |
| 4. Consulting Services | 2,024  | 100% of expenditure claimed <sup>b</sup>               |
| 5. Capacity Building   | 3,234  | 100% of expenditure claimed <sup>b</sup>               |
| 6. Research Studies    | 290  | 100% of expenditure claimed <sup>b</sup>               |
| 7. Project Management  | 479  | 100% of expenditure claimed <sup>b</sup>               |
| 8. Unallocated         | 1,762  |  |
| <b>Total</b>           | <b>12,000.0</b>  |  |

<sup>a</sup> Base costs before contingencies.

<sup>b</sup> Exclusive of taxes and duties imposed within the territory of the Recipient.

Source: Asian Development Bank estimates.

**Table 4: Detailed Costs by Financier – Overall Project**  
(\$ million)

| Items                           | Total cost   | ADB project grant |                 | Government counterpart funds |                 |
|---------------------------------|--------------|-------------------|-----------------|------------------------------|-----------------|
|                                 |              | Amount            | % Cost category | Amount                       | % Cost category |
| <b>A. Investment Costs</b>      |              |                   |                 |                              |                 |
| 1. Civil Works                  | 2.29         | 2.29              | 100.0%          | 0.00                         | 0.0%            |
| 2. ICT Equipment                | 1.19         | 1.19              | 100.0%          | 0.00                         | 0.0%            |
| 3. Laboratory equipment         | 0.55         | 0.55              | 100.0%          | 0.00                         | 0.0%            |
| 4. Vehicle                      | 0.02         | 0.02              | 100.0%          | 0.00                         | 0.0%            |
| 5. Furniture                    | 0.16         | 0.16              | 100.0%          | 0.00                         | 0.0%            |
| 6. Consulting                   | 2.02         | 2.02              | 100.0%          | 0.00                         | 0.0%            |
| 7. Capacity building            | 3.23         | 3.23              | 100.0%          | 0.00                         | 0.0%            |
| 8. Research studies             | 0.29         | 0.29              | 100.0%          | 0.00                         | 0.0%            |
| 9. Project management office    | 0.48         | 0.48              | 100.0%          | 0.00                         | 0.0%            |
| 10. In-kind contribution        | 0.57         | 0.00              | 0.0%            | 0.57                         | 100.0%          |
| 11. Taxes and duties            | 1.55         | 0.00              | 0.0%            | 1.55                         | 100.0%          |
| <b>Sub-total (A)</b>            | <b>12.36</b> | <b>10.24</b>      | <b>82.9%</b>    | <b>2.12</b>                  | <b>17.1%</b>    |
| <b>B. Contingencies</b>         |              |                   |                 |                              |                 |
| 1. Physical                     | 0.62         | 0.62              | 100.0%          | 0.00                         | 0.0%            |
| 2. Price                        | 1.14         | 1.14              | 100.0%          | 0.00                         | 0.0%            |
| <b>Sub-total (B)</b>            | <b>1.76</b>  | <b>1.76</b>       | <b>100.0%</b>   | <b>0.00</b>                  | <b>0.0%</b>     |
| <b>Total Project Cost (A+B)</b> | <b>14.12</b> | <b>12.00</b>      | <b>85.0%</b>    | <b>2.12</b>                  | <b>15.0%</b>    |

ADB = Asian Development Bank; ICT = information and communication technology.

Note: Totals may not add up due to rounding errors.

Source: Asian Development Bank estimates.

## B. Detailed Cost Estimates by Outputs/Components (Table 5)

Table 5: Detailed Cost Estimates by Output  
(\$ millions)

| Item                                | Total costs  | Quality of curriculum & LTMs |                 | Quality teachers & teacher training |                 | Access to quality education |                 | Project and sector management |                 |
|-------------------------------------|--------------|------------------------------|-----------------|-------------------------------------|-----------------|-----------------------------|-----------------|-------------------------------|-----------------|
|                                     |              | Amount                       | % Cost category | Amount                              | % Cost category | Amount                      | % Cost category | Amount                        | % Cost category |
| <b>A. Investment Costs</b>          |              |                              |                 |                                     |                 |                             |                 |                               |                 |
| 1. Civil Works                      | 2.29         | 0.00                         | 0%              | 0.00                                | 0%              | 2.29                        | 100%            | 0.00                          | 0%              |
| 2. ICT Equipment                    | 1.19         | 0.00                         | 0%              | 0.00                                | 0%              | 1.16                        | 97%             | 0.03                          | 3%              |
| 3. Laboratory equipment             | 0.55         | 0.00                         | 0%              | 0.00                                | 0%              | 0.55                        | 100%            | 0.00                          | 0%              |
| 4. Vehicle                          | 0.02         | 0.00                         | 0%              | 0.00                                | 0%              | 0.00                        | 0%              | 0.02                          | 100%            |
| 5. Furniture                        | 0.16         | 0.00                         | 0%              | 0.00                                | 0%              | 0.16                        | 100%            | 0.00                          | 0%              |
| 6. Consulting                       | 2.02         | 0.92                         | 45%             | 0.37                                | 18%             | 0.34                        | 17%             | 0.40                          | 20%             |
| 7. Capacity building                | 3.23         | 0.10                         | 3%              | 3.07                                | 95%             | 0.06                        | 2%              | 0.00                          | 0%              |
| 8. Research studies                 | 0.29         | 0.00                         | 0%              | 0.00                                | 0%              | 0.00                        | 0%              | 0.29                          | 100%            |
| 9. Project management office        | 0.48         | 0.00                         | 0%              | 0.00                                | 0%              | 0.00                        | 0%              | 0.48                          | 100%            |
| 10. In-kind contribution            | 0.57         | 0.00                         | 0%              | 0.05                                | 10%             | 0.00                        | 0%              | 0.51                          | 90%             |
| 11. Taxes and duties                | 1.55         | 0.04                         | 2%              | 0.63                                | 41%             | 0.71                        | 46%             | 0.17                          | 11%             |
| <b>Sub-total (A)</b>                | <b>12.36</b> | <b>1.06</b>                  | <b>9%</b>       | <b>4.12</b>                         | <b>33%</b>      | <b>5.27</b>                 | <b>43%</b>      | <b>1.90</b>                   | <b>15%</b>      |
| <b>B. Contingencies<sup>a</sup></b> |              |                              |                 |                                     |                 |                             |                 |                               |                 |
| 1. Physical                         | 0.62         | 0.05                         | 9%              | 0.21                                | 33%             | 0.26                        | 43%             | 0.10                          | 15%             |
| 2. Price                            | 1.14         | 0.06                         | 5%              | 0.43                                | 38%             | 0.38                        | 33%             | 0.27                          | 23%             |
| <b>Sub-total (B)</b>                | <b>1.76</b>  | <b>0.11</b>                  | <b>6%</b>       | <b>0.64</b>                         | <b>36%</b>      | <b>0.65</b>                 | <b>37%</b>      | <b>0.36</b>                   | <b>21%</b>      |
| <b>Total Project Cost (A+B)</b>     | <b>14.12</b> | <b>1.17</b>                  | <b>8%</b>       | <b>4.76</b>                         | <b>34%</b>      | <b>5.92</b>                 | <b>42%</b>      | <b>2.27</b>                   | <b>16%</b>      |

ICT = information and communication technology; LTMs = learning and teaching materials.

<sup>a</sup> Physical contingencies computed at 5.0%. Price contingencies computed at 1.6% in 2016, 1.1% in 2017, 1.4% in 2018, 1.4% in 2019, and 1.5% thereafter on foreign exchange costs assuming exchange rate fluctuations under a purchasing power parity model. Price contingencies on local currency are calculated at 5.5% in 2016, 6.5% in 2017, 6.0% in 2018, 5.0% in 2019, and 5.0% thereafter.

Note: Totals may not add up due to rounding errors.

Source: Asian Development Bank estimates.

### C. Detailed Cost Estimates by Year (Table 6)

**Table 6: Detailed Cost Estimates by Year**  
(\$ millions)

| Item                            | Total costs  | 2015        | 2016        | 2017        | 2018        | 2019        | 2020        | 2021        |
|---------------------------------|--------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| <b>A. Investment Costs</b>      |              |             |             |             |             |             |             |             |
| Civil Works                     | 2.29         | 0.11        | 1.60        | 0.57        | 0.00        | 0.00        | 0.00        | 0.00        |
| ICT Equipment                   | 1.19         | 0.03        | 0.87        | 0.29        | 0.00        | 0.00        | 0.00        | 0.00        |
| Laboratory equipment            | 0.55         | 0.00        | 0.00        | 0.55        | 0.00        | 0.00        | 0.00        | 0.00        |
| Vehicle                         | 0.02         | 0.02        | 0.00        | 0.00        | 0.00        | 0.00        | 0.00        | 0.00        |
| Furniture                       | 0.16         | 0.00        | 0.00        | 0.16        | 0.00        | 0.00        | 0.00        | 0.00        |
| Consulting                      | 2.02         | 0.59        | 0.62        | 0.55        | 0.18        | 0.05        | 0.04        | 0.00        |
| Capacity building               | 3.23         | 0.71        | 1.08        | 0.50        | 0.47        | 0.47        | 0.00        | 0.00        |
| Research studies                | 0.29         | 0.03        | 0.06        | 0.06        | 0.06        | 0.06        | 0.03        | 0.00        |
| Project management office       | 0.48         | 0.08        | 0.07        | 0.07        | 0.07        | 0.07        | 0.07        | 0.02        |
| In-kind contribution            | 0.57         | 0.10        | 0.10        | 0.09        | 0.09        | 0.09        | 0.08        | 0.03        |
| Taxes and duties                | 1.55         | 0.20        | 0.67        | 0.40        | 0.13        | 0.12        | 0.02        | 0.00        |
| <b>Sub-total (A)</b>            | <b>12.36</b> | <b>1.88</b> | <b>5.08</b> | <b>3.24</b> | <b>1.00</b> | <b>0.87</b> | <b>0.24</b> | <b>0.05</b> |
| <b>B. Contingencies</b>         |              |             |             |             |             |             |             |             |
| Physical                        | 0.62         | 0.09        | 0.25        | 0.16        | 0.05        | 0.04        | 0.01        | 0.00        |
| Price                           | 1.14         | 0.00        | 0.32        | 0.33        | 0.18        | 0.22        | 0.07        | 0.02        |
| <b>Sub-total (B)</b>            | <b>1.76</b>  | <b>0.09</b> | <b>0.57</b> | <b>0.50</b> | <b>0.23</b> | <b>0.26</b> | <b>0.08</b> | <b>0.02</b> |
| <b>Total Project Cost (A+B)</b> | <b>14.12</b> | <b>1.97</b> | <b>5.65</b> | <b>3.74</b> | <b>1.23</b> | <b>1.13</b> | <b>0.32</b> | <b>0.08</b> |
| % Total costs                   | 100.00%      | 13.96%      | 40.01%      | 26.46%      | 8.73%       | 8.02%       | 2.28%       | 0.55%       |
| Of which:                       |              |             |             |             |             |             |             |             |
| ADB Loan                        | 0.00         | 0.00        | 0.00        | 0.00        | 0.00        | 0.00        | 0.00        | 0.00        |
| ADB grant                       | 12.00        | 1.67        | 4.90        | 3.23        | 1.01        | 0.92        | 0.22        | 0.05        |
| Government                      | 2.12         | 0.30        | 0.75        | 0.51        | 0.22        | 0.22        | 0.10        | 0.02        |

ADB = Asian Development Bank; ICT = information and communication technology.

Note: Totals may not add up due to rounding errors.

Source: Asian Development Bank estimates.

**Table 7: Contract Award and Disbursement Projections**

| <b>Contract Awards</b> |              |              |              |              |              |
|------------------------|--------------|--------------|--------------|--------------|--------------|
| (\$ million)           |              |              |              |              |              |
| <b>Year</b>            | <b>QTR 1</b> | <b>QTR 2</b> | <b>QTR 3</b> | <b>QTR 4</b> | <b>Total</b> |
| 2015                   | 0.00         | 0.00         | 1.04         | 0.36         | 1.76         |
| 2016                   | 0.07         | 0.66         | 0.55         | 0.10         | 1.38         |
| 2017                   | 0.90         | 0.10         | 0.64         | 0.22         | 1.86         |
| 2018                   | 0.51         | 1.14         | 0.24         | 0.71         | 2.60         |
| 2019                   | 0.12         | 1.06         | 0.34         | 1.12         | 2.64         |
| 2020                   | 1.00         | 0.76         | 0.00         | 0.00         | 1.76         |
| 2021                   | 0.00         | 0.00         | 0.00         | 0.00         | 0.00         |
| <b>Total</b>           |              |              |              |              | <b>12.00</b> |

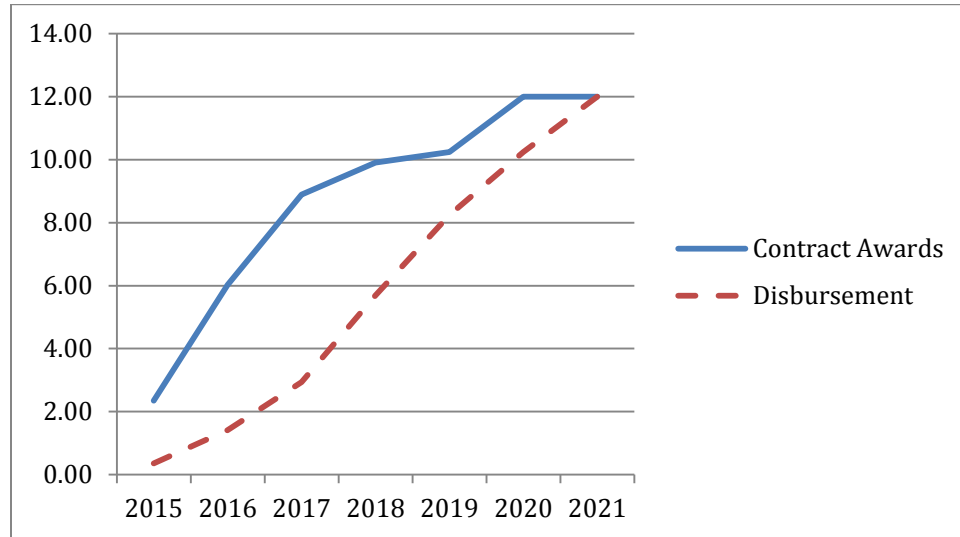
Source: Asian Development Bank estimates.

| <b>Disbursements</b> |              |              |                   |              |              |
|----------------------|--------------|--------------|-------------------|--------------|--------------|
| (\$ million)         |              |              |                   |              |              |
| <b>Year</b>          | <b>QTR 1</b> | <b>QTR 2</b> | <b>QTR 3</b>      | <b>QTR 4</b> | <b>Total</b> |
| 2015                 | 0.00         | 0.00         | 3.00 <sup>a</sup> | 0.21         | 3.21         |
| 2016                 | 0.18         | 0.23         | 0.23              | 0.57         | 1.21         |
| 2017                 | 0.34         | 0.49         | 7.19 <sup>b</sup> | 0.50         | 8.52         |
| 2018                 | 0.71         | 0.72         | 0.77              | 0.55         | 2.75         |
| 2019                 | 0.07         | 0.62         | 0.91              | 0.95         | 2.55         |
| 2020                 | 0.80         | 0.32         | 0.47              | 0.41         | 2.00         |
| 2021                 | 1.00         | 0.60         | 0.16              | 0.00         | 1.76         |
| <b>Total</b>         |              |              |                   |              | <b>22.00</b> |

<sup>a</sup> Budget support of \$3 million (Tranche 1) under policy-based grant included.

<sup>b</sup> Budget support of \$7 million (Tranche 2) under policy-based grant included.

Source: Asian Development Bank estimates.

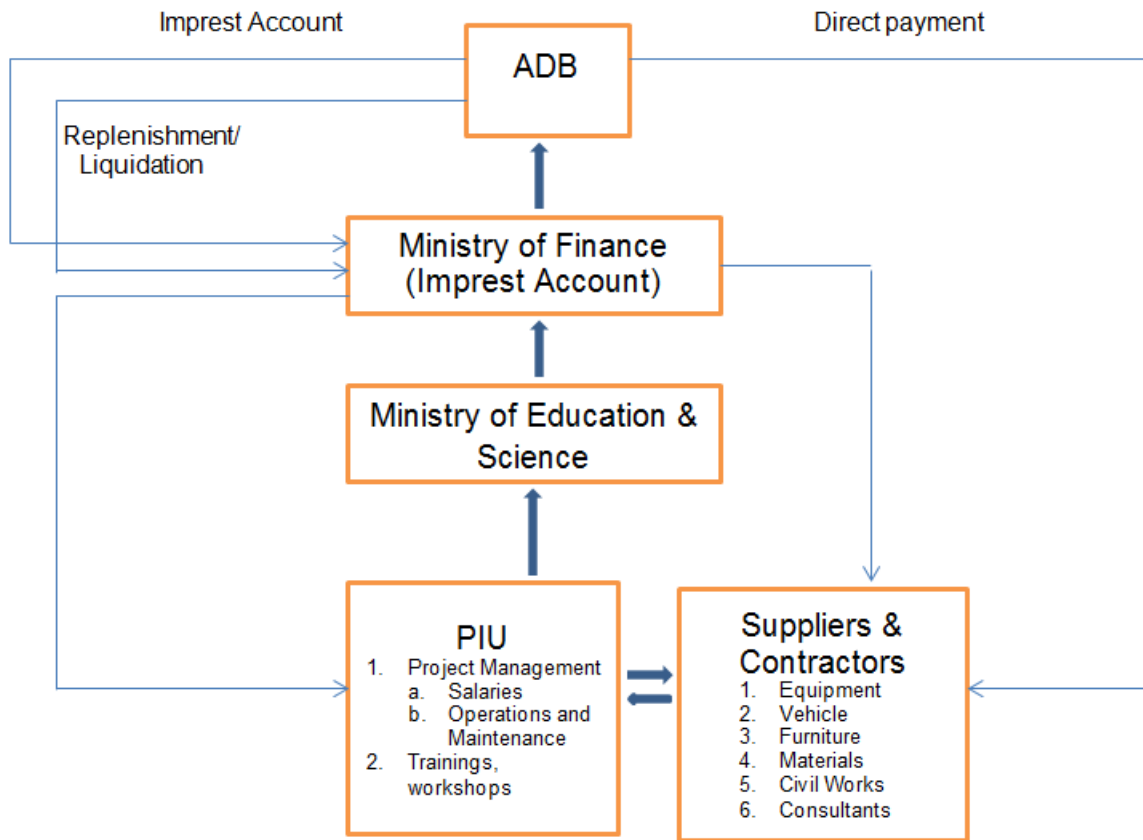
**D. Indicative Contract and Disbursement S-curve (Project Grant Only)****Figure 3: S-Curve**

Source: Asian Development Bank estimates.



E. Fund Flow Diagram

Figure 4: Fund Flow Diagram



→ Funds flow  
 → Documents flow

ADB = Asian Development Bank; PIU = project implementation unit.  
 Source: Asian Development Bank estimates.

## V. FINANCIAL MANAGEMENT

### A. Financial Management Assessment

19. A financial management assessment (FMA) has been conducted for the investment component of the program in accordance with ADB's Guidelines for the Financial Management and Analysis of Projects<sup>3</sup> and the publication Financial Due Diligence—A Methodology Note.<sup>4</sup> The objective of the FMA was to assess the financial management capacity of the MOF, MES and local schools. The instrument used for the assessment was ADB's financial management assessment questionnaire. The scope of the FMA included institutional and funds flow arrangements, staffing, accounting and financial management policies and procedures, internal and external audit arrangements, reporting and monitoring, and financial information systems.

20. A simplified approach with a shortened questionnaire was used for the assessment of MES, two Rayon<sup>5</sup> offices of the Ministry of Education and Science (MES) and two local schools. The assessment of the Rayon offices and schools was an indicative assessment only since the schools will not handle ADB funds. A supplementary assessment was conducted of library operations in the two schools since the librarian is custodian of textbooks in the schools and will likely have a significant role in the management of textbook produced under the project and of a textbook rental scheme that will be piloted by the project. This supplementary assessment focused on asset management.

21. The assessment, which was informed by the Governance and Anticorruption Action Plan II public financial management assessments at the country and sector level, concluded that (i) the financial management capacity of MOF and MES is adequate for the implementation of the project grant; and (ii) training in ADB procedures will be required in procurement, disbursement, project management, and accounting systems. Issues or risks/deficiencies associated with the entity's financial management systems were identified and, where necessary, capacity development measures have been incorporated into the project design to ensure that the implementing agencies are able to meet the project's accounting and reporting requirements. MOF has had extensive experience with the ADB and other donor agencies. Of the 293 financial assistance projects which it has administered since 1992, 49 have been funded by the ADB. The MES has been executor for ten projects, three of which have been with the ADB and three with the World Bank (International Development Association).<sup>6</sup> The Kyrgyz Republic has received two Global Partnership for Education grants.<sup>7</sup> There have been no significant financial management issues on any of the ADB or World Bank projects involving MES.

22. **Risk analysis.** A Financial Management Internal Control and Risk Management Assessment was conducted.<sup>8</sup> The pre-mitigation risks were assessed as high in large part due to country-level risks and the concerns over staffing levels. The analyses and mitigation measures in place or proposed are summarized in Table 8.

23. **Risk mitigation.** The actions proposed to be undertaken before program effectiveness include (i) clear definition and description of the responsibilities of all financial staff, and (ii) the

<sup>3</sup> ADB. 2005. *Financial Management and Analysis of Projects*. Manila.

<sup>4</sup> ADB. 2009. *Financial Due Diligence A Methodology Note*. Manila.

<sup>5</sup> A Rayon is the Kyrgyz Republic equivalent of the county or district administrative unit of government.

<sup>6</sup> MOF data.

<sup>7</sup> <http://www.globalpartnership.org/country/kyrgyzstan>

<sup>8</sup> ADB. 2005. *Financial Management and Analysis of Projects*. Manila.

training of financial staff in ADB procedures. The actions proposed to be undertaken during the implementation of the project grant include (i) close liaison between MOF and, MES to ensure that ADB guidelines are followed; (ii) advice and support from consultants funded under the project grant; (iii) training on ADB's disbursement procedures; (iv) maintenance of project accounts in accordance with international accounting standards and these accounts to be duly audited; (v) regular progress reports on project implementation and performance to be prepared; and (vi) close monitoring of grant covenants, and compliance status, including the submission of audited project accounts. The draft training program for the PIU and other relevant MES staff is in Appendix 7.

**Table 8: Financial Management Risks**

| Risk Element  | Risk level without mitigation | Risk Mitigation  |
|---|-------------------------------|--|
| <b>Inherent Risk</b>  |                               |  |
| <b>Country-specific:</b>  |                               |  |
| 1. Financial management skills and capacity in budgeting and financial planning are weak and there is no knowledge of ADB FM requirements | Substantial                   | MOF staff expertise and experience support successful implementation. Government efforts to improve training and improve the regulatory framework are ongoing with EU support. Training given to the project implementation office and local agency staff to familiarize them with ADB requirements.   |
| 2. Delayed implementation due to under-staffing of line ministries  | Moderate                      | Minimal risk with MOF, which has an office dedicated to processing funding from development partners. Understaffing in MES is mitigated by the establishment of the joint PIU responsible for the World Bank and ADB-financed education projects and programs. The program will benefit from the accumulated implementation capacity under the World Bank's education projects. Resources of the internal audit department should be augmented using a private sector audit service. |
| 3. Fiscal constraints pose a risk to effective execution of agreed textbook budgets   | High                          | Legal assurance that the current government budget allocation for textbooks is maintained at Som120 million and that actual expenditures will be 100% of this budget. Interim ADB review of MES budgets and expenditures, especially for textbooks and discussion of arising issues with MES and MOF.  |
| <b>Agency-specific:</b>   |                               |  |
| 4. Weakness in MES internal audit   | Moderate                      | Ongoing EU support will strengthen staff capacity. Initial review of ADB audit requirements with MES audit staff to identify training requirements with follow-up training provided. Resources of the internal audit department augmented using a private sector audit service. Annual assessment by ADB of the quality of project audits and follow up as needed.   |

| <b>Risk Element</b>  | <b>Risk level without mitigation</b> | <b>Risk Mitigation</b>   |
|--|--------------------------------------|--|
| 5. Budget planning - failure to link planned expenditure with outcomes                           | High                                 | Outcome indicators in the design and monitoring framework are designed to apply at the local level. The project implementation office will plan system wide undertakings such as curricula development and teacher training.   |
| 6. Budget Execution, MES – limited capacity to execute expenditure commitment in a timely manner | Substantial                          | The project implementation office is responsible for planning and executing major procurement activities. Contractors and suppliers are pre-qualified based on demonstrated capacity to complete assignments. Local school budget plans are carefully scrutinized with respect to scope and complexity relative to their staff capacity. Staff training provided as appropriate. |
| 7. Accounting and internal control – MES   | Moderate                             | Weakness in internal control is related to understaffing. Establishment of the project implementation office with a dedicated project accounting system and procedures will mitigate this. Ongoing EU program support will improve overall internal control. Accumulated capacity under the joint PIU will help mitigate this  |
| 8. Accounting and internal control – Local agencies  | Substantial                          | Existing control procedures at the Rayon and school level appear adequate based on sample FMA interviews. Schools will not be involved in handling project funds.  |
| 9. Financial reporting   | Moderate                             | Reporting requirements for the existing system are well established and executed. Training will be received at all levels in ADB reporting requirements. Risk of reporting delays due to understaffing to be mitigated by the establishment of a project implementation office with dedicated staff.   |
| 10. Staffing   | Substantial                          | The program will finance additional staff within the PIU to undertake project accounting duties<br>MES Finance Department is receiving support under EU and WB technical assistance programs which will enhance staff capacity   |
| 11. Information Systems  | Moderate                             | Separate project financial information systems will be established   |
| 12. Funds Flow   | Moderate                             | The program funds flow will be entirely separated from those of MES, and managed by the PIU  |
| 13. Internal audit   | Substantial                          | See 'Agency-specific: Weakness in MES internal audit'  |
| 14. External audit   | Moderate                             | Chamber of Accounts is undergoing reform and capacity building. Project can offer staff training based on a needs assessment and will reinforce the Chamber audit capacity using a private sector audit service.   |

**OVERALL RISK: HIGH**

ADB = Asian Development Bank; EU = European Union; FM = financial management; MES = Ministry of Education and Science; MOF = Ministry of Finance; PIU = project implementation unit.

Source: Asian Development Bank estimates.

24. **Specific action required.** The assessment indicates that action should be taken by MES and the PIU coordinator with the support of consultants, in the following areas:

- (i) Designate PIU finance staff;

- (ii) PIU to establish financial and accounting systems necessary for discharging its financial management responsibilities under the project;
- (iii) Training on ADB disbursement procedure and ADB project accounting and financial reporting requirements to be provided to PIU and MOF;
- (iv) A comprehensive financial policies and procedures manual to be developed in order to guide PIU staff and ensure staff accountability;
- (v) Written job descriptions for PIU staff to be prepared or modified as appropriate;
- (vi) The PIU should prepare a comprehensive project budget covering the years 2015 to 2020 and update this on an annual basis. The starting point for the preparation of the initial budget should be the project financial forecasts agreed between the government and ADB at grant negotiations and as subsequently recorded in the PAM; and
- (vii) Financial management consulting support to be provided to the PIU to assist them in the above tasks.
- (viii) Regular liaison between the MOF, MES and the ADB to ensure that ADB guidelines are followed;
- (ix) Refresher training on ADB disbursement procedures and ADB project accounting and financial reporting requirements to be provided as needed;
- (x) Separate accounts to be maintained for all project outputs financed by ADB and the Government, and to be audited by an independent external auditor;
- (xi) Annual project accounts and underlying working papers prepared on a timely basis in preparation for the annual financial statement audit;
- (xii) Prompt reporting to project stakeholders after the end of each accounting period;
- (xiii) Quarterly progress reports on project implementation and operations prepared;
- (xiv) Compliance with grant covenants monitored, including submission of audited project accounts;
- (xv) Regular backup of all accounting systems and appropriate security measures over backup data to be put in place; and
- (xvi) Annual training plans prepared for accounting staff developed, including:
  - (a) any revised government financial regulations,
  - (b) any changes in relevant ADB policies or procedures, and
  - (c) refresher training as needed in project accounting, financing reporting and disbursement procedures.

## **B. Disbursements**

25. The project grant proceeds will be disbursed in accordance with ADB's Loan Disbursement Handbook (2012, as amended from time to time),<sup>9</sup> and detailed arrangements agreed upon between the government and ADB.

26. To facilitate project implementation through timely release of grant proceeds, the Recipient will establish an imprest account promptly after grant effectiveness at a commercial bank<sup>10</sup> acceptable to ADB. The maximum ceiling of the imprest account will not exceed 10% of the grant amount. The imprest account is to be used exclusively for the ADB's share of eligible expenditures. The currency of the imprest account will be USD. The MOF, who established the imprest account in its name, is accountable and responsible for proper use of advances to the imprest account. The initial and additional advances to the imprest account may be requested based on 6 months estimated expenditures to be financed through the imprest account. The

<sup>9</sup> Available at: [http://www.adb.org/Documents/Handbooks/Loan\\_Disbursement/loan-disbursement-final.pdf](http://www.adb.org/Documents/Handbooks/Loan_Disbursement/loan-disbursement-final.pdf)

<sup>10</sup> The bank charges incurred in the operation of the imprest account may be financed from the loan proceeds.

imprest account will be established, managed, and liquidated in accordance with ADB's Loan Disbursement Handbook and detailed arrangements agreed by the Government and ADB. ADB's Loan Disbursement Handbook describes which supporting documents should be submitted to ADB and which should be retained by the government for liquidation and replenishment of an imprest account.

27. The statement of expenditure (SOE) procedure may be used for reimbursement of eligible expenditures or liquidation of advances to the imprest account. The ceiling of the SOE procedure is the equivalent of \$50,000 per individual payment. Supporting documents and records for the expenditures claimed under the SOE should be maintained and made readily available for review by ADB's disbursement and review missions, upon ADB's request for submission of supporting documents on a sampling basis, and for independent audit. Reimbursement and liquidation of individual payments in excess of the SOE ceiling should be supported by full documentation when submitting the withdrawal application to ADB.

28. For efficiency, the minimum value per withdrawal application is US\$100,000 equivalent, unless otherwise approved by ADB. Individual payments below this amount should generally be paid from the imprest account, or by the executing agency (EA) and subsequently claimed to ADB through reimbursement. ADB reserves the right not to accept WAs below the minimum amount. Before the submission of the first WA, the EA will submit to ADB sufficient evidence of the authority of the person(s) who will sign the WAs on behalf of the government.

### **C. Counterpart Funds**

29. Counterpart funds will be disbursed in accordance with normal government budgetary and related financial procedures.

### **D. Accounting**

30. The MES will maintain, or cause to be maintained, separate books and records by funding source for all expenditures incurred on the project. The MES will prepare consolidated project financial statements in accordance with the government's accounting laws and regulations which are consistent with the international *IPSAS* Cash basis of accounting principles and practices.

### **E. Auditing and Public Disclosure**

31. The MES will cause the detailed consolidated project financial statements to be audited in accordance with International Standards on Auditing and with the Government's audit regulations, by an independent auditor acceptable to ADB. The audited project financial statements will be submitted in the English language to ADB within six months of the end of the fiscal year by the MES.

32. The annual audit report for the project accounts will include an audit management letter and audit opinions which cover (i) whether the project financial statements present a true and fair view or are presented fairly, in all material respects, in accordance with the applicable financial reporting framework; (ii) whether loan and grant proceeds were used only for the purposes of the project or not; (iii) the level of compliance for each financial covenant contained in the legal agreements for the project; (iv) use of the imprest fund procedure; and (v) the use of the statement of expenditure procedure certifying to the eligibility of those expenditures claimed

under SOE procedures, and proper use of the SOE and imprest procedures in accordance with ADB's Loan Disbursement Handbook and the project documents.

33. Compliance with financial reporting and auditing requirements will be monitored by review missions and during normal program supervision, and followed up regularly with all concerned, including the external auditor.

34. The Government, MOF and MES have been made aware of ADB's policy on delayed submission, and the requirements for satisfactory and acceptable quality of the audited project financial statements.<sup>11</sup> ADB reserves the right to require a change in the auditor (in a manner consistent with the constitution of the borrower), or for additional support to be provided to the auditor, if the audits required are not conducted in a manner satisfactory to ADB, or if the audits are substantially delayed. ADB reserves the right to verify the project's financial accounts to confirm that the share of ADB's financing is used in accordance with ADB's policies and procedures.

35. Public disclosure of the project financial statements, including the audit report on the project financial statements, will be guided by ADB's Public Communications Policy (2011).<sup>12</sup> After review, ADB will disclose the project financial statements for the project and the opinion of the auditors on the financial statements within 30 days of the date of their receipt by posting them on ADB's website. The management letter will not be disclosed.

## VI. PROCUREMENT AND CONSULTING SERVICES

### A. Advance Contracting

36. All advance contracting will be undertaken in conformity with ADB's *Procurement Guidelines* (March 2013, as amended from time to time) (ADB's *Procurement Guidelines*)<sup>13</sup> and ADB's *Guidelines on the Use of Consultants* (March 2013, as amended from time to time) (ADB's *Guidelines on the Use of Consultants*).<sup>14</sup> The issuance of invitations to bid under advance contracting will be subject to ADB approval. The MOF and MES have been advised that approval of advance contracting does not commit ADB to finance the Project.

37. Advance contracting will be undertaken for the recruitment of PIU staff, an international TRS expert to be recruited on an individual basis, and the education development consulting firm. The following steps will be concluded in advance: (i) preparation of documents comprising the Request for Proposal (RFP); (ii) issuance of the advertisement to submit Expression of

<sup>11</sup> ADB Policy on delayed submission of audited project financial statements:

- When audited project financial statements are not received by the due date, ADB will write to the executing agency advising that (i) the audit documents are overdue; and (ii) if they are not received within the next six months, requests for new contract awards and disbursement such as new replenishment of imprest accounts, processing of new reimbursement, and issuance of new commitment letters will not be processed.
- When audited project financial statements have not been received within 6 months after the due date, ADB will withhold processing of requests for new contract awards and disbursement such as new replenishment of imprest accounts, processing of new reimbursement, and issuance of new commitment letters. ADB will (i) inform the executing agency of ADB's actions; and (ii) advise that the loan may be suspended if the audit documents are not received within the next six months.
- When audited project financial statements have not been received within 12 months after the due date, ADB may suspend the loan.

<sup>12</sup> Available from <http://www.adb.org/documents/pcp-2011?ref=site/disclosure/publications.pdf>

<sup>13</sup> Available at: <http://www.adb.org/Documents/Guidelines/Procurement/Guidelines-Procurement.pdf>

<sup>14</sup> Available at: <http://www.adb.org/Documents/Guidelines/Consulting/Guidelines-Consultants.pdf>

Interest; (iii) shortlisting; (iv) technical proposal evaluation; and (v) financial proposal evaluation. The PIU staff and some individual consultants shall be recruited under advance action up to the final evaluation of candidates and recommendations. The Government has requested ADB to select the education development consulting firm given (i) the need to ensure project readiness to support timely implementation of the policy reforms under the program and avoid delays in consultant recruitment; (ii) the need to ensure high-quality consulting inputs; and (iii) the need to build the PIU capacity to implement the project grant. MES retains the responsibility for negotiating and signing the contract, and for supervising the consultants' services.

## **B. Procurement of Goods, Works and Consulting Services**

38. All procurement of goods and works and recruitment of consultants will be undertaken in accordance with ADB's *Procurement Guidelines* (March 2013, as amended from time to time) and ADB's *Guidelines on the Use of Consultants* (March 2013, as amended from time to time).

39. Assessment of the capacity of MES to procure goods, works, and consulting services has been conducted, findings documented, and recommended actions required to overcome weaknesses have been incorporated into the program design and safeguard measures. Based on the assessment made and the previous procurement record of MES and its tendering committee, it is concluded that with planned capacity building and other mitigation measures in place, the implementation arrangements that are established will facilitate compliance with ADB procurement guidelines and the risk of mis-procurement or serious delay is medium.

40. The program will provide ICT/multimedia equipment, office equipment, videoconferencing system, science laboratory equipment, science software and furniture, along with minor rehabilitation works of school physical facilities.

- (i) International competitive bidding (ICB) procedures 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 with each contract estimated to cost above \$500,000.
- (ii) National competitive bidding (NCB) will be undertaken for civil works below \$ 1 million and supply and goods contracts estimated to cost less than ICB threshold values, but more than \$100,000 for goods and works. The NCB contracts will involve rehabilitation of existing classrooms, science and computer laboratories and procurement of furniture for innovative schools and teacher training institutes. Before the start of any procurement ADB and the Government will review the public procurement laws of government to ensure consistency with ADB's *Procurement Guidelines*, particularly in the conduct of NCB. The review will focus on the items of concern for ADB as reflected in Part C of the Procurement Plan; and
- (iii) Shopping will be used for procurement of off-the-shelf tools or equipment of small value worth less than \$100,000. Shopping is a procurement method based on comparing price quotations from several suppliers with a minimum of three to assure competitive prices. Requests for quotations shall indicate the description and quantity of the goods or specifications of works, as well as desired delivery (or completion) time and place. The evaluation of quotations shall follow the same principles as of open bidding. The terms of the accepted offer shall be incorporated in a purchase order or brief contract.



41. An 18-month procurement plan indicating threshold and review procedures, goods, works, and consulting service contract packages and national competitive bidding guidelines are in Section F.

42. All consultants, firms and institutions will be recruited according to ADB's *Guidelines on the Use of Consultants*.<sup>15</sup> The terms of reference for all consulting services are detailed in full in Appendix 4.

43. An estimated 230 person-months (59 international and 171 national) of consulting services will be required to: (i) facilitate project management and implementation related to curriculum development, textbooks provision, and teacher training, and (ii) strengthen the institutional and operation capacity of the MES, innovative schools, and TTIs.

44. Additional firms and individuals will also be required to perform more specialized and specific tasks required by the program, related to Twinning Arrangement, Civil Works and Design, Advocacy and Community Strategies, Auditing, and Research Services.

45. Under Quality- and Cost-Based Selection (QCBS), a simplified technical proposal will be required for assignment with an estimated cost ranging from \$600,000 to \$1 million. A full technical proposal will be required for assignments over \$1 million.

46. Quality-Based Selection (QBS) will be used for the recruitment of the Twinning Arrangement. Shortlisted firms will be invited to submit their technical proposals. The first-ranked firm will be invited to submit a financial proposal.

## A. Procurement Plan

### Basic Data

|   |   |
|---|---|
| <b>Project Name:</b> Strengthening Education System Sector Development Program  |   |
| <b>Project Number:</b> 48537-002  | <b>Approval Number:</b> 0408/0407                             |
| <b>Country:</b> Kyrgyz Republic   | <b>Executing Agency:</b> Ministry of Education and Science    |
| <b>Project Procurement Classification:</b>  | <b>Implementing Agency:</b>                                   |
| <b>Project Procurement Risk:</b>  | N/A   |
| <b>Project Financing Amount:</b> US\$ 24,120,000<br><b>ADB Financing:</b> US\$ 22,000,000<br><b>Cofinancing (ADB Administered):</b><br><b>Non-ADB Financing:</b> US\$ 2,120,000 | <b>Project Closing Date:</b> 31 August 2021                   |
| <b>Date of First Procurement Plan:</b> 29 September 2014  | <b>Date of this Procurement Plan:</b> 1 March 2017, Version 2 |

<sup>15</sup> Checklists for actions required to contract consultants by method available in e-Handbook on Project Implementation at: <http://www.adb.org/documents/handbooks/project-implementation/>

## A. Methods, Thresholds, Review and 18-Month Procurement Plan

### 1. Procurement and Consulting Methods and Thresholds

Except as the Asian Development Bank (ADB) may otherwise agree, the following process thresholds shall apply to procurement of goods and works.

| Procurement of Goods and Works              |                                       |   |
|---|---------------------------------------|---|
| Method                                      | Threshold                             | Comments  |
| International Competitive Bidding for Goods | US\$ 500,000 and Above                | All prior review  |
| National Competitive Bidding for Goods      | Between US\$ 100,001 and US\$ 499,999 | The first NCB bid docs for goods is subject to ADB review thereafter post review for subsequent contracts |
| Shopping for Goods                          | Up to US\$ 100,000                    | All post review   |
| International Competitive Bidding for Works | US\$ 1,000,000 and Above              | All prior review  |
| National Competitive Bidding for Works      | Between US\$ 100,001 and US\$ 999,999 | The first NCB for works is subject to prior review, thereafter post review for subsequent contracts       |
| Shopping for Works                          | Up to US\$ 100,000                    | All post review   |

| Consulting Services  |              |
|--|--------------|
| Method   | Comments     |
| Consultant's Qualification Selection for Consulting Firm   | prior review |
| Least-Cost Selection for Consulting Firm                   | prior review |
| Quality- and Cost-Based Selection for Consulting Firm      | prior review |
| Quality-Based Selection for Consulting Firm                | prior review |
| Individual Consultants Selection for Individual Consultant | prior review |

### 2. Goods and Works Contracts Estimated to Cost \$1 Million or More

The following table lists goods and works contracts for which the procurement activity is either ongoing or expected to commence within the next 18 months.

| Package Number | General Description                                       | Estimated Value | Procurement Method | Review (Prior/ Post) | Bidding Procedure | Advertisement Date (quarter/year) | Comments  |
|----------------|---|-----------------|--------------------|----------------------|-------------------|-----------------------------------|---|
| W2             | Rehabilitation works for school infrastructure facilities | 1,780,000.00    | NCB                | Prior                | 1S1E              | Q2 / 2017                         | Prequalification of Bidders: N<br>Domestic Preference Applicable: N |
|                | Lot 1: Lot 1  | 890,000.00      |                    |                      |                   |                                   | Bidding Document: Small Works                                       |
|                | Lot 2: Lot 2  | 890,000.00      |                    |                      |                   |                                   |   |

### 3. Consulting Services Contracts Estimated to Cost \$100,000 or More

The following table lists consulting services contracts for which the recruitment activity is either ongoing or expected to commence within the next 18 months.

| Package Number | General Description | Estimated Value | Recruitment Method | Review (Prior/ Post) | Advertisement Date (quarter/year) | Type of Proposal | Comments |
|----------------|---------------------|-----------------|--------------------|----------------------|-----------------------------------|------------------|----------|
| None           |                     |                 |                    |                      |                                   |                  |          |



## B. Indicative List of Packages Required Under the Project

The following table provides an indicative list of goods, works and consulting services contracts over the life of the project, other than those mentioned in previous sections (i.e., those expected beyond the current period).

| Goods and Works |   |                              |                               |                    |                     |                   |  |
|-----------------|---|------------------------------|-------------------------------|--------------------|---------------------|-------------------|--|
| Package Number  | General Description   | Estimated Value (cumulative) | Estimated Number of Contracts | Procurement Method | Review (Prior/Post) | Bidding Procedure | Comments   |
| G3              | ICT equipment including software, multimedia classroom, incidental furniture) | 1,200,000.00                 | 1                             | ICB                | Prior               | 1S1E              | Prequalification of Bidders: N<br>Domestic Preference Applicable: N<br>Bidding Document: Goods |
| G4              | Laboratory equipment and science software                                     | 740,000.00                   | 1                             | ICB                | Prior               | 1S1E              | Prequalification of Bidders: N<br>Domestic Preference Applicable: N<br>Bidding Document: Goods |
| G5              | Furniture for innovative schools and teacher training institutes              | 190,000.00                   | 1                             | NCB                | Post                | 1S1E              | Prequalification of Bidders: N<br>Domestic Preference Applicable: N<br>Bidding Document: Goods |

| Consulting Services |                     |                              |                               |                    |                     |                  |          |
|---------------------|---------------------|------------------------------|-------------------------------|--------------------|---------------------|------------------|----------|
| Package Number      | General Description | Estimated Value (cumulative) | Estimated Number of Contracts | Recruitment Method | Review (Prior/Post) | Type of Proposal | Comments |
| None                |                     |                              |                               |                    |                     |                  |          |

### C. List of Awarded and On-going, and Completed Contracts

The following tables list the awarded and on-going contracts, and completed contracts.

#### 1. Awarded and Ongoing Contracts

| Goods and Works |   |                 |                        |                    |                                   |  |   |
|-----------------|---|-----------------|------------------------|--------------------|-----------------------------------|--|---|
| Package Number  | General Description                                   | Estimated Value | Awarded Contract Value | Procurement Method | Advertisement Date (quarter/year) | Date of ADB Approval of Contract Award | Comments  |
| G7              | Furniture for PIU office                              | 5,000.00        | 4,653.30               | SHOPPING           | Q1 / 2016                         | 26-MAY-16                              | including additional furniture for PIU office manager   |
| G2              | Office equipment for MES and PIU/Multimedia equipment | 13,000.00       | 13,200.21              | SHOPPING           | Q2 / 2017                         |  | including additional office eqpt for PIU office manager |
| W3              | Rehabilitation of PIU office                          | 4,600.00        | 4,573.82               | SHOPPING           | Q1 / 2017                         |  | PIU restrooms rehabilitated                             |

| Consulting Services |  |                 |                        |                    |                                   |  |          |
|---------------------|--|-----------------|------------------------|--------------------|-----------------------------------|--|----------|
| Package Number      | General Description                              | Estimated Value | Awarded Contract Value | Recruitment Method | Advertisement Date (quarter/year) | Date of ADB Approval of Contract Award | Comments |
| C4                  | Feasibility & Policy Research Studies 1          | 350,000.00      | 328,056.00             | CQS                | Q2 / 2016                         | 31-OCT-16                              |          |
| C8                  | Advocacy and Media campaign                      | 60,000.00       | 60,239.38              | QCBS               | Q2 / 2016                         | 24-OCT-16                              |          |
| C7                  | Audit  | 80,000.00       | 35,400.72              | LCS                | Q2 / 2016                         | 19-OCT-16                              |          |
| C2                  | Engineering/Design                               | 100,000.00      | 96,165.53              | CQS                | Q1 / 2016                         | 18-NOV-16                              |          |
| C1                  | Education Development Consultancy                | 1,456,300.00    | 1,528,900.00           | QCBS               | Q3 / 2015                         | 21-DEC-15                              |          |
| C3                  | Twinning Arrangement                             | 660,000.00      | 659,200.00             | QBS                | Q2 / 2016                         | 30-JAN-17                              |          |
| C9                  | Education Finance Specialist                     | 72,600.00       | 70,588.90              | ICS                | Q3 / 2016                         | 21-SEP-16                              |          |
| C10                 | TRS/TRF Design Specialist                        | 40,000.00       | 39,922.00              | ICS                | Q1 / 2016                         | 03-MAY-16                              |          |
| C5                  | TRS/TRF Implementation and Management Specialist | 129,400.00      | 123,250.00             | ICS                | Q1 / 2016                         | 12-APR-16                              |          |
| C6                  | Textbook Development Advisor                     | 121,000.00      | 114,750.00             | ICS                | Q1 / 2016                         | 12-JUL-16                              |          |

#### 2. Completed Contracts

| Goods and Works |                     |                 |                        |                    |                                   |  |                    |          |
|-----------------|---------------------|-----------------|------------------------|--------------------|-----------------------------------|--|--------------------|----------|
| Package Number  | General Description | Estimated Value | Awarded Contract Value | Procurement Method | Advertisement Date (quarter/year) | Date of ADB Approval of Contract Award | Date of Completion | Comments |
| G1              | Vehicle             | 25,000.00       | 19,555.51              | SHOPPING           | Q1 / 2016                         | 12-APR-16                              | 30-JUN-16          |          |

| Consulting Services |                     |                 |                        |                    |                                   |  |                    |          |
|---------------------|---------------------|-----------------|------------------------|--------------------|-----------------------------------|--|--------------------|----------|
| Package Number      | General Description | Estimated Value | Awarded Contract Value | Recruitment Method | Advertisement Date (quarter/year) | Date of ADB Approval of Contract Award | Date of Completion | Comments |
| None                |                     |                 |                        |                    |                                   |  |                    |          |

## D. National Competitive Bidding

### 1. General

The procedures to be followed for national competitive bidding shall be for tendering with unlimited participation and the two-stage tendering set forth in Law of the Kyrgyz Republic on Public Procurement of Goods, Works and Services effective on April 2004 with the clarifications and modifications described in the following paragraphs required for compliance with the provisions of the ADB Procurement Guidelines.

### 2. Eligibility

ADB: The eligibility of bidders shall be as defined under section I of ADB's Procurement Guidelines published by ADB in April 2010, as amended from time to time; accordingly, no bidder or potential bidder should be declared ineligible to ADB-financed contracts for other reasons than the ones provided by section I of ADB's Guidelines. Bidders must be nationals of member countries of ADB, and offered goods, works and services must be produced in and supplied from member countries of ADB.

### 3. Prequalification

Normally, post-qualification shall be used unless explicitly provided for in the loan agreement/procurement plan. Irrespective of whether post qualification or prequalification is used, eligible bidders (both national and foreign) shall be allowed to participate.

### 4. Registration and Licensing

- (i) Bidding shall not be restricted to pre-registered/licensed firms.
- (ii) Where registration or licensing is required, bidders (i) shall be allowed a reasonable time to complete the registration or licensing process; and (ii) shall not be denied registration/licensing for reasons unrelated to their capability and resources to successfully perform the contract, which shall be verified through post-qualification.
- (iii) Foreign bidders shall not be precluded from bidding. If a registration or licensing process is required, a foreign bidder declared the lowest evaluated bidder shall be given a reasonable opportunity to register or to obtain a license.

### 5. Bidding Period

The minimum bidding period is twenty-eight (28) days prior to the deadline for the submission of bids.

## **6. Bidding Documents**

Procuring entities should use standard bidding documents for the procurement of goods, works and services acceptable to ADB.

## **7. Preferences**

No domestic preference shall be given for domestic bidders and for domestically manufactured goods.

## **8. Advertising**

Invitations to bid shall be advertised in at least one widely circulated national daily newspaper or freely accessible, nationally-known website allowing a minimum of twenty-eight (28) days for the preparation and submission of bids.

Bidding of NCB contracts estimated at US\$500,000 equivalent or more for goods and related services or US\$1,000,000 equivalent or more for civil works shall be advertised on ADB's website via the posting of the Procurement Plan.

## **9. Bid Security**

Where required, bid security shall be in the form of a bank guarantee from a reputable bank.

## **10. Bid Opening and Bid Evaluation**

- (i) Bids shall be opened in public.
- (ii) Evaluation of bids shall be made in strict adherence to the criteria declared in the bidding documents and contracts shall be awarded to the lowest evaluated bidder.
- (iii) Bidders shall not be eliminated from detailed evaluation on the basis of minor, non-substantial deviations.
- (iv) No bidder shall be rejected on the basis of a comparison with the employer's estimate and budget ceiling without the Bank's prior concurrence.
- (v) A contract shall be awarded to the technically responsive bidder that offers the lowest evaluated price and who meets the qualifying requirements set out in the bidding documents.
- (vi) No negotiations shall be permitted.
- (vii) Price verification shall not be applied.

## **11. Rejection of All Bids and Rebidding**

Bids shall not be rejected and new bids solicited without ADB's prior concurrence.

## **12. Participation by Government-owned enterprises**

Government-owned enterprises in Kyrgyz Republic shall be eligible to participate as bidders only if they can establish that they are legally and financially autonomous, operate under commercial law and are not a

dependent agency of the contracting authority. Furthermore, they will be subject to the same bid and performance security requirements as other bidders.

### 13. Right to Inspect/Audit

A provision shall be included in all NCB works and goods contracts financed by ADB requiring suppliers and contractors to permit ADB to inspect their accounts and records and other documents relating to the bid submission and the performance of the contract, and to have them audited by auditors appointed by ADB.

### 14. Fraud and corruption

- (i) The Borrower shall reject a proposal for award if it determines that the bidder recommended for award has, directly or through an agent, engaged in corrupt, fraudulent, collusive, or coercive practices in competing for the contract in question.
- (ii) ADB will declare a firm or individual ineligible, either indefinitely or for a stated period, to be awarded a contract financed by ADB, if it at any time determines that the firm or individual has, directly or through an agent, engaged in corrupt, fraudulent, collusive, coercive or obstructive practices in competing for, or in executing, an ADB-financed contract.

### 15. National Sanctions List

National sanctions lists may be applied only with prior approval of ADB.

## B. Consultants' Inputs, Budgets and Terms of Reference

47. The full terms of reference for all consulting packages is in Appendix 4. In this section, a summary of total consulting inputs is provided over different program outputs, together with outline details and budgets for each consulting contracts.

**Table 9: Overall Summary of Consulting Inputs by Project Output**

| Item  | Person-Months |           |
|---|---------------|-----------|
|   | International | National  |
| <b>Output 1: Quality of Curriculum and LTMs Improved</b>                                    |               |           |
| Curriculum Adviser  | 5             |           |
| Subject Curriculum Specialist (Math, Natural Science, Social Studies, Geography, Languages) | 9             | 20        |
| Curriculum Review Unit Staff (2)  | -             | 72        |
| TRS Management Specialist   | 7             | -         |
| Textbook Development Advisor  | 5             | 0         |
| Textbook MIS Specialist   | 3             | 6         |
| <b>Subtotal Output 1</b>  | <b>29</b>     | <b>98</b> |
| <b>Output 2: Quality of Teachers and Teacher Training Improved</b>                          |               |           |
| Teacher Policy and INSETT Advisor   | 8             | 12        |
| Twinning Partnership (firm)   |               |           |
| <b>Subtotal Output 2</b>  | <b>8</b>      | <b>12</b> |
| <b>Output 3: Access to Quality Learning Environment</b>                                     |               |           |
| e-learning and ICT/Multimedia Specialist  | 4             | 10        |
| Web Development   | -             | 5         |
| Feasibility and Research Studies (Firm)   |               |           |
| <b>Subtotal Output 3</b>  | <b>4</b>      | <b>15</b> |
| <b>Output 4: Improved Sector Management</b>   |               |           |
| Education Management Specialist /Team Leader  | 12            | -         |



| Item   | Person-Months |            |
|--|---------------|------------|
| Education Management Specialist/Deputy Team Leader | -             | 24         |
| Procurement Adviser                                | 3             | -          |
| Social and Gender Specialist                       | -             | 6          |
| Education Finance Specialist                       | 3             | 6          |
| Legal Specialist                                   | -             | 10         |
| Civil Works and Design Specialists (Firm)          |               |            |
| Advocacy and Media Campaign Specialists (Firm)     |               |            |
| Auditing (Firm)                                    |               |            |
| <b>Subtotal Output 4</b>                           | <b>18</b>     | <b>46</b>  |
| <b>Overall Total</b>                               | <b>59</b>     | <b>171</b> |

ICT = information and communication technology; INSETT = in-service teacher training; LTMs = learning and teaching materials; TRS = textbook rental scheme.

Source: Asian Development Bank.

### Package 1: Education Sector Development Consultancy Services (Firm)

48. The objective of this package is to support the program in the development of Grades 10-11 subject curriculum, develop the teacher policy, support to the resources schools to improve learning environment and facilities. This package will also support to PIU related to financial management and procurement activities.

49. The Consulting Firm will support the implementation of the program in:

- (i) developing the subject curriculum for grades 10 and 11, incorporating gender concerns as per the Gender Action Plan;
- (ii) conducting training workshops in curriculum and LTM development;
- (iii) conducting training for Core Trainers who will in turn train teachers to implement the new curriculum and use the LTMs;
- (iv) finalizing the draft National Teacher Development Program and support the MES in the initial implementation of the policy;
- (v) developing a system of quality assurance for in-service teacher training;
- (vi) supporting the innovative schools to implement school-based management and strengthening the board of trustees of the innovative schools;
- (vii) designing the installation of multimedia classroom and ICT facilities of the innovative schools and TTIs; and
- (viii) designing a website to introduce e-learning for teacher training.

50. Additionally, the consulting firm will also provide support to PIU in financial management and procurement activities.

**Table 10: Inputs and Outline of Budget for Package 1**

| Item  | Person-Months |          |
|---|---------------|----------|
|   | International | National |
| <b>Package 1: Curriculum Development and Teacher Development Consultancy (Firm)</b>         |               |          |
| Education Management Specialist/Team Leader   | 12            | -        |
| Education Management Specialist/Deputy Team Leader  | -             | 24       |
| Curriculum Adviser  | 5             |          |
| Subject Curriculum Specialist (Math, Natural Science, Social Studies, Geography, Languages) | 9             | 20       |
| Curriculum Review Unit Staff (2) <sup>c</sup>   |               | 72       |
| Textbook MIS Specialist   | 3             | 6        |
| Teacher Policy and INSETT Advisor   | 8             | 12       |
| e-Learning and ICT/Multimedia Specialist  | 4             | 10       |
| Web Developer   | -             | 5        |
| Education Finance Specialist  |               | 6        |
| Procurement Specialist  | 3             | -        |

|                              |              |            |
|------------------------------|--------------|------------|
| Legal Specialist             | -            | 10         |
| Social and Gender Specialist | -            | 6          |
|                              | <b>Total</b> | <b>44</b>  |
|                              |              | <b>171</b> |

| Items                             | Amount           |
|-----------------------------------|------------------|
| Consultants <sup>a</sup>          |                  |
| a. International                  | 968,000          |
| b. National                       | 342,000          |
| Administrative Costs <sup>b</sup> | 100,000          |
| Contingency                       | 46,300           |
|                                   | <b>Total</b>     |
|                                   | <b>1,456,300</b> |

ICT = information and communication technology.

<sup>a</sup> Includes consulting fee, per diem and international travel.

<sup>b</sup> Administrative costs include translation, communication, office supplies, and other administrative costs.

<sup>c</sup> Project funding will be for the first 3 years only.

Source: Asian Development Bank estimates.

## Package 2: Twinning Arrangement and Partnership (Firm)

51. The objective of this package is the establishment of twinning arrangement and twinning partnership between local and overseas teacher training institutions, on a pilot basis. The program will provide an opportunity for the TTIs and 30 innovative schools to establish capacity building partnership between themselves and overseas teacher training providers.

52. The main feature of this twinning arrangement is that it sets out to deliver specific outcomes to improve teaching pedagogy for teachers and school management and leadership for principals and deputy principals in 30 innovative schools. This package will support the planned CPD for teachers and principals and deputy principals as well as the development of a community of practice in innovative schools and TTIs.

53. An international firm or institute with strong experience in designing and implementing teacher training programs in the Commonwealth of Independent States region will be recruited to support the CPD programs for teachers and school administrators, as well as support the innovative schools in introducing teacher networking, peer-to-peer learning and in developing an active community of practice. Detailed terms of reference for this package is in Appendix 5 to this PAM.

54. There are no consulting inputs specific for this package as it is intended to be lump sum. It is intended that QBS will be used with prospective partnership providers asked to submit a simplified technical proposal on what service and results they will provide within the budget ceiling of \$660,000.

## Package 3: Feasibility and Research Studies (Firm)

55. This package is focused on supporting reforms in the education sector. The MES has placed a priority upon a number of important policy objectives in their EDS 2012-2020. This program will support feasibility studies and policy research through the PIU. Below is an indicative list of studies and research that will be conducted under this package:

- (i) Feasibility study on the offering of MA/MS program in pedagogy;
- (ii) Review of the school assessment system of the Kyrgyz Republic;
- (iii) Tracer study on TTIs and KAE graduates;
- (iv) Research on school attendance, retention, and transition rates in schools;

- (v) Tracer study on textbook distribution;
- (vi) Review of lessons learned from previous voucher systems in INSETT, including cost-benefit analysis;
- (vii) Baseline study and midterm survey on the implementation of TRS;
- (viii) Baseline and midterm survey of student and teacher performance of 30 innovative schools;
- (ix) Study on the existing salary incentive system;
- (x) A study on the total costs for universal basic education for the Medium Term Expenditure Framework (MTEF) for education; and
- (xi) A feasibility study for introducing e-textbooks in the Kyrgyz Republic, including functional requirements, copyright issue, hardware requirements and assessment of current provisions in these areas.

56. There are no consulting inputs specified for this contract, which is intended to be lump sum. It is intended that consultant qualification system (CQS) will be used to invite appropriate international qualified research institutes to submit a proposal for work required and a budget ceiling of \$350,000 will be indicated.

#### **Package 4: Engineering/Design (Firm)**

57. This package aims to support the PIU in the architectural design and implementation of minor rehabilitation, improving science and ICT laboratories and establishment of smart classroom in innovative schools and TTIs.

58. A national architectural and civil engineering firm with proven experience in preparing designs for school rehabilitation and improvement as well as in environmental management of such works will be recruited to assist the MES in the design of minor rehabilitation works and the conversion of some existing teaching facilities into modern science and ICT laboratories, and multimedia classrooms.

59. The firm must include in its team a civil engineer, an architect, and an environment management monitoring and evaluation specialist. The firm must include an environment management monitoring and evaluation specialist who can oversee the proper management and disposal of construction waste and debris from the demolition activities and manage impacts and safety measures due to construction work during school hours. The firm, in coordination with PIU must ensure the provision of suitable technical designs, a robust regime of contract management, strict adherence to the simplified environmental management checklist and, where appropriate, future maintenance plans for the new facilities.

60. There are no consulting inputs specified in this contract, which is intended to be lump sum. It is intended that CQS will be used to invite appropriate qualified civil engineering and architectural firms to submit a proposal for the work required, and a budget ceiling of \$100,000 will be indicated.

#### **Package 5: Advocacy and Information Communication Campaign (Firm)**

61. A national non-governmental organization (NGO) with proven experience in preparing social marketing and advocacy and information communication campaigns will be recruited under the program to assist the MES to introduce education reforms, particularly the introduction of curriculum, textbook rental scheme and reforms in teacher development and training. The NGO will be expected to work closely with the PIU; Team Leader, International

Specialists for Curriculum Review Unit; and the TMU. The NGO's assignment will include the following main tasks:

- (i) Identify clear message to be communicated to the target audience, and assess how best to deliver messages;
- (ii) Prepare advocacy and information communication campaign materials – print and non-print materials;
- (iii) Organize events to introduce the TRS and other major reforms under the program;
- (iv) Ensure gender inclusive messages; and
- (v) Provide support on awareness campaigns included in the Gender Action Plan

62. There are no consulting inputs specified in this contract, which is intended to be lump sum. It is intended that QCBS be used, the work required will be specified, and a budget ceiling of \$60,000 will be indicated.

### **Package 6: Auditing Firm**

63. A national accounting and auditing firm with proven experience in conducting financial auditing and accounting of internationally-funded projects of the government will be recruited to conduct an annual audit of the project grant. The firm will provide auditing and accounting reports that adhere to the requirements of ADB and the government, and based on internationally accepted accounting and auditing practices.

64. There are no consulting inputs specified in this contract, which is intended to be lump sum. It is intended that CQS will be used to invite appropriate qualified civil and architectural firms to submit a proposal for the work required and a budget ceiling of \$80,000 will be indicated.

### **Individual consultants**

65. **Education Finance Specialist** (international, 3 person-months). The consultant will support the education sector's financing needs and activities. The consultant shall have a degree in economics or finance, and at least 10 years of experience in analyzing education financing. The consultant will:

- (i) Review the current funding arrangements for the education sector and other on-going education projects, including the government system for budget planning and execution. Review existing studies and reports on education financing prepared by the government and development partners;
- (ii) Review the government's current education expenditures, and undertake a benchmarking study in relation to a sample of comparator countries;
- (iii) Assist the MES in reviewing government medium term expenditure framework (MTEF) for education and support the PIU in conducting a study on total costs of universal education for the MTEF for education;
- (iv) Evaluate parental costs of providing education based on household surveys;
- (v) Recommend required changes in education financing systems concerning public investment system, central, oblast, and school budgeting systems and salary supplement policies;
- (vi) Develop recommendations for an action plan for increasing operation and maintenance budgets for schools;

- (vii) Submit recommendations on improving budget efficiency to the Government for review and discussion.

84. **TRS/TRF Implementation and Management Specialist** (international, 5 person months) will be recruited to support and assist the MES in the implementation and management of the TRS/TRF system designed by the TRS/TRF Design Specialist. The international consultant should have at least 5 years of experience in TRS/TRF system implementation and management. The consultant should have previous experience of successful TRS/TRF work in the countries of the former Soviet Union and should be familiar with the Kyrgyz education system. The main tasks to be undertaken are as follows:

- (i) Provide ongoing support to the staff of the MES on all aspects of the TRS/TRF implementation;
- (ii) Provide support to the MES staff and the MES press office to design and implement an advocacy and communications strategy to introduce a Textbook Rental Scheme (TRS/TRF) developed and implemented by MES;
- (iii) Provide support to the MES staff in developing and introducing textbook cost reduction strategies based on the analysis of data collected and of research reports and recommendations;
- (iv) In collaboration with the PIU procurement specialist, create an annual bidding and evaluation schedule to ensure that bidding and evaluation of textbooks is completed annually within defined time limits;
- (v) Provide support to the Textbook MIS Specialist in designing the LTM MIS to plan and manage the system cost effectively and efficiently;
- (vi) Work closely with the Textbook Management Unit (TMU) of the MES in order to identify the pilot project oblasts which ideally should have at least one minority language and should have a mixture of urban, rural and remote schools;
- (vii) Work closely with the TMU of the MES, rayons and schools in order to finalize in detail the design of all aspects of the pilot TRS/TRF project with all required documentation, proformas, training materials and management handbooks;
- (viii) Provide training to TMU and raion staff in all aspects of the management and implementation of the pilot TRS/TRF;
- (ix) Work closely with the TMU, MES and MOF to agree the form, level, delivery and timing of the government financial subsidy to provide free and/or subsidized textbooks to poor and vulnerable students in all schools;
- (x) Work closely with the TMU and MOF to identify a suitable location for the account that will hold the rental fees, and preferably a commercial bank to provide high interest-bearing banking services to schools for the maintenance and protection of their collected rental fees, including the integration of computerized account information into the Textbook MIS; assist the TMU in managing a tender for the provision of commercial banking services if so required;
- (xi) Work with the TMU to supervise the training of school staff in the pilot project rayons, including the establishment of school bank sub-accounts and the establishment of school Textbook Committees and a process for the identification of poor and vulnerable students in each school who will receive free and/or subsidized textbooks;
- (xii) Provide as soon as possible a detailed implementation plan and schedule for the pilot project;
- (xiii) Design the monitoring and evaluation processes that will provide the evidence on which future policy decisions on any extension of the pilot project can be based;

- (xiv) Provide support to the Textbook MIS Specialist in designing an LTM MIS to plan and manage the system cost effectively and efficiently;
- (xv) On completion of the assignment, leave behind a detailed TRS/TRF pilot project design with all required supporting documentation in Russian/Kyrgyz and in English in hard copy and in e-format;
- (xvi) Undertake short follow-up support visits in 2016 and 2017 to review progress with the TMU, rayons and schools and address problems in need of resolution, and, in particular, review the affordability and acceptability of the TRS/TRF to parents, the levels of participation, the rental fee collection rates, the identification of poor and vulnerable students for the receipt of free or subsidized textbooks, the operation of the school TRS/TRF committees and school bank accounts, the existence of an acceptable audit trail and the durability and life expectancy of the textbooks supplied; and
- (xvii) Provide online support to the TMU on issues relating to the successful operation of the TRS/TRF and its expansion into a national system covering all languages of instruction.

85. **TRS/TRF Design Specialist** (international, 2 person-months) will be recruited to support and assist the MES in the design of a TRS/TRF system suitable for the specific conditions and characteristics of the Kyrgyz education system. The international consultant should have at least 5 years of experience in TRS/TRF system design. The consultant should have previous experience of successful TRS/TRF design and implementation, particularly in the countries of the former Soviet Union and should be familiar with the Kyrgyz education system. The main tasks to be undertaken are as follows:

- (i) In consultation with the MES and the TRS/TRF Implementation and Management Specialist design a TRS/TRF system suitable for the specific characteristics and needs of the Kyrgyz Republic and the Kyrgyz education system;
- (ii) Write a detailed Implementation Handbook for the system including all required documentation, proformas, training materials and operational handbooks;
- (iii) Write training materials for designated MES staff responsible for managing and piloting the system and for other MES units expected to contribute to the management and piloting of the system;
- (iv) Write training materials for use by schools and district education officials;
- (v) Design an Impact Evaluation Study; and
- (vi) Identify the key indicators that will determine the success of the pilot scheme and the conditions for its national extension.

86. **Textbook Development Advisor (TDA)** (international, 5 person-months). The expert will be recruited to assist the MES in improving LTMs quality and textbook development. The international consultant should have at least 7 years of experience in the development and publication of LTMs or similar materials/documents. The main tasks to be undertaken are as follows but not limited to:

- (i) Provide improved guidelines in the bid documents for the guidance of publishers and authors; Assist the PIU procurement specialist and textbook management unit staff to review and re-write current standard bid documents in line with best international practice in order to create a standard set of documents and procedures;
- (ii) in conjunction with the PIU procurement specialist, design a revised bid evaluation

- methodology, criteria, instruments and marking scheme which (i) reflects best international practice; and (ii) provides the correct balance between price and quality for all evaluation awards;
- (iii) provide recommendations on mechanisms for textbook quality assurance.
  - (iv) support the government to streamline pilot testing procedures to make them transparent and free of potential conflicts of interests with the decisions of the bid evaluation commissions;
  - (v) design a training program for authors, publishers and MES curriculum staff to provide an introduction to the technical knowledge required by textbook professionals as the basis for upgraded standards in the following issues:
    - (a) training programs for authors, publishers and MES curriculum staff on the characteristics of textbooks and teachers' guides to support student-centered learning and the development of skills, competences and higher-order thinking skills;
    - (b) supported as necessary by the legal and procurement specialists (package 1), provide training to the MES, bidders, publishers and authors in all aspects of copyright and contracts relevant to the development of quality textbooks and teachers' guides and the authorship of a MES-approved guide to copyright and contracts to be used by all participants in textbook and teachers' guide bidding in the Kyrgyz Republic
    - (c) provide training and support to the MES curriculum staff and the PIU staff in the development of a template for the provision of guidance to be included within the bid documents in order to ensure that authors and publishers are fully aware of the requirements specified by the MES to meet new curriculum objectives and learning outcomes
    - (d) training for Illustrators and designers on the characteristics, skills and requirements of modern textbook page design and layout;
    - (e) training for publishers in the techniques, knowledge and working practices needed to develop and publish high quality textbooks;
    - (f) a training course in editorial management for textbook publishers; and
    - (g) a training course in interpreting curriculum specifications for textbooks and teachers' guides.
  - (vi) provide online support to MES and via MES to authors and publishers in the provision of advice in textbook development issues; and
  - (vii) assist the TMU in a study to revise the current piloting process to make it operate more effectively.

## VII. SAFEGUARDS

### A. Environment

87. **Environmental due diligence.** The program is classified as category C for environment. Based on ADB's Safeguard Policy Statement (SPS) 2009,<sup>16</sup> environmental, health and safety implications of the investment component of the program have been reviewed. There will be minor civil works to rehabilitate selected 30 innovative schools under the project grant (output 3). Overall, it is expected that civil works impacts will be localized, short-term, and can be effectively mitigated through the application of good civil works practices. An environmental screening and management (ESM) checklist has been prepared and is attached in Appendix 9. Civil works activities with more than minimal environmental impacts such as installation of new drainage or sanitary facilities, if not connected to an existing sewer system, and clearance of large areas of vegetation will be excluded from financing. The ESM checklist will be completed after the schools have been selected and prior to issuing bidding documents for construction works. The environmental specialist of the civil works design firm will screen the potential subprojects to assess the magnitude of environmental impact and propose appropriate mitigation measures using the ESM checklist and submit it to the PIU technical engineer for endorsement. The first three ESM checklists will be submitted to ADB for review before issuing bidding documents. Environmental and social safeguard complaints and disputes will be handled in accordance with the grievance redress mechanism to be established for the program, and supervised by the PIU. The grievance redress mechanism will be set up within 2 months of the effective date, and the team leader for the education development consulting firm will help the MES with setting up of the grievance redress mechanism. The grievance redress mechanism will: (a) review and document Project related grievances in respect of matters including safeguard compliance, employment opportunities, payment by contractors and sub-contractors and access to education resources; (b) proactively address such grievances; (c) provide the complainants with notice of the redress mechanism/action; and (d) prepare, and make available to ADB, periodic reports to summarize (i) the number of complaints received; (ii) actions; and (iii) final outcomes of the grievances.

88. **Management of environmental, health and safety risks.** During rehabilitation works on existing school, minor environmental impacts are anticipated including noise, fugitive dust, solid wastes, as well as health and safety risks to contractors and school staff and students if proper precautions are not taken. Overall, the impacts are minimal, localized, short term, and can be effectively mitigated through the application of good working practices and implementation of a ESM checklist. The PIU, through the appointed civil engineering firm, will have the overall responsibility for supervising the implementation of the ESM checklist, coordinating the project level Grievance Redress Mechanism (GRM) and reporting any issues to ADB via the quarterly progress reporting process. To ensure that the contractors comply with the ESM checklist provisions, the PIU will prepare and provide for incorporation into the bidding documents: (i) a ESM checklist as requirements to be budgeted by the bidders in their proposals; and (ii) environmental clauses for contractual terms and conditions. Construction Contractors will be responsible for implementing the mitigation measures during the rehabilitation works, in consultation with the management of individual schools. During program implementation, science labs will operate in accordance with good laboratory practices, to be designed by the implementation consultants.

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<sup>16</sup> ADB. 2009. *Safeguard Policy Statement*. Manila.



**B. Involuntary Resettlement**

89. The involuntary resettlement category is “C”. The project activities will neither require land acquisition nor resettlement and no specific action is therefore required.

**C. Indigenous Peoples**

90. The safeguard category for indigenous peoples is C. The poverty and social assessment concluded there will be no negative impacts on indigenous peoples’ communities or students and staff at the innovative schools. Ethnic minority students and staff in the project institutions will benefit equally from program activities to increase the quality and relevance of education services and from the improved learning environments created under the program. At least 3 of the 30 innovative schools to be supported by ADB will have existing classes with an ethnic minority language of instruction to ensure that schools teaching in ethnic minority languages are adequately represented in selecting the program’s innovative schools. No other specific action is considered necessary under the program.

## VIII. GENDER AND SOCIAL DIMENSIONS

### A. Summary

91. A social, poverty, and gender analysis was undertaken in accordance with ADB guidelines. The program is expected to create positive social benefits through improvements in the quality and relevance of education in the Kyrgyz Republic, and especially in rural and remote areas of the country.

92. **Design features.** The program will implement the actions captured in the gender action plan (GAP). This action plan includes measures to address gender concerns and opportunities for inclusive development in all program components and capacity building. The GAP is in Table 13. Budget resources necessary for the measures specified in the GAP have been provided for in the design of the program. National consultant inputs of 6 person-months are included in the project budget to guide and support the PIU, MES, consultants and other stakeholders in implementing and monitoring the GAP measures.

### B. Gender and Social Dimensions

93. **Key poverty and social issues.** Declining educational standards and funding constraints on schools are a key issue in the Kyrgyz Republic, as is the relevance of education to employment and the labor market. Enrolment rates in primary education are high at 98%, and a transition rate from primary to lower secondary is nearly universal. The net enrollment rate in lower secondary education (grades 5–9) is over 90% and 52% in upper secondary education, with many students choosing to enroll in secondary vocational education institutions after completing grade 9. Access is high and there are no significant differences in enrolment between male and female students at primary level, however, the gender disparity, in favor of females, increases at the upper levels – starting at grade 7 onwards. One of the key challenges in the country is low learning outcomes: the gap in reading literacy between 15 year old students in the Kyrgyz Republic and the Organization for Economic Cooperation and Development (OECD) average in OECD's 2009 Program of International Student Achievement (PISA) corresponded to four and a half years of formal schooling. School location and socio-economic background of students also affect performance levels. Students in the municipal schools of Bishkek tend to perform significantly better than those who attend schools in small towns or villages. Geographic disparities in education quality were evident in the PISA scores, with Osh, Jalalabad, Batken, and Talas having the lowest PISA scores in the country. In poorer communities in rural areas, textbooks and learning and teaching materials (LTMs) are not always available, parental contributions for minor repairs and other school expenses are common, and the condition of many school buildings is deteriorating. Textbooks are often out-of-date, their availability is limited, and the available textbooks tend to be overly academic, without sufficient emphasis on developing skills and competencies.

94. **Beneficiaries** will include students, teachers, school principals, deputy principals and local communities. Higher quality LTMs, modern curricula, improved teaching standards and learning environments will provide better educational outcomes, enhanced life skills and employability. Teachers will have improved access to appropriate training and career progression, increasing their motivation and incentives. The innovative schools supported by the program will be selected primarily in poor and remote parts of the country which at present are poorly served by educational services, and will also cater to ethnic minorities. School Boards of Trustees will benefit through training and improved involvement in school

management. MES will also benefit by acquiring improved capacity in planning skills, policy analysis and monitoring and evaluation systems.

95. **Impact channels.** Disadvantaged groups will benefit directly from the improvements to Innovative Schools, and indirectly from the other reforms which will improve educational quality. Improved learning environments, enhanced provision of textbooks, better trained teachers, and stimulating classroom environments will help increase school attendance of both boys and girls. The program aims to ensure that the benefits of education are translated into economic development and growth for the country.

96. **Other social and poverty issues..** Although textbooks are nominally free, resource constraints mean many are obsolete or not universally provided. The textbook rental scheme (TRS) to be implemented under the program will ensure that textbooks will become available and affordable, with the government providing free textbook rentals for the 15% of students deemed poor and disadvantaged.

97. **Design features.** The principal components of the program address (1) the quality of the curriculum and availability of textbooks and LTMs for all students; (2) the quality of teaching and in-service teacher training by re-introducing teacher incentive systems and career progression, making in-service teacher training more flexible and responsive to teacher needs; (3) creation of innovative schools as catalysts to raise education standards, especially in poorer and more remote areas of the country; physical rehabilitation of schools, including providing access to renovated school buildings for students with physical disabilities (including ramps, signs, and other facilities); (4) ensuring that the selected innovative schools include schools with minority language of instruction; (5) strengthening of school boards of trustees; (6) policy studies to investigate key issues including attendance, retention, and transition rates and the total costs of universal education, and an action plan for increasing operation and maintenance budgets for schools; and (7) improved management of the education sector, including planning, management information systems and performance management.

98. **Poverty Impact Analysis for Policy-Based Lending.** Impact channels of the policy reform(s). Given the link between education and poverty reduction, improving educational quality and educational attainment in the Kyrgyz Republic will contribute to poverty reduction and improved employment outcomes of graduates. Better access to quality human resources allows an optimal realization of the socio-economic development of the country. The phased implementation of the textbook rental scheme (TRS), combined with textbook cost reduction strategies will reduce the costs of textbook provision to the Kyrgyz Republic, ensuring that textbooks in all languages of instruction will be made available in sufficient quantity so that all students can have access to a full set of new curriculum textbooks. The TRS will provide direct government support to the poorest by providing a subsidy (free rental fees) to poor and disadvantaged students comprising 15% of the total student population. The introduction of an improved curriculum review process will aim to ensure that students of all abilities benefit through improved support to teachers in the introduction of new, student-centered classroom approaches (including the provision of teachers' guides). Improvement in the current system for textbook development, publishing, evaluation and distribution will speed up the delivery of the new curriculum for all grades, improve textbook quality and costs, and enhance transparency and management of textbook production. Reforms to develop, assess, and reward teachers through re-introduction of teacher categories and teacher certification, modernization of the teacher performance appraisal system, instituting a continuous professional development for teachers and school principals, and improving the quality and delivery modes of in-service teacher training will further professionalize the teaching profession. The program should

decrease the disparity in test scores between students living rural and urban areas, and make the education sector more sustainable in the medium term. Selecting innovative schools in remote and poor areas will increase opportunities for poor and ethnic minority children and those living in remote communities to receive quality instruction at school. Enhanced involvement of school boards of trustees in school management will improve school accountability and performance.

99. **Impacts of policy reform(s) on vulnerable groups.** Affordability analysis on the TRS indicates that textbook rental expenditure would represent less than 1% of annual household income for households in the second lowest decile (assuming 3 school-aged children per household). Under the TRS, direct government support will be provided to the poorest through a government subsidy therefore ensuring affordability of the TRS to the most vulnerable groups. The TRS will be phased-in with implementation in 1 or 2 oblasts at first, and will be scaled up gradually.

100. **Systemic changes expected from policy reforms.** Given the link between education and poverty reduction, improving educational quality and educational attainment in the Kyrgyz Republic will contribute to poverty reduction and improved employment outcomes of graduates. Better access to quality human resources allows an optimal realization of the socio-economic development of the country.

101. **Participatory approaches and project activities.** Consultative meetings were undertaken at all levels from national to local (Rayon) government and village schools (teachers, students, and members of communities), to relevant education institutions including the Kyrgyz Academy of Education, teacher training institutes, as well as textbook publishers. Fieldwork was carried out in several oblasts and included school visits, in-depth interviews, focus group discussions, questionnaires, tracer studies, and classroom observations. A thorough desk review was also undertaken of relevant literature arising from other participatory research and studies on poverty, social and gender aspects of the country's education sector.

102. **A civil society organization** will be engaged to work with communities on communication activities, including awareness-raising activities to encourage families to improve their children's school attendance rather than taking them out for agricultural work or child care and housework. This initiative will also encourage students to stay on at school beyond the mandatory grade 9 into the elective grades 10-11 and beyond, and to value the improved life prospects that come with longer, deeper education.

103. **Key issues.** Key gender issues addressed by the program include (i) the need to remove gender bias in the curriculum, textbooks, and LTMs, (ii) improving access to training to female school administrators; and (iii) improve gender monitoring. The GAP includes the following targets and gender-responsive design features: (i) removal of gender bias in the curriculum, textbooks, and LTMs, and promotion of positive images of women in higher-status occupations; (ii) increased numbers of female administrators appropriately trained; (iii) increased number of male teachers; and (iv) gender monitoring and evaluation indicators will be integrated within the overall design and monitoring framework to track GAP implementation. The teaching workforce in the Kyrgyz Republic is overwhelmingly women (more than 98% of primary school teachers are women and 84% of secondary). The lack of male teachers means a lack of role models for boys, exacerbated by the fact that many men live away from the family home, as migrant workers. The GAP seeks to increase the number of male teachers by actions to encourage more men to enter the profession.

104. **Key actions.** As reflected in the Gender Action Plan, the project includes initiatives to ensure gender-sensitive textbooks and LTMs without bias, presenting gender-aware roles of women and men, and promoting positive images of women in “non-traditional” occupations; ensuring equal opportunities for women in progressing their careers and receiving the necessary training; increase the prestige of teaching and raise the number of male teachers to provide role models for boys; rehabilitate school buildings to provide safe and comfortable learning environments; ensure women’s representation in decision-making roles on school boards; and build capacity in the Ministry of Education and Science for gender-aware sector planning based on gender-disaggregated data.

105. **Monitoring and Evaluation.** Social inclusion and gender targets include reducing gender bias, improving awareness of the value of quality education and strengthen local community participation in school affairs. The data sources are based on post-event monitoring, key stakeholder consultations, the PPMS and progress reports. Accountability for achieving the targets rests with the MES with support from the PIU.

106. **Required human resources.** The gender action plan will require 6 months of national consulting support. In addition, the PIU and local school administrative staff will be involved in data collection, recording keeping and reporting.

107. **Monitoring tools.** The GAP and PPMS will track changes in awareness, effectiveness of outputs among users as well as solicit timely feedback from stakeholders. Quarterly progress reports, in addition to the midterm and final program completion report, will have sections for reporting progress related to the social, gender and communications activities.

### GENDER ACTION PLAN

| Outputs   | Actions  | Targets and Indicators   | Budget   | Responsible Institutions              |
|---|--|--|--|---------------------------------------|
| <b>Output 1: Quality of Curriculum and LTMs Improved</b>  |  |  |  |                                       |
| 1.1 LTMs and curricula present gender-aware roles of women and men, and promote positive images of women in non-traditional occupations | <p>Guidance for review of LTMs and curricula includes gender-sensitive provisions on promotion of positive gender roles and avoidance of stereotyped images</p> <p>The content of LTMs will be independently validated from a gender perspective jointly by the project gender specialist and the Curriculum Commission, based on a sample of LTMs.</p> <p>Training programs and checklists for curriculum developers, textbook writers and textbook manuscript evaluators mainstream gender concerns as above</p> | <p>Guidance incorporating these provisions by 2018</p> <p>Review that assesses gender sensitive provisions in the curriculum and LTMs for grades 1–4.</p> <p>Instructions and checklists incorporated into training programs from 2015 through to 2017</p> | <p>Project budget:</p> <p>6 person-months of Gender Specialist</p> | <p>MES</p> <p>PIU</p>                 |
| <b>Output 2: Quality of Teachers and In-Service Teacher Training Improved</b>   |  |  |  |                                       |
| 2.1 Equal opportunities for women in progressing their careers  | <p>Ensure that women teachers are able to progress in all disciplines, including science, technology, engineering and mathematics (STEM), and upgrade through training as frequently as necessary</p> <p>Ensure equal opportunities in training on school management for female principals and deputy principals</p>   | <p>70% of the program's 10,000 trainees in STEM are women</p> <p>1,000 principals and deputy principals (at least 75% women) trained on school management and instructional leadership by 2020</p>   | <p>Project budget:</p> <p>6 person-months of Gender Specialist</p> | <p>MES and PIU</p> <p>MES and PIU</p> |
| 2.2 Role models provided for boys   | Increase number of male teachers   | 18% of school teachers are men by 2020 (15% in 2014)   | <p>Project budget:</p> <p>6 person-months of Gender Specialist</p> | MES                                   |
| 2.3 Trained teachers and management are gender-aware  | The National Teacher Development Program (NTDP) should include gender awareness as a component of teacher professionalism  | Gender dimension integrated into NTDP by 2018  | <p>Project budget:</p> <p>6 person-months of</p>                   | MES                                   |

| Outputs   | Actions  | Targets and Indicators  | Budget   | Responsible Institutions |
|---|--|---|--|--------------------------|
|   | Training for principals, deputy principals and teachers includes modules on gender awareness   | Inclusion of gender modules in training at all levels by 2018   | Gender Specialist  |                          |
| <b>Output 3: Access to Quality Education through Innovative Schools Improved</b>                      |  |   |  |                          |
| 3.1 Improved physical environment for education   | Consultations with students and parents about sanitation facilities and minimum standards required to ensure girls' attendance in schools  | Consultations completed by 2016   | Project budget:<br><br>6 person-months of Gender Specialist                  | PIU and MES              |
| 3.2 Women play full role in management and monitoring of schools                                      | Women active on school boards of trustees (parent teacher associations)  | At least 50% of school board chairs in 30 innovative schools are women, and at least 30% men              |  | MES                      |
| 3.3 Girls and boys attend school full-time, and continue to grades 10–11                              | Communicate to parents the importance of attending school for the whole year (not taking children out to help with agricultural labor, care of younger siblings, household chores, etc.), and continuing to grades 10–11 | Innovative awareness-raising campaigns conducted by 2018, including media products, videos, posters, etc. | Project budget:<br><br>\$60,000 included in consulting advocacy firm support | MES and PIU              |
| <b>Output 4: Sector Management Improved</b>   |  |   |  |                          |
| 4.1 Gender capacity of MES built  | Capacity-building for PIU and MES includes training in gender awareness and gender planning<br><br>Assignment of gender focal points at MES and oblast level, and in 30 selected innovative schools                      | Training courses starting 2015<br><br>Assignment of responsibilities by 2015                              | Project budget:<br><br>6 person-months of Gender Specialist                  | MES and PIU              |
| 4.2 Effective MES monitoring and evaluation system provides information for use in education planning | Improve monitoring and evaluation, including disaggregation of all data by sex   | All data disaggregated by 2018  | Project budget:<br><br>6 person-months of Gender Specialist                  | MES and PIU              |

LTM = learning and teaching materials; MES = Ministry of Education and Science; PIU = project implementation unit.  
Source: Asian Development Bank.

**Gender Action Plan (updated at first review mission in Jan 2017)**

| No.   | Project Name  | Sector | Project Officer | Date of Loan Effectively | Date of Loan Closing | GS Recruited (Y/N) | GAP Components  | GAP Performance Indicators   |   |        | Time Frame  | GAP Status | Issues / Remarks |
|-------|---|--------|-----------------|--------------------------|----------------------|--------------------|---|--|---|--------|-------------|------------|------------------|
|       |   |        |                 |                          |                      |                    |   | Monitoring indicator   | Plan  | Actual |             |            |                  |
| 46537 | Strengthening Education System Sector Development Program | CWSS   |                 | 28-Jul-15                | 31-May-18            | yes                | <p><b>Output 1: Quality of Curriculum and LTMs improved</b></p> <p><b>1.1 LTMs and curricula present gender-aware roles of women and men, and promote positive images of women in non-traditional occupations.</b></p> <p>- Guidance for review of LTMs and curricula includes gender-sensitive provisions on promotion of positive gender roles and avoidance of stereotypes images.</p> <p>- The content of LTMs will be independently validated from a gender perspective jointly by the project gender specialist and the Curriculum Commission, based on a sample of LTMs.</p> <p>- Training program and checklists for curriculum developers,</p> | Analysis and recommendations in gender/social inclusion sensitivity for improvement of existing textbooks for grades 1-4 (within 30% acceptable changes) | Analytical report with recommendations  |        | 2015 - 2018 | Completed  |                  |
|       |   |        |                 |                          |                      |                    |   | Analysis and recommendations in gender/social inclusion sensitivity for improvement of existing textbooks for grades 7-9                                 | Analytical report with recommendations  |        |             | on track   | Report in rus    |
|       |   |        |                 |                          |                      |                    |   | The content of LTMs approved by Coordination Council   | Guideline and checklist for Coordination Council, Coordination council resolution |        |             | on track   |                  |
|       |   |        |                 |                          |                      |                    | Training programs and checklists for curriculum developers, textbook writers and textbook   |  | Guideline and checklist for Coordination Council, Coordination council resolution |        |             | Completed  |                  |



| No. | Project Name | Sector | Project Officer | Date of Loan Effectively | Date of Loan Closing | GS Recruited (Y/N) | GAP Components   | GAP Performance Indicators  |   |        | Time Frame | GAP Status | Issues / Remarks |
|-----|--------------|--------|-----------------|--------------------------|----------------------|--------------------|--|---|---|--------|------------|------------|------------------|
|     |              |        |                 |                          |                      |                    |  | Monitoring indicator  | Plan  | Actual |            |            |                  |
|     |              |        |                 |                          |                      |                    | textbook writers and textbook manuscript evaluators mainstream gender concerns as above. | manuscript evaluators mainstream gender concerns as above   |   |        |            |            |                  |
|     |              |        |                 |                          |                      |                    |  | Analysis and recommendations in gender/social inclusion sensitivity new competency based standards for the general and specialized tracks in Mathematics, Natural Science, Social sciences and Literature subjects for grades 10-11 | Analytical report with recommendations                          |        | On track   |            |                  |
|     |              |        |                 |                          |                      |                    |  | Development of training module for artists and designers of textbooks with gender equality and social inclusion issues incorporated into training   | Instructions and checklists incorporated into training programs |        | On track   |            |                  |
|     |              |        |                 |                          |                      |                    |  | Summer Institute 2017- at 30 innovative schools on minimal standards and how to translate   | at least 150 teachers and school administrators trained         |        |            |            |                  |

| No. | Project Name | Sector | Project Officer | Date of Loan Effectively | Date of Loan Closing | GS Recruited (Y/N) | GAP Components  | GAP Performance Indicators  |                  |        | Time Frame | GAP Status | Issues / Remarks |
|-----|--------------|--------|-----------------|--------------------------|----------------------|--------------------|---|---|------------------|--------|------------|------------|------------------|
|     |              |        |                 |                          |                      |                    |   | Monitoring indicator  | Plan             | Actual |            |            |                  |
|     |              |        |                 |                          |                      |                    | standards into teaching practice and how to develop exemplary TLM, lesson plans, and apply student centered teaching including gender and social diversity specific   |   |                  |        |            |            |                  |
|     |              |        |                 |                          |                      |                    | <b>Output 2: Quality of Teachers and in-service Teacher Training improved.</b>  | 70% of the program's 10,000 trainees in STEM are women  | 70%              |        | 2018       | On track   |                  |
|     |              |        |                 |                          |                      |                    | <b>2.1 Equal opportunities for women in progressing their careers</b><br>- Ensure that women teachers are able to progress in all disciplines, including science, technology, engineering and mathematics (STEM), and upgrade through training as frequently as necessary.<br>- Ensure equal opportunities in training on school management for | 1,000 principals and deputy principals (at least 75% women) trained on school management and instructional leadership by 2020 | 1,000 (75%women) |        | 2018       | On track   |                  |

| No. | Project Name | Sector | Project Officer | Date of Loan Effectively | Date of Loan Closing | GS Recruited (Y/N) | GAP Components  | GAP Performance Indicators  |                                 |        | Time Frame | GAP Status | Issues / Remarks   |
|-----|--------------|--------|-----------------|--------------------------|----------------------|--------------------|---|---|---------------------------------|--------|------------|------------|--|
|     |              |        |                 |                          |                      |                    |   | Monitoring indicator  | Plan                            | Actual |            |            |  |
|     |              |        |                 |                          |                      |                    | female principals and deputy principals.  |   |                                 |        |            |            |  |
|     |              |        |                 |                          |                      |                    | <b>2.2 Role models provided for boys.</b><br>- Increase number of male teachers.  | 18% of school teachers are men by 2020 (15% in 2014)  | 18% Policy recommendations      |        | 2018       | On track   | Under discussion, as part of the project this task unrealistic, would entail major changes in laws |
|     |              |        |                 |                          |                      |                    | <b>2.3 Trained teachers and management are gender-aware</b><br>- The National Teacher Development Program (NTDP) should include gender awareness as a component of teacher professionalism.<br>- Training for principals, deputy principals and teachers includes modules on gender awareness | Innovative awareness-raising campaign conducted by 2018 , including media products, videos, posters, etc  | Media products, videos, posters |        | 2018       | On track   |  |
|     |              |        |                 |                          |                      |                    |   | Spring Institute 2017- at 30 innovative schools - ToT for school deputy principals on carrying out school-based training on (1) how to pilot the draft standards , (2) how to develop exemplary TLM, and (3) how to | Training module for ToT         |        | 2017       | On track   |  |

| No. | Project Name | Sector | Project Officer | Date of Loan Effectively | Date of Loan Closing | GS Recruited (Y/N) | GAP Components   | GAP Performance Indicators             |   |        | Time Frame  | GAP Status   | Issues / Remarks |
|-----|--------------|--------|-----------------|--------------------------|----------------------|--------------------|--|--|---|--------|-------------|--|------------------|
|     |              |        |                 |                          |                      |                    |  | Monitoring indicator                   | Plan  | Actual |             |  |                  |
|     |              |        |                 |                          |                      |                    | integrate technology and whiteboards into teaching (4) how to maintain gender and inclusion issues in the classroom  |  |   |        |             |  |                  |
|     |              |        |                 |                          |                      |                    | Develop a training plan for principals/deputy principals aligned with training needs with gender equality and social inclusion issues incorporated into training | Training module for principals         |   | 2017   | On track    |  |                  |
|     |              |        |                 |                          |                      |                    | Develop good laboratory practice guides for operation of the science labs including focus on maintaining gender equality during the lab practice.                | Analytical report with recommendations |   | 2017   | On track    |  |                  |
|     |              |        |                 |                          |                      |                    | <b>Output 3: Access to Quality Education through innovative schools improved</b><br><b>3.1 Improved physical environment for education.</b>                      | Consultations completed by 2016        | Minimum service standards among 30 innovative schools with gender equality and social | Jul-05 | Not yet due | It has not been started due of changes in the project schedule |                  |

| No. | Project Name | Sector | Project Officer | Date of Loan Effectively | Date of Loan Closing | GS Recruited (Y/N) | GAP Components   | GAP Performance Indicators   |   |        | Time Frame | GAP Status | Issues / Remarks |
|-----|--------------|--------|-----------------|--------------------------|----------------------|--------------------|--|--|---|--------|------------|------------|------------------|
|     |              |        |                 |                          |                      |                    |  | Monitoring indicator   | Plan                                      | Actual |            |            |                  |
|     |              |        |                 |                          |                      |                    | - Consultations with students and parents about sanitation facilities and minimum standards required to ensure girls' attendance in schools.   |  | inclusion issues incorporated (2017-2018) |        |            |            |                  |
|     |              |        |                 |                          |                      |                    | <b>3.2 Women play full role in management and monitoring of schools</b> - Women active on school boards of trustees (parent teacher association)   | At least 50% of school board chairs in 30 innovative schools are women, and at least 30% men |   |        |            | On track   |                  |
|     |              |        |                 |                          |                      |                    | <b>3.3 Girls and boys attend school full-time, and continue to grades 10-11</b> - Communicate to parents the importance of attending school for the whole year ( not taking children out to help with agricultural labor, care of younger siblings, household chores, ect.) and continuing to grades 10-11 |  |   |        |            | On track   |                  |
|     |              |        |                 |                          |                      |                    | <b>Output 4. Sector management improved</b>  | Training courses starting 2015   | 30 people from MES and PIU                |        | 2017       | On track   |                  |

| No. | Project Name | Sector | Project Officer | Date of Loan Effectively | Date of Loan Closing | GS Recruited (Y/N) | GAP Components  | GAP Performance Indicators   |                    |        | Time Frame | GAP Status  | Issues / Remarks |
|-----|--------------|--------|-----------------|--------------------------|----------------------|--------------------|---|--|--------------------|--------|------------|-------------|------------------|
|     |              |        |                 |                          |                      |                    |   | Monitoring indicator   | Plan               | Actual |            |             |                  |
|     |              |        |                 |                          |                      |                    | <b>4.1 Gender capacity of MES built</b><br>- Capacity-building for PIU and MES includes training in gender awareness and gender planning.<br>- Assignment of gender focal points at MES and oblast level, and in 30 selected innovative schools | Develop a manual on functioning of school Board of Trustees with gender equality and social inclusion issues (2017-2018) | Manual             |        | 2018       | On track    |                  |
|     |              |        |                 |                          |                      |                    |   | Assignment of responsibilities by 2015   | Instructions       |        | 2018       | Not yet due |                  |
|     |              |        |                 |                          |                      |                    | <b>4.2 Effective MES monitoring and evaluation system provides information for use in education planning</b><br>- Improve monitoring and evaluation, including disaggregation of all data by sex.   | All data disaggregated by 2018   | Disaggregated data |        | 2018       | On track    |                  |



## IX. PERFORMANCE MONITORING, EVALUATION, REPORTING AND COMMUNICATION

### A. Project Design and Monitoring Framework

108. The design and monitoring framework (DMF) for the project has been agreed between the Asian Development Bank (ADB), MOF and MES. The DMF is in **the table below** and forms the foundation against, which project success will be evaluated. While the high level project design (impact and outcome) are unlikely to change during the course of project implementation, changes are likely to occur at the output and inputs levels of the DMF. The continued relevance of the DMF and specific targets will be monitored as part of the project supervision and the DMF will be updated accordingly when necessary.

#### DESIGN AND MONITORING FRAMEWORK

| Design Summary  | Performance Targets and Indicators with Baselines   | Data Sources and Reporting Mechanisms   | Assumptions and Risks   |
|---|---|---|---|
| <p><b>Impact</b><br/>Improved human resources development for competitiveness of the Kyrgyz Republic</p>      | <p>By 2026, 25% increase in the average score of school graduates on the single national graduation test from 125 (maximum score: 250) in 2013</p> <p>By 2026, 10% increase in the average math score of students in the PISA (baseline: average math score of 331 in PISA 2009)</p>  | <p>Report on the single national graduation test</p> <p>Results of PISA</p> <p>National Statistics Committee reports</p>                    | <p><b>Assumption</b><br/>The government continues to prioritize enhancing the quality and relevance of the education services</p>   |
| <p><b>Outcome</b><br/>Enhanced quality, access, and efficiency of public education in the Kyrgyz Republic</p> | <p>By 2021, 10% increase in the average math (baseline: 527.6 in 2009) and natural sciences (baseline: 497.9 in 2009) scores of grade 8 students on the national sample-based student achievement test (baseline: average math score of 508.1 for rural students and 577.6 for urban students; and average sciences score of 483.9 for rural students and 540.2 for urban students in 2009)</p> <p>Student transition from lower to upper secondary education increased from 59.4% in 2011 to 65.0% in 2021</p> <p>Textbook provision increased from 43% in 2011 to 80% in 2021</p> | <p>Results of the national sample-based student achievement test</p> <p>Annual MES reports</p> <p>National Statistics Committee reports</p> | <p><b>Assumption</b><br/>The government's education development strategy, 2012–2020 is implemented as planned</p>   |
| <p><b>Outputs</b><br/>1. Quality of curriculum and LTMs improved</p>  | <p>Subject curriculum for general and specialized tracks for grades 10–11 developed and approved by 2017 (including removal of gender biases in content, and promotion of positive images of women in “nontraditional” employment)</p> <p>TRS introduced by SY2015/16 with phased implementation beginning by 2017<sup>a</sup></p> <p>MES time for the development and piloting of curriculum and LTMs reduced by 20%</p>   | <p>MES project progress reports</p>   | <p><b>Assumptions</b><br/>World Bank continues to support development and printing of textbooks and teacher guides for grades 5–6</p> <p>Continued government support for the implementation of the TRS</p> <p><b>Risks</b></p> |



| Design Summary   | Performance Targets and Indicators with Baselines   | Data Sources and Reporting Mechanisms | Assumptions and Risks   |
|--|---|---------------------------------------|---|
|  | <p>by 2017</p> <p>At least 60 curriculum writers, textbook and LTM authors, and publishers for grades 7–9 subjects, covering all languages of instruction, trained by 2019 (gender instructions and checklists introduced)</p> <p>Textbooks and LTMs for math and science subjects for grades 7–9 developed, piloted, and printed by 2019 (gender bias in content removed, and positive images of women in “nontraditional” employment promoted)</p>  | MES regulations                       | Slower pace for policy reforms, especially during the pre-election period   |
| 2. Quality of teachers and teacher training improved               | <p>10,000 teachers trained on the new curriculum and textbooks for grades 7–11 by 2020 (75% women)</p> <p>1,000 school principals and deputy principals (at least 70% women) trained on school management and instructional leadership by 2020</p> <p>Professional certification (attestation) based on the new standards obtained by 30% of secondary school teachers by January 2021, in line with the national teacher development program</p> <p>At least 5 online modules for in-service training of teachers and principals or deputy principals piloted in innovative schools by 2019</p> <p>Number of male teachers increased from 15% in 2013 to 18% in 2021</p> | MES project progress reports          | <b>Assumption</b><br>MES approves policies on teacher education, development, and training  |
| 3. Access to quality education through innovative schools improved | <p>All teachers from the 30 selected innovative schools trained through a continual professional development program by 2020 (75% women)</p> <p>30 selected innovative schools have functional school board of trustees by 2018 (at least 50% of chairs are women)</p> <p>Minor rehabilitation in 30 selected innovative schools completed by end of 2018; all the schools have facilities to ensure access to school buildings by students with physical disabilities</p> <p>30 selected innovative schools have prepared annual school plans by 2018</p>  | MES project progress reports          | <b>Risk</b><br>Governance problems related to project procurement and financial management  |
| 4. Sector and project management improved                          | <p>Policy recommendations for enhancing budget efficiency in education developed and endorsed by the government by 2018</p> <p>Advocacy and communication campaign on TRS and other program initiatives developed and implemented by 2018</p>   | MES project progress reports          | <b>Risks</b><br>Adverse public perception of paying rental fees for textbooks under the TRS<br><br>Inadequate management information systems in MES |

| Design Summary  | Performance Targets and Indicators with Baselines  | Data Sources and Reporting Mechanisms | Assumptions and Risks  |
|---|--|---------------------------------------|--|
|   | <p>Textbook management information system operational by 2016 to improve management and monitoring control of textbook supply system</p> <p>Capacity building of MES includes gender awareness, and use of gender indicators in M&amp;E and planning, including disaggregation of all data by sex, by 2018</p> |                                       | limits availability of data on sector performance management                       |
| <p><b>Activities with Milestones</b></p> <p><b>1. Quality of curriculum and LTMs improved</b></p> <p>1.1 Establish the curriculum review unit in 2015 at MES and convene the curriculum expert council (January 2015–March 2017)</p> <p>1.2 Finalize the subject curriculum for the general tracks in 2016 and specialized tracks for grades 10–11 (July 2015–December 2017)</p> <p>1.3 Design and implement training program for curriculum developers, textbook writers, and core trainers (April 2015–December 2019)</p> <p>1.4 Introduce and implement the TRS with clear regulations and procedures and monitoring procedures using computerized textbook management (July 2015–June 2020)</p> <p>1.5 Redesign LTM evaluation procedures (July 2015–December 2016)</p> <p>1.6 Print and deliver textbooks and LTMs for grades 7–9 to all schools (January 2016–December 2019)</p> <p><b>2. Quality of teachers ad in-service teacher training improved</b></p> <p>2.1 Develop the NTDP (April 2015–June 2017)</p> <p>2.2 Pilot the NTDP in 30 selected innovative schools (January 2016–December 2017)</p> <p>2.3 Conduct a functional analysis of teacher training system (July 2015–December 2016)</p> <p>2.4 Review and update the regulation on in-service teacher training (July 2015–December 2017)</p> <p>2.5 Design and implement training on new curricula and textbook use for teachers of math and sciences (January 2016–December 2019)</p> <p>2.6 Prepare guidelines for reintroduction of teacher attestation (certification) (January-December 2016)</p> <p>2.7 Pilot the teacher attestation (certification) among teachers of the 30 selected innovative schools (January 2017–December 2018)</p> <p>2.8 Design and begin implementation of a CPD program for principals and deputy principals of the 30 selected innovative schools through a twinning arrangement (January 2016–March 2019)</p> <p>2.9 Train 10,000 teachers and 1,000 school principals (January 2017–December 2020)</p> <p><b>3. Access to quality education through innovative schools improved</b></p> <p>3.1 Select 30 innovative schools for facilities upgrade, teacher training, and principal and/or deputy principal capacity development program (January–September 2015)</p> <p>3.2 Implement minor rehabilitation in 30 selected innovative schools (July 2015–December 2017)</p> <p>3.3 Upgrade science and multimedia laboratories of 30 selected innovative schools (April 2016–March 2018)</p> <p>3.4 Develop and begin implementation of minimum service standards for school performance (July 2015–September 2019)</p> <p>3.5 Update the TOR for board of trustees in line with the Law on the Boards of Trustees and issue a guidance manual to the board of trustees (December 2017)</p> <p><b>4. Strengthened sector and project management</b></p> <p>4.1 Establish the PIU at MES within 3 months of grant effectiveness (April 2015)</p> <p>4.2 Provide capacity building for PIU and MES staff on project planning, management, and implementation, including monitoring and evaluation (January 2015–February 2021)</p> |  |                                       | <p><b>Inputs</b></p> <p>ADB (ADF): \$22,000,000</p> <p>Government: \$2,120,000</p> |

| <b>Activities with Milestones</b>   |  |
|---|--|
| 4.3 Prepare and implement advocacy and information communication campaign activities for TRS and other project components and/or initiatives (April 2015–February 2021)       |  |
| 4.4 Complete all identified feasibility and research studies (July 2015–December 2018)  |  |
| 4.5 Develop recommendations for the MES on optimizing education financing, increasing O&M expenditures, and total costs of universal basic education (January 2016–June 2017) |  |
| 4.6 Perform support the periodic monitoring and evaluation activities (GAP) and mission reviews by ADB (March 2015–February 2021)   |  |
| 4.7 Prepare and submit quarterly reports to the MOF and MES (March 2015–February 2021)  |  |

ADB = Asian Development Bank, CPD = continuous professional development, GAP = gender action plan, LTM = learning and teaching materials, M&E = monitoring and evaluation, MES = Ministry of Education and Science, MOF = Ministry of Finance, NTDP = National Teacher Development Program, O&M = operation and maintenance, PISA = Program of International Student Achievement, PIU = project implementation unit, TOR = terms of reference, TRS = textbook rental scheme.

<sup>a</sup> The Kyrgyz Republic school year starts in September and ends in May.

Source: Asian Development Bank.

**DESIGN AND MONITORING FRAMEWORK (updated at first review mission in Jan 2017)**

| <b>Design Summary</b>   | <b>Performance Targets and Indicators with Baselines</b>  | <b>Achievement to date (Jan 31, 2017)</b>   | <b>Data Sources and Reporting Mechanisms</b>  | <b>Assumptions and Risks</b>  |
|---|---|---|---|---|
| <p><b>Impact</b><br/>Improved human resources development for competitiveness of the Kyrgyz Republic</p>      | <p>By 2026, 25% increase in the average score of school graduates on the single national graduation test from 125 (maximum score: 250) in 2013</p> <p>By 2026, 10% increase in the average math score of students in the PISA (baseline: average math score of 331 in PISA 2009)</p>  | <p>Not yet, due.</p> <p>Not yet, due.</p>   | <p>Report on the single national graduation test</p> <p>Results of PISA</p> <p>National Statistics Committee reports</p>                    | <p><b>Assumption</b><br/>The government continues to prioritize enhancing the quality and relevance of the education services</p>   |
| <p><b>Outcome</b><br/>Enhanced quality, access, and efficiency of public education in the Kyrgyz Republic</p> | <p>By 2021, 10% increase in the average math (baseline: 527.6 in 2009) and natural sciences (baseline: 497.9 in 2009) scores of grade 8 students on the national sample-based student achievement test (baseline: average math score of 508.1 for rural students and 577.6 for urban students; and average sciences score of 483.9 for rural students and 540.2 for urban students in 2009)</p> <p>Student transition from lower to upper secondary education increased from 59.4% in 2011 to 65.0% in 2021</p> <p>Textbook provision increased from 43% in 2011 to 80% in 2021</p> | <p>Not yet, due.</p> <p>Not yet, due.</p> <p>Not yet, due.</p>  | <p>Results of the national sample-based student achievement test</p> <p>Annual MES reports</p> <p>National Statistics Committee reports</p> | <p><b>Assumption</b><br/>The government's education development strategy, 2012– 2020 is implemented as planned</p>  |
| <p><b>Outputs</b><br/>1. Quality of curriculum and LTMs improved</p>  | <p>Subject curriculum for general and specialized tracks for grades 10–11 developed and approved by 2017 (including removal of gender biases in content, and promotion of positive images of women in “nontraditional” employment)</p> <p>TRS introduced by SY2015/16 with phased implementation beginning by 2017<sup>a</sup></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>1) MES selected 39 schools in Jayil district for TRS introduction, 2) the SESSDP with consultants developed a guideline on TRS implementation,</p> | <p>MES project progress reports</p> <p>MES regulations</p>  | <p><b>Assumptions</b><br/>World Bank continues to support development and printing of textbooks and teacher guides for grades 5–6</p> <p>Continued government support for the implementation of the TRS</p> <p><b>Risks</b><br/>Slower pace for policy reforms, especially during the pre-election period</p> |

| Design Summary                                       | Performance Targets and Indicators with Baselines  | Achievement to date (Jan 31, 2017)   | Data Sources and Reporting Mechanisms | Assumptions and Risks  |
|--|--|--|---------------------------------------|--|
|  | <p>MES time for the development and piloting of curriculum and LTMs reduced by 20% by 2018</p> <p>At least 60 curriculum writers, textbook and LTM authors, and publishers for grades 7–9 subjects, covering all languages of instruction, trained by 2019 (gender instructions and checklists introduced)</p> <p>Textbooks and LTMs for math and science subjects for grades 7–9 developed, piloted, and printed by 2019 (gender bias in content removed, and positive images of women in “nontraditional” employment promoted)</p> | <p>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>Not yet, due.</p> <p>Overall, as of Jan 31, 2017, the SESSDP trained 105 potential textbook authors (68% of these trained authors are female) specialized in Mathematics, Physics, Geography, Biology, and Chemistry.</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> |                                       |  |
| 2. Quality of teachers and teacher training improved | <p>10,000 teachers trained on the new curriculum and textbooks for grades 7–11 by 2020 (75% women)</p> <p>1,000 school principals and deputy principals (at least 70% women) trained on school management and instructional leadership by 2020</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>  | MES project progress reports          | <b>Assumption</b><br>MES approves policies on teacher education, development, and training |

| Design Summary   | Performance Targets and Indicators with Baselines  | Achievement to date (Jan 31, 2017)  | Data Sources and Reporting Mechanisms | Assumptions and Risks  |
|--|--|---|---------------------------------------|--|
|  | <p>Professional certification (attestation) based on the new standards obtained by 30% of secondary school teachers by January 2021, in line with the national teacher development program</p> <p>At least 5 online modules for in-service training of teachers and principals or deputy principals piloted in innovative schools by 2019</p>  | <p>0.6% obtained professional certification based on new standards.</p> <p>Not yet, due.</p>  |                                       |  |
| 3. Access to quality education through innovative schools improved | <p>All teachers from the 30 selected innovative schools trained through a continual professional development program by 2020 (75% women)</p> <p>30 selected innovative schools have functional school board of trustees by 2018 (at least 50% of chairs are women)</p> <p>Minor rehabilitation in 30 selected innovative schools completed by end of 2018; all the schools have facilities to ensure access to school buildings by students with physical disabilities</p> <p>30 selected innovative schools have prepared annual school plans by 2018</p> | <p>Not yet, due.</p> <p>Not yet, due.</p> <p>Not yet, due.</p> <p>Not yet, due.</p>   | MES project progress reports          | <p><b>Risk</b><br/>Governance problems related to project procurement and financial management</p>   |
| 4. Sector and project management improved                          | <p>Policy recommendations for enhancing budget efficiency in education developed and endorsed by the government by 2018</p> <p>Advocacy and communication campaign on TRS and other program initiatives developed and implemented by 2018</p> <p>Textbook management information system operational by 2016 to improve management and monitoring control of textbook supply system</p> <p>Capacity building of MES includes gender awareness, and use of gender indicators in M&amp;E and planning, including disaggregation of all data by sex,</p>       | <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> | MES project progress reports          | <p><b>Risks</b><br/>Adverse public perception of paying rental fees for textbooks under the TRS</p> <p>Inadequate management information systems in MES limits availability of data on sector performance management</p> |

| Design Summary | Performance Targets and Indicators with Baselines | Achievement to date (Jan 31, 2017) | Data Sources and Reporting Mechanisms | Assumptions and Risks |
|----------------|---|------------------------------------|---------------------------------------|-----------------------|
|                | by 2018   |                                    |                                       |                       |

| Activities with Milestones  | Inputs  |
|---|---|
| <p><b>1. Quality of curriculum and LTMs improved</b></p> <p>1.4 Establish the curriculum review unit in 2015 at MES and convene the curriculum expert council (January 2015–March 2017)</p> <p>1.5 Finalize the subject curriculum for the general tracks in 2017 and specialized tracks for grades 10–11 (July 2015–December 2018)</p> <p>1.6 Design and implement developers, textbook writers, and core trainers (April 2015–December 2019)</p> <p>1.4 Introduce and implement the TRS with clear regulations and procedures and monitoring procedures using computerized textbook management (July 2015–June 2020)</p> <p>1.5 Redesign LTM evaluation procedures (July 2015–April 2017)</p> <p>1.6 Print and deliver textbooks and LTMs for grades 7–9 to all schools (January 2016–December 2019)</p> <p><b>2. Quality of teachers and in-service teacher training improved</b></p> <p>2.1 Develop the NTDP (January 2016–April 2017)</p> <p>2.2 Pilot the NTDP in 30 selected innovative schools (January 2016–December 2017)</p> <p>2.3 Conduct a functional analysis of teacher training system (July 2015–March 2017)</p> <p>2.4 Review and update the regulation on in-service teacher training (July 2015–December 2017)</p> <p>2.5 Design and implement training on new curricula and textbook use for teachers of math and sciences (January 2016–December 2019)</p> <p>2.6 Prepare guidelines for reintroduction of teacher attestation (certification) (January–December 2016)</p> <p>2.7 Pilot the teacher attestation (certification) among teachers of the 30 selected innovative schools (January 2017–December 2018)</p> <p>2.8 Design and begin implementation of a CPD program for principals and deputy principals of the 30 selected innovative schools through a twinning arrangement (January 2016–March 2019)</p> <p>2.9 Train 10,000 teachers and 1,000 school principals (January 2017–December 2020)</p> <p><b>3. Access to quality education through innovative schools improved</b></p> <p>3.1 Select 30 innovative schools for facilities upgrade, teacher training, and principal and/or deputy principal capacity development program (January–February 2016)</p> <p>3.2 Implement minor rehabilitation in 30 selected innovative schools (July 2015–December 2018)</p> <p>3.3 Upgrade science and multimedia laboratories of 30 selected innovative schools (April 2016–March 2018)</p> <p>3.4 Develop and begin implementation of minimum service standards for school performance (July 2015–September 2019)</p> <p>3.5 Update the TOR for board of trustees in line with the Law on the Boards of Trustees and issue a guidance manual to the board of trustees (December 2017)</p> <p><b>4. Strengthened sector and project management</b></p> <p>4.1 Establish the PIU at MES within 3 months of grant effectiveness (August 2015 – December 2015)</p> <p>4.2 Provide capacity building for PIU and MES staff on project planning, management, and implementation, including monitoring and evaluation (January 2015–February 2021)</p> <p>4.3 Prepare and implement advocacy and information communication campaign activities for TRS and other project components and/or initiatives (April 2015–February 2021)</p> <p>4.4 Complete all identified feasibility and research studies (July 2015–December 2018)<br/>Develop recommendations for the MES on optimizing education financing, increasing O&amp;M expenditures, and total costs of universal basic education (January 2016–June 2017)</p> <p>4.5</p> <p>4.6 Perform support the periodic monitoring and evaluation activities (GAP) and mission reviews by ADB (March 2015–February 2021)</p> <p>4.7 Prepare and submit quarterly reports to the MOF and MES (March 2015–February 2021)</p> | <p>ADB (ADF): \$22,000,000</p> <p>Government: \$2,120,000</p> |

## B. Monitoring

109. **Project performance monitoring.** At the commencement of project grant implementation, the PIU with the assistance of consultants will develop a comprehensive project performance management system (PPMS) procedures to generate data systematically on the inputs and outputs of the components, as well as the indicators to be used to measure the project impact. The PIU, on behalf of MES, will (i) refine the PPMS; (ii) confirm achievable targets; (iii) finalize monitoring, recording, and reporting arrangements; and (iv) establish systems and procedures, no later than 6 months after program effectiveness. The PIU supported by the schools and other relevant agencies will be responsible for monitoring and reporting on the performance of the project. The basis for performance monitoring will be the DMF. The DMF identifies the principal performance targets for the impact, outcome and outputs of the project. By collection of data from the sources identified in the DMF, the PIU will be able to report to ADB on a quarterly basis the performance of the project.

110. **Compliance monitoring.** Compliance with policy, legal, financial, economic, environmental, social, and other covenants contained in the program legal agreements will be monitored by the PIU and all involved agencies will be required to advise the PIU of any circumstances that result or will likely result in non-compliance. The PIU will report the latest situation in respect of covenant compliance in each of its quarterly progress reports to ADB. ADB will monitor compliance through a review of the PIU progress reports and through selective follow-up discussions or more detailed reviews during review missions to the Kyrgyz Republic.

111. **Environment management plan implementation supervision and monitoring.** The civil engineering firm engaged to design and supervise school rehabilitation works, and staff of the project schools where rehabilitation works take place, will conduct regular site inspections in accordance with the inspection plan defined in the simplified environment screening and management checklist. Any issues or concerns identified by such inspections will be notified to the PIU, which will be responsible for investigation and follow up. Issues that arise and how these have been dealt with will be summarized in the quarterly progress reports and the consolidated annual reports prepared for ADB.

112. **Involuntary resettlement and ethnic minorities safeguards.** The project is classified as category C for both involuntary resettlement and for ethnic minorities safeguards. There are no specific monitoring requirements in either case, however, in accordance with best practice all PPMS data will be disaggregated by different ethnic groups whenever possible (see below).

113. **Gender and social dimensions monitoring.** Wherever appropriate, all PPMS data is to be disaggregated and reported on the basis of gender, ethnicity, residency, and socio-economic status. The gender specialist consultant will work with the PIU to design and agree on specific reporting formats. The gender specialist will also provide training on how such reports should be analyzed, interpreted and what follow up action is indicated as necessary. In addition to the PPMS monitoring and reporting, there is a government assurance in the grant agreement to ensure that all specific actions in the GAP are carried out, the results regularly reported upon quarterly, and provided as part of the PPMS reporting.

### a. Evaluation

114. ADB and the government will review project implementation at least once a year. In addition, ADB and the government will undertake a comprehensive midterm review 3 years after



the start of project implementation to have a detailed evaluation of the scope, implementation arrangements, achievement of scheduled targets, and progress on the agenda for policy reform and capacity-building measures. Feedback from the PPMS outputs will be analyzed. Within 6 months of physical completion of the project, MES on behalf of the government will submit a project completion report to ADB.<sup>17</sup>

## (ii) Reporting

115. MES through the PIU will provide ADB with (i) quarterly progress reports in a format consistent with ADB's project performance reporting system; (ii) consolidated annual reports including (a) progress achieved by output as measured through the indicator's performance targets, (b) key implementation issues and solutions; (c) updated procurement plan and (d) updated implementation plan for next 12 months; and (iii) a project completion report within 6 months of physical completion of the Project. To ensure projects continue to be both viable and sustainable, the project accounts together with the associated auditor's report should be adequately reviewed.

**Table 11: Reporting Schedule**

| <b>Report</b>   | <b>Due Time</b>   |
|---|---|
| Project Performance Management System<br>Develop comprehensive PPMS procedures  | No later than 6 months after grant effectiveness  |
| Reporting of baseline and progress data in quarterly project progress reports   | Included in quarterly project progress reports (see below)<br>quarterly within 1 month after the end of each 3 month period |
| Audited project accounts and Financial Statements and Audit Report (including Auditor's opinion on the use of the imprest account and statement of expenditures)<br>Social Monitoring | Not later than 6 months after the closure of each fiscal year (i.e., by 30 June)  |
| Reporting on gender action plan implementation  | To be included in the semi-annual project progress reports  |
| Sample environmental screening and management checklists by the PIU to ADB  | To be submitted to ADB as soon as schools have been selected  |
| Project completion report   | Not later than 6 months after the physical completion of the project  |

ADB = Asian Development Bank, PMO = project management office, PPMS = project performance monitoring system.

Source: Asian Development Bank.

## (iii) Stakeholder Communication Strategy

116. Extensive consultation was conducted with a wide range of stakeholders including: teachers and school principals, parents, education staff of districts; teacher training institutes, relevant agencies such as Kyrgyz Academy of Education, and nongovernmental organizations. A grievance redress mechanism will be established following grant effectiveness to deal with

<sup>17</sup> Project completion report format is available at: <http://www.adb.org/Consulting/consultants-toolkits/PCR-Public-Sector-Landscape.rar>

public complaints related to the program during program implementation. Key stakeholders such as teachers, school administrators, parents and communities and others will be involved in the program activities through curriculum development, training, and qualitative monitoring of project outputs. A stakeholder communications strategy matrix has been prepared to highlight the most important communications challenges faced by the Program (Table 12).

**(iv) Stakeholder Communications Strategy Matrix**

117. **Context.** The proposed program supports the national EDS 2012-2020. As a single framework to guide the government and development partner efforts, the EDS 2012-2020 specifies the three objectives of ensuring access for all, improving the quality of education, and improving sector management, performance and efficiency.

118. **Project Objective.** The program's impact will be improved human resources development for competitiveness of the Kyrgyz Republic. The outcome will be enhanced quality, equity, and efficiency in public education.

119. The program will deliver four outputs: (i) quality of curriculum and teaching learning materials improved; (ii) quality of teachers and in-service teacher training improved; (iii) access to quality education through innovative schools improved; and (iv) sector and project management improved.

120. The stakeholder communication strategy is focused on six critical areas that require active awareness raising, training, and sharing of lessons learned.



**Table 12: Stakeholder Communications Strategy Matrix**

| Strategic Elements   |  |   |   |  |   |                 | Work Plan Elements             |                     | Evaluation  |
|--|--|---|---|--|---|-----------------|--------------------------------|---------------------|---|
| Objectives   | Risks  | Audiences/<br>Stakeholders  | Current and<br>Desired<br>Attitudes/<br>Behaviors   | Messages/<br>Information   | Activity/<br>Channels   | Timing          | Responsibility                 | Resources<br>Needed | Expected<br>Outcomes  |
| To promote closer and more structured community and public involvement in the education sector | Schools, parents , and school BOT cooperation remains informal and inefficient | Schools in the republic, school administrators, parents and government. | There exists collaboration between schools and community through school BOT, but it needs to be formalized and recognized as an important check and balance for ensuring education quality. | Mutual benefits of school- parent cooperation. Sharing of best practices for improving access and the quality of education in the secondary school sector. | Mass Media and Advocacy and Communications Campaigns by Government and MES. | Ongoing         | PIU and MES                    | In project budget   | Increased participation and acceptance of community and parent involvement in improving the quality of teaching and learning, textbook provision, and in school management. |
| To promote gender sensitive curriculum development   | MES do not fully “buy-in” to the contents of the GAP.                          | MES and Curriculum Developers and Textbook Authors                      | Reduce gender biases in curriculum and learning material  | Detailed guidelines for gender-sensitive curriculum to be provided to the working groups   | Training (planned training for teachers and working groups)                 | Year 1; ongoing | PIU and Curriculum Review Unit | In project budget   | Grades 10-11 Subject Curriculum updated, reflects gender-sensitive material   |

| Strategic Elements   |   |   |   |   |  |                 | Work Plan Elements  |   | Evaluation   |
|--|---|---|---|---|--|-----------------|---|---|--|
| Objectives   | Risks   | Audiences/<br>Stakeholders                          | Current and<br>Desired<br>Attitudes/<br>Behaviors   | Messages/<br>Information  | Activity/<br>Channels  | Timing          | Responsibility  | Resources<br>Needed                                   | Expected<br>Outcomes   |
| To encourage students to pursue upper secondary studies (grades 10–11), and particularly opt for science and technology streams. | MES is not ready to provide profile curriculum for science and technology<br><br>Schools are not ready to offer science and technology streams as profile subjects for grades 10–11 | MES and Curriculum Development and Textbook Authors | Develop a general and profile curriculum that provides choices for students, particularly on science and technology<br><br>Promote the upgrading of science and ICT labs in innovative schools providing better learning environment for science and technology | Relevance of science and technology studies to meet the economic and labor market demands of the country. | Mass media campaign to promote science and technology stream in grades 10–11<br><br>Training of science and ICT teachers | Year 1: ongoing | MES, PIU and Curriculum Review Unit<br><br>Innovative schools | In project budget – upgrading of science and ICT labs | Increased enrollment in grades 10 and 11 for both males and females, and more students opting for science and technology streams |

| Strategic Elements   |  |                                  |   |   |  |                  | Work Plan Elements               |                     | Evaluation   |
|--|--|----------------------------------|---|---|--|------------------|----------------------------------|---------------------|--|
| Objectives   | Risks  | Audiences/<br>Stakeholders       | Current and<br>Desired<br>Attitudes/<br>Behaviors   | Messages/<br>Information  | Activity/<br>Channels  | Timing           | Responsibility                   | Resources<br>Needed | Expected<br>Outcomes   |
| To introduce a financially sustainable textbook provision through Textbook Rental Scheme | Government will further delay the approval of TRS and its implementation | MES and Textbook Management Unit | Better acceptance and more community support to the introduction of the TRS and other cost-reduction programs on textbook provisions.                     | Textbook provision will be increased and become more sustainable                              | Dialogues with parents led by principals and supported by members of the school BOT. | Year 1: on-going | MES and Textbook Management Unit | In project budget   | Increased textbook provisions and public acceptance of the TRS and better community acceptable of the TRS. |
| Ensure transparency and good governance and procurement process                          | Communities and contractors are not aware of the issues                  | Contractors, schools             | Better informed practices on project management and good governance including procurement process through introduction of e-procurement of the government | Sharing of guidelines, management and action plans and government guidelines on e-procurement | Monitoring and workshops<br><br>Training on e-procurement                            | Year 1; ongoing  | MES, PIU, Innovative Schools     | In project budget   | Compliance with gender, social and environment actions and procurement practices                           |

| Strategic Elements  |  |   |   |   |                                       |                | Work Plan Elements          |   | Evaluation   |
|---|--|---|---|---|---------------------------------------|----------------|-----------------------------|---|--|
| Objectives  | Risks  | Audiences/<br>Stakeholders                          | Current and<br>Desired<br>Attitudes/<br>Behaviors                               | Messages/<br>Information  | Activity/<br>Channels                 | Timing         | Responsibility              | Resources<br>Needed                             | Expected<br>Outcomes   |
| To disseminate lessons learnt through project's quality and capacity building activities and share them nationwide. | Quality and capacity building activities at innovative school level does not get shared with wider national set up | Non-innovative schools, Local education departments | Increased usage of the new curriculum, and associated teacher training methods. | For each activity (curriculum, teacher training, leadership development), lessons need to be shared | Workshops<br><br>Use of ICT platforms | Year 2 onwards | MES PIU, Innovative Schools | MES budget during teachers meetings/conferences | Project evaluation; reviews show acceptance of new curriculum, sharing of experience |

BOT = board of trustees; GAP = gender action plan; ICT = information and communication technology; PIU = project implementation unit; TRS = textbook rental scheme.

Source: Asian Development Bank.

## X. ANTICORRUPTION POLICY

121. ADB reserves the right to investigate, directly or through its agents, any violations of the Anticorruption Policy relating to the Project.<sup>18</sup> All contracts financed by ADB shall include provisions specifying the right of ADB to audit and examine the records and accounts of the executing agency and all Project contractors, suppliers, consultants and other service providers. Individuals/entities on ADB's anticorruption debarment list are ineligible to participate in ADB-financed activity and may not be awarded any contracts under the Project.<sup>19</sup>

122. To support these efforts, relevant provisions are included in the grant agreement and the bidding documents for the Project. These include:

- (i) The government, shall, and shall cause the MES to ensure they and all agencies involved in the project, comply with ADB's *Anticorruption Policy* (1998, as amended to date); and
- (ii) In furtherance of the principles of transparency, participation, accountability, and zero-tolerance for corruption, MES shall maintain a relevant web-site that describes the project in order to provide the public with information on the project and project progress including setting out (a) the procurement plan and tracking of procurement contract awards, (b) relevant laws and regulations, and (c) job opportunities.

123. Grievance and redress mechanism. MES will ensure that within 60 days following the effective date, comprehensive grievance redress mechanism is established in accordance with the provisions of the Grant Agreement to receive and facilitate resolution of stakeholder (including the general public) concerns, complaints, and grievances about the project. The grievance procedures should have multiple channels for both receiving and processing grievances of different types. For example, environmental grievances will be dealt with in a different manner to allegations of corruption.

124. During project preparations a risk assessment and risk management plan were prepared in accordance with the ADB's Second Governance and Anticorruption Action Plan. The assessment was that with the implementation of appropriate mitigation measures, as discussed and agreed with MOF and MES, the overall governance risk level was moderate. The risk management plan is a separate linked document to the Report and Recommendation to the President.

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<sup>18</sup> Available at: <http://www.adb.org/Documents/Policies/Anticorruption-Integrity/Policies-Strategies.pdf>

<sup>19</sup> Anticorruption sanctions list available at: <https://lnadbg4.adb.org/oga0009p.nsf>



## **XI. ACCOUNTABILITY MECHANISM**

125. People who are, or may in the future be, adversely affected by the project may submit complaints to ADB's Accountability Mechanism.<sup>20</sup> The Accountability Mechanism provides an independent forum and process whereby people adversely affected by the ADB-assisted projects can voice, and seek a resolution of their problems, as well as report alleged violations of ADB's operational policies and procedures. Before submitting a complaint to the Accountability Mechanism, affected people should make a good faith effort to solve their problems by working with the concerned ADB operations department. Only after doing that, and if they are still dissatisfied, should they approach the Accountability Mechanism.

## **XII. RECORD OF PAM CHANGES**

126. All revisions/updates during course of implementation should retained in this Section to provide a chronological history of changes to implemented arrangements recorded in the PAM.

127. Changes after Inception Mission (19-22 January 2016):

- Updated the overall project implementation plan to reflect actual items done and revised the projected timelines for the items not yet started;
- Updated the key persons list involved in implementation; and
- Updated the procurement plan to indicate revisions to target advertisement dates and split the TRS expert in two as approved by ADB.

128. Changes after the first review mission (25 January – 1 February 2017)

- Updated the overall project implementation plan
- Updated the key persons involved in implementation
- Updated the PIU organization
- Updated procurement plan (merged laboratory equipment with software)
- Revised TORs of Columbia University (project implementation firm)
- Remove from Appendix 4 (D. Scope of Services) para (vii) pilot stipend program for girls and children of migrants. The pilot stipend program was in draft design of SESSDP but decision was made not to include it in the final design of SESSDP
- Additional PIU staff positions (PIU office manager/translator and PIU driver) with TOR

Attachments:

- PIU's monitoring and evaluation plan
- Latest status of GAP
- Updated PPMS
- Latest status of DMF indicators/outputs

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<sup>20</sup> For further information see: <http://www.adb.org/Accountability-Mechanism/default.asp>

## **GUIDELINES FOR THE DESIGN, IMPLEMENTATION AND MANAGEMENT OF A TEXTBOOK RENTAL SCHEME AND REVOLVING FUND FOR THE KYRGYZ REPUBLIC**

### **A. Definitions**

1. A Textbook Rental Scheme (TRS) loans full sets of textbooks and other specified learning materials to students for a complete school year in return for a parental rental fee. The loaned textbooks have to be returned to the school in good condition at the end of the school year.
2. A Textbook Revolving Fund (TRF) collects all of the rental fees and holds them securely for the period of planned textbook classroom life so that the collected funds can accumulate to pay for replacement titles when they are needed.

### **B. General Principles of the TRS/TRF**

3. The ADB and the EA agreed that the following principles of the TRS/TRF should be considered in the design of the TRS/TRF:
  - (i) TRS requires diligent preparation and careful roll-out in order to be successful. MES should prepare the TRS introduction based on solid analysis of textbook availability, demographic projections, inflation rate, etc. The system should have clear business processes, described in the approved regulatory framework. Clear guidance manuals should be made available at all levels and to all parties;
  - (ii) textbook rental fees must be low and affordable to most parents;
  - (iii) every student, who has paid the rental fee, must receive a full set of respective textbooks;
  - (iv) at least 15% of families should be provided with textbooks free of charge. The Government can use various policy options to ensure this. The MES indicated that the 15% of subsidy for poor and disadvantaged students will be covered through the MES budget;
  - (v) TRS can be rolled out in those grades and locations where 100% relevant textbook provision is ensured;
  - (vi) high levels of rental fee collection are essential;
  - (vii) TRS launch should be supported with a large-scale consultation and information campaign. Parents, schools, librarians, district offices, and central authorities must have clear understanding of their roles and responsibilities in the new system by the time of the TRS launch;
  - (viii) there should be a single MES TRS/TRF master bank account and each participating school should have its own sub-account to track the school collection rates;
  - (ix) textbook rental fees must be accumulated in the master bank account, preferably for 5 years before being used by schools to order replacement stock at the end of normal textbook life;
  - (x) textbook rental fees should be spent on textbooks and teachers' guides only. Textbooks should be supplied to schools based on up-to-date enrolment information printed on the basis of school's annual request.
  - (xi) adequate financial management practices should be ensured in operating the Textbook Rental Fund.

### CRITERIA FOR INNOVATIVE SCHOOLS

| The MES selection criteria for 100 innovative schools   | The selection criteria for 30 innovative schools  |
|---|---|
| <p><b>Specifications:</b></p> <ul style="list-style-type: none"> <li>- School is located in the district center , and has good transportation access.</li> <li>- The school is in good condition (was being repaired recently), has electrical network in good condition that can handle a higher load of computer equipment.</li> <li>- The school has laboratory classrooms for teaching natural sciences (advantage - equipped with hoods and access to water (for chemistry studies) and equipped physics laboratory.</li> <li>- School should not be overloaded with students to provide profile training for cluster area high school students.</li> </ul> <p><b>Schools should have following resources for development:</b></p> <ul style="list-style-type: none"> <li>- Staffed with qualified teachers for all subjects, the advantage - schools with teachers, who are or were involved in development and conducting training sessions on critical thinking under previous programs, students' assessments, learning and teaching materials' development, piloting, reviewing;</li> <li>- School staff has team work experience in developing and implementing new pedagogical ideas;</li> <li>- Schools which are involved in implementing pedagogical innovations, which have theoretical and practical significance for the quality of education improving; and</li> <li>- Additional advantage - schools that have experience in raising funds for the school development.</li> </ul> | <ul style="list-style-type: none"> <li>- The school should be located in the rural area with high (above average) level of poverty;</li> <li>- The school should be located in standard building that meets the sanitary and epidemiologic requirements, should have permanent water and electricity supply;</li> <li>- The student enrollment should not be less than 500 students, with at least 2 classes in each grade for organizing pre-profile and profile education;</li> <li>- The educational network of the innovative school should contain at least 3-4 schools located at a distance of 5-10 kilometers from the innovative school, with available roads to reach it;</li> <li>- Experience in delivering seminars, workshops for schools in the region , as well as for participants of in-service teachers training programs;</li> <li>- Qualified teachers for each subject of the basic curriculum;</li> <li>- Classrooms for teaching natural science subjects (Chemistry, Physics, Biology and Geography);</li> <li>- Not have been a pilot project school of any donor organization for the last 3 years;</li> <li>- An advantage will be a permanent telephone, internet connection; and</li> <li>- Proposed civil works activities should have no or minimal impacts on environment (ADB's Category C for environment).</li> </ul> |

## MONITORING AND EVALUATION STRATEGIES

### A. Introduction

1. Effective monitoring and evaluation systems (see table 1 for the overall M&E strategy) will play a critical role in ensuring that the **Strengthening Education System Sector Development Program (SESDP)** will contribute to an improved educational attainment in the Kyrgyz Republic.

2. At the outcome level, enhanced quality, equity and efficiency of secondary education in the Kyrgyz Republic will be achieved. This will involve implementing a robust program performance monitoring system (PPMS) in the 30 innovative schools, 7 teacher teaching institutes (3 TTIs, 4 methodological centers, and within MES, to monitor performance across four outputs: (i) quality of curriculum and learning teaching materials; (ii) quality of teachers and in-service teacher training improved; (iii) access to quality education improved; and (iv) sector management improved. (Table 2 contains an indicative PPMS).

**Table 1: Summary of the Strengthening Education System Sector Development Program Monitoring and Evaluation Strategy**

|                                       |  |
|---------------------------------------|--|
| <b>Linkage</b>                        | <ul style="list-style-type: none"> <li>- DMF</li> <li>- Impact, Outcome, Outputs, Activities and Resource Inputs</li> </ul>  |
| <b>Objectives</b>                     | <ul style="list-style-type: none"> <li>- Monitor progress towards outputs and outcomes</li> <li>- Continuous monitoring to improve performance</li> <li>- Capacity building to implement PPMS</li> </ul>   |
| <b>Baseline Study</b>                 | <ul style="list-style-type: none"> <li>- Project Implementation Unit</li> </ul>  |
| <b>Evaluation Study</b>               | <ul style="list-style-type: none"> <li>- Completion Report Project management consulting firm</li> </ul>   |
| <b>Project Monitoring</b>             | <ul style="list-style-type: none"> <li>- Implementation monitoring</li> <li>- Tracer study of textbook distribution</li> <li>- Baseline and midterm and project survey of student and teacher performance in 30 innovative schools</li> <li>- Result-based Monitoring</li> <li>- Project PPMS Manual</li> </ul>  |
| <b>Feasibility and Policy Studies</b> | <ul style="list-style-type: none"> <li>- Offering of MA/MS Program in Pedagogy</li> <li>- Functional Analysis of TTIs, MCs, and KAE as Teacher Training Providers</li> <li>- Review of the National Assessment System</li> <li>- A study on the transition from Grades 4 to 5 and from Grades 9 to 10</li> <li>- A study on the performance of countries who participated in PISA to feed into the MSS and Policy Related to Educational Financing Efficiency</li> <li>- A Study on the Medium Term Expenditure Framework</li> </ul> |
| <b>Progress Reporting</b>             | <ul style="list-style-type: none"> <li>- Quarterly</li> </ul>  |
| <b>Reviews</b>                        | <ul style="list-style-type: none"> <li>- Annual project reviews, mid-term, end-of-project workshops</li> </ul>   |
| <b>Dissemination of findings</b>      | <ul style="list-style-type: none"> <li>- Horizontal and vertical</li> <li>- Project web-site</li> <li>- Electronic and hard copy news bulletins</li> </ul>   |
| <b>PIU capacity building</b>          | <ul style="list-style-type: none"> <li>- Understanding the PPMS (1 day Q2 Year 1)</li> <li>- Monitoring and Reporting (Q1 in Years 2, 3, 4, and 5)</li> <li>- On-the-Job Mentoring for Project Monitoring and Reporting</li> </ul>   |

DMF = design and monitoring framework; KAE = Kyrgyz Academy of Education; MA/MA = Master of Arts/Master of Science; MCs = methodological centers; MSS = minimum service standards; NTDP = National Teacher Development Program; PISA = Program of International Student Achievement; PIU = project implementation unit; PPMS = Program Performance Monitoring System; Q1 = quarter 1; Q2 = quarter 2; TRS = Textbook Rental Scheme, TTI = teacher training institutes.

Source: Asian Development Bank.

3. The objectives of the monitoring and evaluation (M&E) strategy are to (i) monitor progress towards expected outputs and outcomes; (ii) provide a mechanism for continuous monitoring to improve performance as the project rolls out; (iii) build the capacity of participating innovative Schools to implement an effective PPMS that will monitor progress towards the expected results and targets set out in the design and monitoring framework (DMF).

#### **B. Baseline and Evaluation Reports**

4. A key characteristic of the M&E strategy is an emphasis on a results-based approach to M&E as one of the basic principles of development effectiveness. Two linked studies will be undertaken: the baseline study and a completion report.

#### **C. Baseline and Completion Study**

5. A baseline survey will be undertaken by the project implementation unit, with support of consultants within the first 6 months of consultant mobilization to establish baseline data for the indicators and targets set out in the DMF where this information is not available from existing data sources. Disaggregated data will be collected at each of the 30 innovative schools and 7 TTIs. The selection of baseline indicators will be informed by the contents of the Design and Monitoring Framework (DMF), the social and gender action plans, and other documents that define the detailed project design. The PPMS and hence the selection of baseline data must be capable of not just measuring performance but also of indicating the reasons why actual performance has differed from expectations (i.e., the M&E system must include a variance analysis capability). M&E baseline data is to be disaggregated by gender, ethnic groups, location-rayon/oblast, urban/rural, and social status.

6. **Completion report.** A study will be carried out at project completion. Its purpose is to assess the results achieved by measuring how far the project has progressed towards the targets set out in the DMF and by identifying the factors, which contributed to or impeded progress. The study will repeat those aspects of the baseline survey relevant to assessing performance at project completion and also include supplementary quantitative and qualitative data as appropriate. It should be noted, qualitative methods are a 'value added' contribution, often overlooked in results-based monitoring and reporting. The advantage of this approach is that data collection can be flexible and take on themes to provide insights into discrete aspects of the project as it rolls out.

#### **D. Project Monitoring**

7. Internal project monitoring will be the responsibility of the PIU under the Ministry of Education and Science (MES). The specific responsibility for the design of the PPMS will lie with the PIU M&E Specialist supported by Social and Gender Specialist, and other consultants as needed. The staff of the PIU will assume a vital role in monitoring implementation of all aspects of the four SESDP outputs.

8. Project monitoring will take place at two distinct but closely connected levels: (i) monitoring implementation, and (ii) monitoring results, i.e., progress towards the project outputs and outcomes.

#### **E. Implementation Monitoring**

9. Implementation monitoring will focus on monitoring timely implementation and completion of activities against planned targets. The monitoring process will include identifying

what management and implementation issues exist and what steps are being taken to resolve them. Implementation monitoring will be undertaken within the framework of the timelines and targets indicated in the annual implementation work plans. Much of the quantitative data for monitoring implementation at the activity level will come from internal mechanisms that have been built into the design of the project interventions.

10. This will include collecting sets of *quantitative* data on the number of principals, teachers and TTIs staff who were trained from all the program interventions, the kind of rehabilitation done in the innovative schools, the kind of equipment procured and laboratories upgrades, number of multi-media classrooms established, the number of school children participated in the TRS and textbook related interventions, number of subject standards (curriculum) developed, and the number of capacity building programs provided to PIU staff.

11. Sets of *qualitative* data will be collected on an on-going basis from training workshops, continued professional development (CPD) programs, school rehabilitation and reports of international and national consultants who will support the program implementation. Data could include, for example, information on the impact of media activities to introduce TRS, school board of trustees, the curriculum, and textbooks and teachers' guides being developed, teacher training workshops, and CPD training programs. The PIU will ensure that data is collected regularly and recorded and analysed systematically. The PIU M & E Specialist will develop a system to store, consolidate and produce data tables and summaries. The summary tables for the number of teachers and principals/deputy principals trained and other activities will be produced every quarter and forwarded to the PIU to be consolidated and further analysed for the program's quarterly progress reports.

12. Collected data will be integrated into the progress reports along with training data. To support the monitoring process, the PIU will develop a *program achievements database* to track all project activities. The database will be simple and user-friendly. All reported data will be disaggregated by gender, location-rayon/oblast, rural/urban, and other relevant data fields specific to the kinds of Program activities being implemented, and training programs being offered.

## **F. Results-based Monitoring**

13. Monitoring progress towards expected results will include annual, and project mid-term assessments on the extent to which program inputs are contributing towards achieving the expected outputs and outcomes defined in the DMF. The focus at midterm will go beyond simple descriptions of program activities completed (e.g., 30 principals trained, 30 resources schools rehabilitated) to gathering evidence of 'change' or 'improvements' as a result of the program interventions.

14. The purpose of results-based monitoring is to show how program interventions are contributing to improving the quality of curriculum and LTMs, teaching standards, and teacher training as well as improving access to quality education and improving sector management. This requires that data that are often missing in routine monitoring are collected and reported at key milestones such as the MTR.

15. The program gender action plan (GAP) with indicators and targets includes actions to improve gender awareness among stakeholder groups, as well as direct involvement and participation of females in program activities. Measurement of gender equality progress is also integrated in the project DMF with quantitative and qualitative indicators. The GAP will be

monitored as part of the PPMS by the PIU with support from the consultants.

16. An environmental checklist has been developed for the Output 3 of the program that includes civil works, primarily rehabilitation of school facilities and upgrading of science and ICT laboratories. The checklist defines all anticipated adverse impacts and mitigation. Checklist compliance will be monitored by the PIU supported by the Engineering Consulting firm, which will need to demonstrate it possesses relevant experience.

## **G. Policy Studies**

17. The program includes policy and research studies to be carried out to support policy formulation for the program and to inform MES and MOF decisions for further improvements in sector management. These policy and research studies will provide a valuable source of data at the national level on issues and recommendations related to financing and implementing the systematic roll out of new curriculum, introduction of the TRS, and financing the secondary education sub-sector. An indicative list of studies is provided, to be carried out and funded under the program through research firms and/or consultants. The final list will be agreed on by ADB and the MES. The results will inform management and policy decisions on the education sector reform, particularly at secondary education level. An indicative list of studies includes:

- (i) Feasibility study on the offering of MA/MS program in pedagogy;
- (ii) Review of the school assessment system of the Kyrgyz Republic;
- (iii) Tracer study on TTIs and KAE graduates;
- (iv) Research on school attendance, retention, and transition rates in schools;
- (v) Tracer study on textbook distribution;
- (vi) Review of lessons learned from previous voucher systems in INSETT including cost-benefit analysis;
- (vii) Baseline study and midterm survey on the implementation of TRS;
- (viii) Baseline and midterm survey of student and teacher performance of 30 innovative schools;
- (ix) Study on the existing salary incentive system; and
- (x) A study on the total costs for universal basic education for the Medium Term Expenditure Framework (MTEF) for education; and
- (xi) A feasibility study for introducing e-textbooks in the Kyrgyz Republic, including functional requirements, copyright issue, hardware requirements and assessment of current provisions in these areas.

## **H. Progress Reporting**

18. Project progress reports will play a valuable role in demonstrating accountability and in influencing program adjustments based on the evidence of the findings. The PIU will have overall responsibility for preparing all required reports (i.e., quarterly progress, together with annual, midterm and completion assessment reports).

19. These technical reports will focus on reporting progress towards outputs, including details of inputs and activities completed. They will include a summary table of the number of persons trained against planned targets, the findings of the training evaluation reports, and key milestones achieved during that period. The reports will be transparent in reporting successes and difficulties in achieving targets accompanied with reasons and proposed solutions. Where relevant, results of structured interviews, special reviews or policy studies will be summarized and included in the reports.

20. To ensure a consistent and smooth flow of information, a simple report template by output will be developed by the PIU to guide the process and direct attention to key areas of importance. The reporting format will be standardized to enable technical reports from the MES, innovative schools and TTIs to be compiled into one consolidated project report for the ADB. All reports will be submitted electronically to the MES and ADB. The PIU Coordinator will have overall responsibility for compiling the project reports with the support of the PIU and program consultants.

### **I. Annual Review and Evaluation Workshops**

21. The PIU, under the direction of the PIU Manager, will bring together in the annual project reviews, and the midterm and end of program workshops, a cross-section of stakeholders and beneficiaries from the MES, innovative schools and TTIs, and other government agencies and institutions that have key interests in reforming the education sector.

22. The workshops will provide a means to review progress and achievements within and across all projects components of the education sector development program as well as foster synergy, exchange ideas, and build on lessons learned.

23. The outcomes of the annual review will be incorporated into the Annual Progress Report to ADB. The final study results will form the basis of the project completion report, which will be submitted within 6 months after the end of the project period.

### **J. Dissemination of Findings**

24. Dissemination of the findings of the program M&E will be done horizontally and vertically to encourage organizational and institutional learning and an exchange of ideas across the various stakeholder groups. This will be done through news bulletins (electronic and hard-copy) produced by the PIU that highlight program achievements. They will be distributed to schools and TTIs, and communities. The PIU will also develop a program website to disseminate program activities, plans and achievements. This website will also host the materials developed under the project, such as training modules for teachers and principals and LTMs.

### **K. Capacity Building for Project M&E**

25. The PPMS will take into account the need for standardized formats, procedures, and data collection instruments to enable easy integration of data into the program progress reports. The approach to capacity building within the MES, PIU, and innovative schools and TTIs will be to build a small but strong team through annual training and follow-up mentoring support in each group. The PIU supported by consultants will take the lead in designing and implementing staff training and a supporting M&E procedures manual to facilitate PPMS implementation at all levels.

26. A workshop will be held at strategic location selected by MES. All MES, PIU, innovative school and TTI staff who will participate actively in the program will attend, and be required to familiarize themselves with the PPMS and the program M&E Manual.

27. The M&E Specialist in the PIU will lead on-the-job mentoring sessions with guidance from the consultants. The proposed activities are as follows:

- (i) Understanding Results-based M&E – National Workshop (2 days in Q2, 2015);



- (ii) National Training Workshop in Proposed Project Performance Monitoring System (2 days in Q3, 2015);
- (iii) Annual Refresher Training to Upgrade Skills in Project Monitoring and Reporting (every Q1 in 2016, 2017, 2018 and 2019); and
- (iv) On-the-Job Mentoring for Project Monitoring and Reporting (from 2015 until program completion).

### Project Monitoring and Evaluation Plan (updated in Jan 2017)

| Design Summary                             | Performance Targets and Indicators<br>(Indicator source: DMF, PAM)  | Timeframe                                     | Data Sources and Reporting Mechanisms  | Implementation status as of Jan 2017  | Implementation Issues  | Next steps   |
|--|---|---|--|---|--|--|
| 1. Quality of curriculum and LTMs improved | Curriculum review unit established (PPMS)   | By 2017                                       | <ol style="list-style-type: none"> <li>1) MES project progress reports,</li> <li>2) Government regulation approving the establishment of Curriculum Review Unit (<b>Policy Action 1</b>)</li> <li>3) MES ministerial order approving the convening of the Curriculum Expert Council including implementation guidelines for curriculum review (<b>Policy Action 1</b>)</li> <li>4) Report on the curriculum review of the updated curriculum for grades 1-4. (<b>Policy Action 2</b>)</li> </ol> | In April 2016, the SESSDP established the Coordination Council on Standards and Quality of Education under MES of the Kyrgyz Republic with its 32 members. Since then, the Coordination Council conducted three sessions. On November 14, 2016, the Council conducted its' 3rd session to discuss the curriculum development issues. The SESSDP will continue capacity building for the Coordination Council in 2017. |  | <ol style="list-style-type: none"> <li>1) The Coordination Review Unit will finalize the subject curriculum for grades 10-11 by March 2017;</li> <li>2) By March 2017, the Curriculum Review Unit will review and evaluate the textbook Chapters of the textbooks in grades 7-9, written by potential textbook authors and identify winners.</li> <li>3) Selected authors will write textbooks for grades 7-9 by June 2017.</li> </ol> |
|  | Subject curriculum for general and specialized tracks for grades 10–11 developed and approved by 2017 (including removal of gender biases in content, and promotion of positive images of women in “nontraditional” employment) | Approval - April 2017<br>Piloting - 2017-2018 | <ol style="list-style-type: none"> <li>1) MES project progress reports</li> <li>2) Government regulation approving the subject curriculum in math and sciences subjects in grades 10-11 (<b>Policy Action 3</b>)</li> <li>3) MES Report on</li> </ol>  | The SESSDP submitted draft versions of subject standards for feedback and external review for the subjects Math, Chemistry, Biology, Physics, History, Geography, Human Being and Society. The Secretariat of the Curriculum  | Currently, the "Kyrgyz and World Literature" subject for Grades 5-11 is being debated within MES: whether it should be as one single | <ol style="list-style-type: none"> <li>1) External reviewers will review the subject standards and provide feedback for improvements.</li> <li>2) The Coordination Council will address the feedback and finalize the subject standards by March 2017.</li> <li>3) MES will approve the subject standards in April 2017.</li> </ol>  |

| Design Summary | Performance Targets and Indicators<br>(Indicator source: DMF, PAM)                    | Timeframe | Data Sources and Reporting Mechanisms  | Implementation status as of Jan 2017   | Implementation Issues  | Next steps  |
|----------------|---|-----------|--|--|--|---|
|                |   |           | pilot and review of the subject curriculum in math and sciences subjects in grades 10-11 ( <b>Policy Action 3</b> )  | Coordination Council has drafted a MES Order for appointing external reviewers who will provide feedback on the seven draft subject standards.   | subject or divided into two subjects as "Kyrgyz Literature" and "World Literature". Once MES takes a clear position regarding this issue, the project team will send a request to the Coordination Council to appoint external reviewers.                                      |   |
|                | TRS introduced by SY2015/16 with phased implementation beginning by 2017 <sup>a</sup> | By 2018   | 1) MES project progress reports, 2) Gov regulation on the TRS and implementation guidelines issued by MES ( <b>Policy Action 5</b> ) 3) Report on implementation review on TRS ( <b>Policy Action 6</b> ) 4) Approved Gov budget for 2015, 2016, and 2017 ( <b>Policy Action 7</b> ) | 1) Selected 39 schools in Jayil district for TRS introduction, 2) Conducted information meetings with schools and parents, 3) 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. | The SESSDP faced difficulties in moving the TRS regulations forward because of contradictions with the Article of the Law of the KR on education should be free in the KR as the TRS has to charge the fee. The draft Regulation is now under the review of the KR Government. | 1) Discuss and update the TORs of the TRS Consultant, Nicholas.<br>2) Finalize the TRS regulations in March 2017. |

| Design Summary | Performance Targets and Indicators<br>(Indicator source: DMF, PAM)   | Timeframe | Data Sources and Reporting Mechanisms  | Implementation status as of Jan 2017   | Implementation Issues        | Next steps   |
|----------------|--|-----------|--|--|------------------------------|--|
|                | MES time for the development and piloting of curriculum and LTMs reduced by 20% by 2017  | By 2018   | 1) MES project progress reports<br>2) MES ministerial order on textbook development, evaluation, publishing and distribution. <b>(Policy Action 4)</b> | The SESSDP in coordination with the Textbook Development Advisor, Julian Watson, drafted the Revised Strategy Procedures (RSP) for the Development and Supply of Textbooks and Learning and Teaching Materials for Schools, their Approval and Publication in the Kyrgyz Republic. The SESSDP developed the RSP after extensive consultation with both the MES and the textbook publishers.    | Behind the project schedule. | 1) By March 2017, the Textbook Development Advisor, Julian Watson, will provide explanations on how the new RSP will reduce the MES time by 20% for the development and piloting of the curriculum and LTMs<br>2) MES ministerial order on textbook development, evaluation, publishing and distribution by late March 2017. |
|                | At least 60 curriculum writers, textbook and LTM authors, and publishers for grades 7–9 subjects, covering all languages of instruction, trained by 2019 (gender instructions and checklists introduced) | By 2019   | MES project progress reports   | By end of December 2016, the SESSDP trained 44 potential textbook authors, designers, and publishers on textbook quality. In January 26–28, 2017, the SESSDP trained 61 textbook authors. Overall, as of February 1, 2017, the SESSDP trained 105 potential textbook authors (68% of these trained authors are female) specialized in Mathematics, Physics, Geography, Biology, and Chemistry. | No issues                    | The SESSDP will conduct the next series of trainings for textbook authors, publishers and artists in February, March, and May 2017.  |

| Design Summary | Performance Targets and Indicators<br>(Indicator source: DMF, PAM)   | Timeframe | Data Sources and Reporting Mechanisms | Implementation status as of Jan 2017   | Implementation Issues  | Next steps   |
|----------------|--|-----------|---------------------------------------|--|--|--|
|                | Textbooks and LTMs for math and science subjects for grades 7–9 developed, piloted, and printed by 2019 (gender bias in content removed, and positive images of women in “nontraditional” employment promoted) | By 2019   | MES project progress reports          | The Project presented to MES a strategy of training through competition which was adopted by MES as a logical means of i) attracting new authors; ii) offering training for novice, new and established authors iii) providing a pool of writers certified by MES from which the publishers could draw their writing teams in the future. 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. The SESSDP delivered 3-day training for these potential textbook authors during Jan 26-28, 2018. | The MES should do every effort in producing the textbooks by June 2017 as the time is limited. The textbooks should be printed out by June 2017 so that the new textbooks are distributed in schools for piloting. | <ol style="list-style-type: none"> <li>1) In February 2017, the SESSDP will conduct next training for potential textbook authors.</li> <li>2) The potential textbook authors will write a Chapter for a textbook.</li> <li>3) By March 2017, the Chapters, written by these potential authors, will be reviewed by the Coordination Council under the MES who will then evaluate the Chapters and identify textbook author winners.</li> <li>4) MES will further proceed with selected authors in writing the textbooks for grades 7-9.</li> </ol> |
|                |  |           |                                       |  |  |  |

| Design Summary                                       | Performance Targets and Indicators<br>(Indicator source: DMF, PAM)   | Timeframe  | Data Sources and Reporting Mechanisms  | Implementation status as of Jan 2017  | Implementation Issues  | Next steps   |
|--|--|------------|--|---|--|--|
| 2. Quality of teachers and teacher training improved | A National Teacher Development Policy (NTDP) aligned with the draft National Qualifications Framework approved and implementation plan prepared by 2016. | April 2017 | <ul style="list-style-type: none"> <li>1) MES project progress reports</li> <li>2) MES ministerial Order approving the NTDP and CPD <b>(Policy Action 8)</b></li> <li>3) Gov regulation on Teacher Ranking System <b>(Policy Action 9)</b></li> <li>4) Updated MES regulation on INSETT that includes NTDP <b>(Policy Action 10)</b></li> <li>4) MES' Action Plan 2015-2017 <b>(Policy Action 11)</b></li> </ul> | No Progress on finalizing the revised NTDP except the Teacher Ranking System. The regulation on Teacher Ranking System is approved and signed in August 2016. | Delay in developing NTDP and CPD. The delay was mainly caused by the MES efforts on re-institutionalizing of the National TTI and Kyrgyz Academy of Education roles. To address these challenges, the PIU continuously provided discussions with the key stakeholders and re-scheduled the activity. The SESSDP will finalize the revised NDTP and get MES approved by March 2017. | TC-CU to develop the NTDP by March 2017 and approve by MES Order in April 2017 |

| Design Summary | Performance Targets and Indicators<br>(Indicator source: DMF, PAM)   | Timeframe | Data Sources and Reporting Mechanisms   | Implementation status as of Jan 2017  | Implementation Issues | Next steps  |
|----------------|--|-----------|---|---|-----------------------|---|
|                | 10,000 teachers trained on the new curriculum and textbooks for grades 7–11 by 2020 (75% women)                                      | By 2020   | MES project progress reports  | In August 2016, during the Summer Institute, 326 teachers received initial training on the new curriculum and textbooks (of the participants, 80% are female).<br>Regional distribution of the participants:<br>- 96% participants were rural<br>- 4% were urban<br>Regarding the age of the participants, 7% were between 20-30 years old, 26% were between 31-40 years old, 30% were 41-50 years old, 31% were 51-50 years old, and 7% were above 60 years old. | No issues             | 1) Twinning company will take field trips to conduct needs assessment by April 2017<br>2) Finalize CPD by April 2017<br>3) Train up to 1,000 teachers in 2017 |
|                | 1,000 school principals and deputy principals (at least 70% women) trained on school management and instructional leadership by 2020 | By 2020   | 1) MES project progress reports<br>2) MES ministerial order approving the final training plan ( <b>Policy Action 12</b> )<br>3) Report on implementation of training plan for at least 100 participants ( <b>Policy Action 12</b> ) | No Target for 2016  |                       | The SESSDP will develop training module and conduct training for the first 100 principals/deputy principals of schools in March 2017.                         |

| Design Summary | Performance Targets and Indicators<br>(Indicator source: DMF, PAM)  | Timeframe | Data Sources and Reporting Mechanisms | Implementation status as of Jan 2017   | Implementation Issues   | Next steps  |
|----------------|---|-----------|---------------------------------------|--|---|---|
|                | Professional certification (attestation) based on the new standards obtained by 30% of secondary school teachers by January 2021, in line with the national teacher development program | By 2020   | MES project progress reports          | MES certified 526 secondary schools (0.6% of the schoolteachers nationwide) based on the new procedures, mechanisms, and instruments of teacher attestation developed by SESSDP. |   | The TC-CU to continue piloting of new teacher attestation procedures, mechanisms, and instruments at 30 innovative schools, gather feedback for improvements and integrate revisions in April 2017. |
|                | At least 5 online modules for in-service training of teachers and principals or deputy principals piloted in innovative schools by 2019   | By 2019   | MES project progress reports          | No Target for 2016   | MES should maintain 30 innovative schools to meet the Grant Agreement conditions before equipping schools with new lab equipment. Online modules will be developed after the labs are equipped. | Online modules will be piloted in innovative schools starting from 2018 after the schools are equipped with new laboratory equipment and training modules are developed.                            |
|                |   |           |                                       |  |   |   |



| Design Summary   | Performance Targets and Indicators<br>(Indicator source: DMF, PAM)  | Timeframe | Data Sources and Reporting Mechanisms   | Implementation status as of Jan 2017 | Implementation Issues | Next steps   |
|--|---|-----------|---|--------------------------------------|-----------------------|--|
| 3. Access to quality education through innovative schools improved | All teachers from the 30 selected innovative schools trained through a continual professional development program by 2020 (75% women) | By 2020   | <p>MES project progress reports</p> <p>2) Gov approval of the Regulation of the innovative schools <b>(Policy Action 13)</b></p> <p>3) Gov regulation to allow innovative schools to enrich curriculum and to have autonomy in adapting curriculum <b>(Policy Action 14)</b></p> <p>4) Gov regulation on revised Per capita financing formula <b>(Policy Action 14)</b></p> <p>5) Government regulation on minimum service standards for school performance <b>(Policy Action 15)</b></p> <p>6) Report on implementation of the minimum service standards for school performance <b>(Policy Action 15)</b></p> <p>7) Draft 10-year action plan for innovative schools <b>(Policy Action 16)</b></p> | No Target for 2016                   |                       | In 2017, the SESSDP will train 400 teachers (20% of the 1,950 teachers) at 30 innovative schools |

| Design Summary | Performance Targets and Indicators<br>(Indicator source: DMF, PAM)   | Timeframe | Data Sources and Reporting Mechanisms   | Implementation status as of Jan 2017 | Implementation Issues   | Next steps  |
|----------------|--|-----------|---|--------------------------------------|---|---|
|                | 30 selected innovative schools have functional school board of trustees by 2018 (at least 50% of chairs are women)   | By 2019   | 1) MES project progress reports<br>2) Updated MES ministerial order on school board of trustees ( <b>Policy Action 17</b> )<br>3) MES Order approving a guidance manual for functioning of school boards of trustees issued ( <b>Policy Action 18</b> ) | No Target for 2016                   | The SESSDP to identify with MES on what kind of support is needed on behalf of the Project  | The MES will produce a brief on the results of previous piloting of SBTs and plans to move forward by early February 2017. The brief will be shared with the ADB during early Febr. 2017. |
|                | Minor rehabilitation in 30 selected innovative schools completed by end of 2018; all the schools have facilities to ensure access to school buildings by students with physical disabilities | By 2019   | MES project progress reports  | No Target for 2016                   | NA  | By end of Jan 2017, engineering firm to submit a report with projected rehabilitations at 30 innovative schools   |
|                | 30 selected innovative schools have prepared annual school plans by 2018   | By 2018   | MES project progress reports  | No Target for 2016                   | PIU conducted a session for school principals and DED representatives on August 16-24, 2016 to provide a guidance for participants on developing annual work plan, identify their cluster schools, and formation of Coordination- | In 2017, the PIU will continue guiding the 30 innovative schools in implementing the annual school plans.   |

| Design Summary                            | Performance Targets and Indicators<br>(Indicator source: DMF, PAM)   | Timeframe | Data Sources and Reporting Mechanisms  | Implementation status as of Jan 2017   | Implementation Issues   | Next steps                             |
|---|--|-----------|--|--|---|--|
|   |  |           |  |  | Methodological Councils. On September 15, 2016, the MES KR issued an Order (#1283/1) approving the list of cluster schools. In 2017, the PIU will continue guiding the 30 innovative schools to implement the work plans. |  |
| 4. Sector and project management improved | Policy recommendations for enhancing budget efficiency in education developed and endorsed by the government by 2018 | By 2018   | 1) MES project progress reports<br>2) Gov regulation on revised per Capita financing formula | No target for 2016   |   | Regulation issued by April 2017        |
|   | Advocacy and communication campaign on TRS and other program initiatives developed and implemented by 2018           | By 2018   | MES project progress reports   | In December 2016, advocacy firm developed a strategy and work plan to implement the communication campaign | The recruitment of advocacy firm developed slowly in 2016, which caused the delay in implementing the communication campaign on TRS.  | Communication campaign throughout 2017 |

| Design Summary | Performance Targets and Indicators<br>(Indicator source: DMF, PAM)   | Timeframe | Data Sources and Reporting Mechanisms | Implementation status as of Jan 2017 | Implementation Issues | Next steps   |
|----------------|--|-----------|---------------------------------------|--------------------------------------|-----------------------|--|
|                | Textbook management information system operational by 2016 to improve management and monitoring control of textbook supply system                          | By 2019   | MES project progress reports          | No target for 2016                   |                       | MIS specialist will develop the MIS in 2018 after the TRS is piloted. In 2017, TRS consultant will develop a list of criteria for introducing the MIS. |
|                | Capacity building of MES includes gender awareness, and use of gender indicators in M&E and planning, including disaggregation of all data by sex, by 2018 | By 2019   | MES project progress reports          | No target for 2016                   |                       | MES and PIU will identify the needs for capacity building. The capacity building will be provided during 2017-2019.                                    |

## Project M&amp;E Plan: Quantitative Indicators

|          | Indicators   | Unit of Measure | Targets and actuals |         |            | Gender |      |          | Region |       | Age distribution (years old) |           |           |           |              | Remarks   |
|----------|--|-----------------|---------------------|---------|------------|--------|------|----------|--------|-------|------------------------------|-----------|-----------|-----------|--------------|---|
|          |  |                 | Targets             | Actuals | % achieved | Female | Male | Female % | Urban  | Rural | 20-30 yo                     | 31-40 yo. | 41-50 yo. | 51-60 yo. | Above 60 yo. |   |
| Output 1 | At least 60 curriculum writers, textbook and LTM authors, and publishers for grades 7–9 subjects, covering all languages of instruction, trained by 2019 (gender instructions and checklists introduced) | Nb              | 60                  | 105     | 175%       | 71     | 34   | 68%      | TBD    | TBD   | TBD                          | TBD       | TBD       | TBD       | TBD          | Keep separate database on training evaluation, provide feedback for improvement of quality trainings. |
| Output 2 | 10,000 teachers trained on the new curriculum and  | Nb              | 10000               | 324     | 3%         | 259    | 65   | 80%      | 4%     | 96%   | 7%                           | 26%       | 30%       | 31%       | 7%           | Continuous training evaluation to ensure quality  |

|  | Indicators   | Unit of Measure | Targets and actuals |         |            | Gender |      |          | Region |       | Age distribution (years old) |           |           |           |              | Remarks  |
|--|--|-----------------|---------------------|---------|------------|--------|------|----------|--------|-------|------------------------------|-----------|-----------|-----------|--------------|--|
|  |  |                 | Targets             | Actuals | % achieved | Female | Male | Female % | Urban  | Rural | 20-30 yo                     | 31-40 yo. | 41-50 yo. | 51-60 yo. | Above 60 yo. |  |
|  | textbooks for grades 7–11 by 2020 (75% women)  |                 |                     |         |            |        |      |          |        |       |                              |           |           |           |              |  |
|  | 1,000 school principals and deputy principals (at least 70% women) trained on school management and instructional leadership by 2020 | Nb              | 1000                | 0       | 0%         | 0.00   | 0.00 | 0%       | 0      | 0     |                              |           |           |           |              | Continuous training evaluation to ensure quality |
|  | (d) 30% of secondary school teachers obtain professional certification (attestation) based on  | %               | 30%                 | 0.6%    | 0.6%       | TBD    | TBD  | TBD      | TBD    | TBD   | NA                           | NA        | NA        | NA        | NA           |  |

| Indicators   | Unit of Measure | Targets and actuals |         |            | Gender |      |          | Region |       | Age distribution (years old) |           |           |           |              | Remarks  |
|--|-----------------|---------------------|---------|------------|--------|------|----------|--------|-------|------------------------------|-----------|-----------|-----------|--------------|--|
|  |                 | Targets             | Actuals | % achieved | Female | Male | Female % | Urban  | Rural | 20-30 yo                     | 31-40 yo. | 41-50 yo. | 51-60 yo. | Above 60 yo. |  |
| new standards by January 2021, in line with NTDP   |                 |                     |         |            |        |      |          |        |       |                              |           |           |           |              |  |
| <b>(e)</b> All TTIs introduced blended learning and distance education in CPD Programs by 2019.  | Nb              | 7                   | 0       | 0%         | NA     | NA   | NA       | 0      | 0     | NA                           | NA        | NA        | NA        | NA           | Continuous training evaluation to ensure quality |
| <b>(f)</b> At least 5 online modules for in-service training of teachers and principals/deputy principals piloted in innovative schools by | Nb              | 5                   | 0       | 0%         | NA     | NA   | NA       | NA     | NA    | NA                           | NA        | NA        | NA        | NA           | Continuous training evaluation to ensure quality |

|          | Indicators  | Unit of Measure | Targets and actuals |         |            | Gender |      |          | Region |       | Age distribution (years old) |           |           |           |              | Remarks  |
|----------|---|-----------------|---------------------|---------|------------|--------|------|----------|--------|-------|------------------------------|-----------|-----------|-----------|--------------|--|
|          |   |                 | Targets             | Actuals | % achieved | Female | Male | Female % | Urban  | Rural | 20-30 yo                     | 31-40 yo. | 41-50 yo. | 51-60 yo. | Above 60 yo. |  |
|          | 2019.   |                 |                     |         |            |        |      |          |        |       |                              |           |           |           |              |  |
| Output 3 | All teachers from the 30 selected innovative schools trained through a continual professional development program by 2020 (75% women) | Nb              | 1950                | 0       | 0%         | 0.00   | 0.00 |          | 0      | 0     |                              |           |           |           |              | Continuous training evaluation to ensure quality     |
|          | 30 selected innovative schools have functional school board of trustees by 2018 (at least 50% of chairs)                              | Nb              | 30                  | 0       | 0%         | 0.00   | 0.00 |          | 0      | 0     | NA                           | NA        | NA        | NA        | NA           | Field monitoring reports on school board of trustees |



| Indicators   | Unit of Measure | Targets and actuals |         |            | Gender |      |          | Region |       | Age distribution (years old) |           |           |           |              | Remarks   |
|--|-----------------|---------------------|---------|------------|--------|------|----------|--------|-------|------------------------------|-----------|-----------|-----------|--------------|---|
|  |                 | Targets             | Actuals | % achieved | Female | Male | Female % | Urban  | Rural | 20-30 yo                     | 31-40 yo. | 41-50 yo. | 51-60 yo. | Above 60 yo. |   |
| are women)   |                 |                     |         |            |        |      |          |        |       |                              |           |           |           |              |   |
| Minor rehabilitation in 30 selected innovative schools completed by end of 2018; all the schools have facilities to ensure access to school buildings by students with physical disabilities | Nb              | 30                  | 0       | 0%         | 0.00   | 0.00 |          | 0      | 0     | NA                           | NA        | NA        | NA        | NA           | Regular site inspections for environment screening and management checklist |
| 30 selected innovative schools have prepared annual  | Nb              | 30                  | 0       | 0%         | NA     | NA   | NA       |        |       | NA                           | NA        | NA        | NA        | NA           |   |

|  | Indicators           | Unit of Measure | Targets and actuals |         |            | Gender |      |          | Region |       | Age distribution (years old) |           |           |           |              | Remarks |
|--|----------------------|-----------------|---------------------|---------|------------|--------|------|----------|--------|-------|------------------------------|-----------|-----------|-----------|--------------|---------|
|  |                      |                 | Targets             | Actuals | % achieved | Female | Male | Female % | Urban  | Rural | 20-30 yo                     | 31-40 yo. | 41-50 yo. | 51-60 yo. | Above 60 yo. |         |
|  | school plans by 2018 |                 |                     |         |            |        |      |          |        |       |                              |           |           |           |              |         |

NA - not applicable

TBD - to be determined

**Table 2: Indicative Project Performance Monitoring System**

| Target/indicators  | Baseline   | Target Values |      |      |      |      |      | Data Collection and Reporting           |   |                                  |
|--|--|---------------|------|------|------|------|------|---|---|----------------------------------|
|  |  | 2015          | 2016 | 2017 | 2018 | 2019 | 2020 | Frequency and reports                   | Data Collection Instruments   | Data Collection Responsibility   |
| <p><b>Project Impact</b></p> <p><i>Improved human resources development for competitiveness of the Kyrgyz Republic</i></p> <p>(a) By 2026, 25% increase in the average score of school graduates on the Single National Graduation Test.</p> <p>(b) By 2026, 10% increase in the average math score of students in the PISA.</p>   | <p>125 out of maximum score of 250 in 2013.</p> <p>Average math score of 331 in PISA in 2009</p>   |               |      |      |      |      |      | <p>Baseline 2015</p> <p>Report 2026</p> | <p>MES Annual Reports</p> <p>Reports from National Statistics Committee of GoKR</p> | <p>PIU</p> <p>Entity or firm</p> |
| <p><b>Project Outcome</b></p> <p><i>Enhanced quality, equity and efficiency of secondary education in the Kyrgyz Republic.</i></p> <p>(a) By 2021, 10% increase in the average math score of grade 8 on the national sample-based student achievement test.</p> <p>(b) The student transition from lower to upper secondary education increased from 59.4% in 2011 to 65% in 2021.</p> <p>(c) Textbook provision increased from 43% in 2011 to 80% in 2021</p> | <p>Average of 526.6 in 2009 (average math score of 508 for rural and 577 for urban students)</p> <p>Baseline to be determined through baseline data disaggregated by major, poverty indicator and sex</p> <p>Textbook Provision Tracer Study in 2014</p> |               |      |      |      |      |      | <p>Baseline 2015</p> <p>Report 2020</p> | <p>MES Annual Report</p> <p>Reports of innovative Schools</p>                       | <p>PIU</p> <p>Entity or firm</p> |



| Target/indicators  | Baseline  | Target Values |      |      |      |      |      | Data Collection and Reporting |   |  |
|--|---|---------------|------|------|------|------|------|-------------------------------|---|--|
|  |   | 2015          | 2016 | 2017 | 2018 | 2019 | 2020 | Frequency and reports         | Data Collection Instruments   | Data Collection Responsibility                           |
| <b>Project Output 1</b>  |   |               |      |      |      |      |      |                               |   |  |
| <b>Target/indicators</b>   |   |               |      |      |      |      |      |                               |   |  |
| <b><i>Quality of curriculum and teaching learning materials improved.</i></b>  |   |               |      |      |      |      |      |                               |   |  |
| (a) Subject curriculum for general and specialized tracks for grades 10-11 developed and approved by 2017 (including removal of gender biases in content, and promotion of positive images of women in “non-traditional employment”).  | A draft National Curriculum Framework being approved by the government.       | 25%           | 50%  | 100% |      |      |      | Biannual                      | Program Progress Report<br>Approved curriculum documents  | PIU<br>Training providers<br>Consultants                 |
| (b) Curriculum review unit established <ul style="list-style-type: none"> <li>Curriculum review unit established with staff</li> <li>Staff have received intensive training in different approaches to curriculum development</li> <li>Research studies approved and completed</li> <li>Curriculum Expert Council appointed</li> <li>Curriculum Review Report available</li> </ul> | A MES draft policy note for a curriculum review unit                          | 25%           | 75%  | 100% |      |      |      | Annual<br>Biannual            | Program Progress Reports<br>Report of the Curriculum Secretariat  | MES<br>PIU<br>Consultants                                |
| (b) LTMs for priority subjects from Grade 7-9 are developed, piloted and printed by 2019.  | Drafts of LTMs are reviewed   | 25%           | 50%  | 75%  | 90%  | 100% |      | Biannual<br>Annual            | Program Progress Report   | MES<br>PIU<br>Consultants                                |
| (c) A financially sustainable textbook provision mechanism – TRS introduced by 2015/16 and implemented by 2017/18 using a phased approach <ul style="list-style-type: none"> <li>LTM MIS designed and operational</li> <li>TRS launched for Grade 4</li> <li>Collection rate &gt; 80%</li> <li>TRS books in schools</li> <li>TRS Books delivered on time</li> </ul>                | No existing<br><br>Data from Textbook Tracer Study conducted for this project | 30%           | 60%  | 80%  | 100% |      |      | Annual<br><br>Biannual        | Approved materials Pilot, Printing and distribution reports<br><br>TRS Baseline and Midterm Reports<br>Program Progress Report<br><br>Monitoring Reports<br>Data & Reports from LTM MIS available | MES<br>PIU<br>TRS Management Unit<br><br>PIU Consultants |

|   |   |            |            |            |             |             |  |                             |  |  |
|---|---|------------|------------|------------|-------------|-------------|--|-----------------------------|--|--|
| <ul style="list-style-type: none"> <li>• Textbook against need for grades covered by TRS</li> <li>• Bank accounts for all TRS schools</li> <li>• TRF established with charter protecting funds</li> </ul> <p>(d) A textbook bidding and evaluation reformed introduced.</p> <ul style="list-style-type: none"> <li>• E-procurement piloted for textbook procurement</li> <li>• Reformed evaluation methodology, criteria, instruments and marking scheme in use</li> <li>• New bidding schedule in operation and effective</li> <li>• Reformed pilot-testing methodology operational and effective</li> </ul> | <p>Data from Textbook Tracer Study conducted for this project</p> | <p>25%</p> | <p>50%</p> | <p>75%</p> | <p>100%</p> |             |  | <p>Annual</p>               | <p>Monitoring Reports<br/>Data from LTM MIS<br/>Data from selected bank commercial bank<br/>Operational TRF with charter<br/>Monitoring Report<br/>Monitoring Report and Bid evaluation reports<br/>Monitoring Reports &amp; LTM MIS indicating books in schools on time</p> | <p>TRS Management Unit<br/>PIU Consultants</p> |
| <p>(e) Textbook quality upgraded.</p> <ul style="list-style-type: none"> <li>• Training courses on textbook quality completed and successful</li> <li>• New textbooks demonstrate student-centered learning characteristics and support development of skills and competencies</li> <li>• Textbook illustrations and page designs improved and consistent with international standards</li> </ul>   | <p>Data from Textbook Tracer Study conducted for this project</p> | <p>25%</p> | <p>50%</p> | <p>75%</p> | <p>100%</p> |             |  | <p>Annual<br/>Bi-annual</p> | <p>Monitoring Reports &amp; LTM MIS indicating books in schools on time<br/>Training reports and evaluations<br/>Consultant reports and teacher/student feedback<br/>Consultant reports and teacher/student feedback</p>   | <p>TRS Management Unit</p>                     |
| <p>(e) At least 60 curriculum writers and LTMs authors for grades 10-11 subjects trained.</p>   | <p>No existing</p>  |            | <p>25%</p> | <p>50%</p> | <p>75%</p>  | <p>100%</p> |  | <p>Annual</p>               | <p>Consultant reports and teacher/student feedback<br/>Training Reports Program Progress Report</p>  | <p>PIU Consultants</p>                         |

| Target/indicators  | Baseline  | Target Values |      |      |      |      |      | Data Collection and Reporting |   |                                |
|--|---|---------------|------|------|------|------|------|-------------------------------|---|--------------------------------|
|  |   | 2015          | 2016 | 2017 | 2018 | 2019 | 2020 | Frequency and reports         | Data Collection Instruments   | Data Collection Responsibility |
| <b>Project Output 2</b><br><b>Target/indicators</b>  |   |               |      |      |      |      |      |                               |   |                                |
| <b><i>Quality of teachers and in-service teacher training improved.</i></b>  |   |               |      |      |      |      |      |                               |   |                                |
| (a) A National Teacher Development Policy (NTDP) aligned with the draft National Qualifications Framework approved and implementation plan prepared by 2016. | The concept paper on NTDP prepared for finalization during the Program implementation | 75%           | 100% |      |      |      |      | Annual                        | Program Progress Report<br>Approved NTDP  | MES<br>PIU<br>Consultants      |
| (b) 10,000 teachers trained on the new curriculum and textbooks for grades 7-11 by 2020 (75% are women).   | No existing   | 20%           | 40%  | 60%  | 80%  | 90%  | 100% | Biannual<br>Annual            | Program Progress Report<br>Training Reports   | MES<br>PIU<br>Consultants      |
| (c) 1,000 school principals and deputy principals (at least 70% women) are trained on school management and instructional leadership by 2020.                | No existing   |               | 50%  | 60%  | 80%  | 90%  | 100% | Annual                        | Program Progress Report<br>Training Reports<br>Reports of Innovative Schools<br>MES Reports | PIU Consultants                |
| (d) 30% of secondary school teachers obtain professional certification (attestation) based on new standards by January 2021, in line with NTDP               | No existing   |               |      |      | 10%  | 20%  | 30%  | Annual<br>Biannual            | Program Progress Report<br>CPD<br>Report/Tracking System<br>Training Reports                | MES, PIU<br>PIU<br>Consultants |
| (d) All TTIs introduced blended learning and distance education in CPD Programs by 2019.   |   |               |      |      |      |      |      |                               |   |                                |
| (e) At least 5 online modules for in-service training of teachers and principals/deputy principals piloted in innovative schools by 2019.                    | No existing   |               |      | 20%  | 50%  | 100% |      | Annual                        | Copies of modules<br>Training Reports<br>Reports of innovative Schools                      | PIU<br>Consultants             |
| (g) Number of male teachers increased from 15% in 2013 to 18% in 2021.   | 15% in 2013   |               |      | 16%  | 17%  | 18%  |      | Annual                        | MES Annual Reports  | PIU, MES                       |

| Target/indicators  | Baseline   | Target Values |      |      |      |      |      | Data Collection and Reporting |  |                                |
|--|--|---------------|------|------|------|------|------|-------------------------------|--|--------------------------------|
|  |  | 2015          | 2016 | 2017 | 2018 | 2019 | 2020 | Frequency and reports         | Data Collection Instruments                                    | Data Collection Responsibility |
| <b>Project Output 3<br/>Target/indicators</b>  |  |               |      |      |      |      |      |                               |  |                                |
| <b><i>Quality of curriculum and teaching learning materials improved.</i></b>                                      |  |               |      |      |      |      |      |                               |  |                                |
| (a) All teachers from selected 30 innovative schools have been trained through a CPD by 2020 (75% will be female). | No existing  |               | 20%  | 40%  | 60%  | 80%  | 100% | Annual                        | Program Progress Report, Training Report of innovative Schools | PIU Consultants                |
| (b) All innovative schools have functional school board of trustees by 2017.                                       | At least 30 selected innovative schools have school boards of trustees | 50%           | 75%  | 100% |      | 100% |      | Annual                        | Report of innovative Schools                                   | MES<br>PIU<br>Consultants      |
| (c) Minor rehabilitation to 30 innovative schools completed by 2019.   | Civil Engineer's report on selected innovative schools                 | 20%           | 50%  | 75%  | 90%  | 100% |      | Biannual<br>Annual            | Program Progress Report<br>Reports of innovative Schools       | MES<br>PIU<br>Consultants      |
| (d) 30 selected innovative schools have prepared annual school plan by 2018.                                       | No existing  | 25%           | 50%  | 75%  | 100% |      |      | Biannual<br>Annual            | Program Progress Report<br>Reports of innovative Schools       | PIU<br>Consultants             |



| Target/indicators  | Baseline   | Target Values |      |      |      |      |      | Data Collection and Reporting |  |                                      |
|--|--|---------------|------|------|------|------|------|-------------------------------|--|--------------------------------------|
|  |  | 2015          | 2016 | 2017 | 2018 | 2019 | 2020 | Frequency and reports         | Data Collection Instruments  | Data Collection Responsibility       |
| <b>Project Output 4<br/>Target/indicators</b>  |  |               |      |      |      |      |      |                               |  |                                      |
| <b><i>Sector management improved.</i></b>  |  |               |      |      |      |      |      |                               |  |                                      |
| (a) PIU established and fully staffed by 2015.   | No existing  | 100%          |      |      |      |      |      | Annual                        | MES Report<br>Program Progress Report<br>List of PIU Staff             | PIU<br>Consultants                   |
| (b) Advocacy campaign on TRS and other project components/initiatives developed and implemented by 2015, and evaluated by 2016.                                | A draft advocacy and media campaign concept paper prepared | 75%           | 100% |      |      |      |      | Biannual<br>Annual            | Copies of media and advocacy campaign                                  | MES<br>PIU<br>Consultants            |
| (c) Textbook management information system operational by 2016 to improve management and monitoring control of textbook supply system.                         | No existing  | 50%           | 100% |      |      |      |      | Annual                        | TRS Baseline and Midterm Reports<br>Program Progress Report            | MES<br>PIU<br>TRS<br>Management Unit |
| (d) Capacity building of MES includes gender awareness, and use of gender indicators in M&E and planning, including disaggregation of all data by sex by 2018. | No existing  | 25%           | 50%  | 75%  | 100% |      |      | Biannual                      | Program progress report  | PIU<br>Consultants                   |
| (e) Feasibility and research studies conducted by 2018.  | List of feasibility and research studies identified.       | 25%           | 50%  | 75%  | 100% |      |      | Annual                        | Completed Research and Feasibility Reports<br>Program Progress Reports | PIU<br>Consultants                   |



**Table 2: Indicative Project Performance Monitoring System (Updated at first review mission in Jan 2017)**

| Target/indicators  | Baseline   | Target Values |      |      |      |      |      | Data Collection and Reporting           |   |                                  |
|--|--|---------------|------|------|------|------|------|---|---|----------------------------------|
|  |  | 2015          | 2016 | 2017 | 2018 | 2019 | 2020 | Frequency and reports                   | Data Collection Instruments   | Data Collection Responsibility   |
| <p><b>Project Impact</b></p> <p><i>Improved human resources development for competitiveness of the Kyrgyz Republic</i></p> <p>(a) By 2026, 25% increase in the average score of school graduates on the Single National Graduation Test.</p> <p>(b) By 2026, 10% increase in the average math score of students in the PISA.</p>   | <p>125 out of maximum score of 250 in 2013.</p> <p>Average math score of 331 in PISA in 2009</p>   |               |      |      |      |      |      | <p>Baseline 2015</p> <p>Report 2026</p> | <p>MES Annual Reports</p> <p>Reports from National Statistics Committee of Gov KR</p> | <p>PIU</p> <p>Entity or firm</p> |
| <p><b>Project Outcome</b></p> <p><i>Enhanced quality, equity and efficiency of secondary education in the Kyrgyz Republic.</i></p> <p>(a) By 2021, 10% increase in the average math score of grade 8 on the national sample-based student achievement test.</p> <p>(b) The student transition from lower to upper secondary education increased from 59.4% in 2011 to 65% in 2021.</p> <p>(c) Textbook provision increased from 43% in 2011 to 80% in 2021</p> | <p>Average of 526.6 in 2009 (average math score of 508 for rural and 577 for urban students)</p> <p>Baseline to be determined through baseline data disaggregated by major, poverty indicator and sex</p> <p>Textbook Provision Tracer Study in 2014</p> |               |      |      |      |      |      | <p>Baseline 2015</p> <p>Report 2020</p> | <p>MES Annual Report</p> <p>Reports of innovative Schools</p>                         | <p>PIU</p> <p>Entity or firm</p> |

| Target/indicators  | Baseline  | Target Values |      |      |      |      |                    | Data Collection and Reporting   |  |  |
|--|---|---------------|------|------|------|------|--------------------|---|--|--|
|  |   | 2015          | 2016 | 2017 | 2018 | 2019 | 2020               | Frequency and reports   | Data Collection Instruments                              | Data Collection Responsibility           |
| <b>Project Output 1<br/>Target/indicators</b>  |   |               |      |      |      |      |                    |   |  |  |
| <b><i>Quality of curriculum and teaching learning materials improved.</i></b>  |   |               |      |      |      |      |                    |   |  |  |
| (a) Subject curriculum for general and specialized tracks for grades 10-11 developed and approved by 2017 (including removal of gender biases in content, and promotion of positive images of women in “non-traditional employment”).  | A draft National Curriculum Framework being approved by the government.       |               | 50%  | 75%  | 100% |      |                    | Biannual  | Program Progress Report<br>Approved curriculum documents | PIU<br>Training providers<br>Consultants |
| (b) Curriculum review unit established <ul style="list-style-type: none"> <li>Curriculum review unit established with staff</li> <li>Staff have received intensive training in different approaches to curriculum development</li> <li>Research studies approved and completed</li> <li>Curriculum Expert Council appointed</li> <li>Curriculum Review Report available</li> </ul> | A MES draft policy note for a curriculum review unit                          |               | 75%  | 100% |      |      | Annual<br>Biannual | Program Progress Reports<br>Report of the Curriculum Secretariat  | MES<br>PIU<br>Consultants                                |  |
| (b) LTMs for priority subjects from Grade 7-9 are developed, piloted and printed by 2019.  | Drafts of LTMs are reviewed   |               | 25%  | 75%  | 90%  | 100% |                    | Biannual<br>Annual  | Program Progress Report                                  | MES<br>PIU<br>Consultants                |
| (c) A financially sustainable textbook provision mechanism – TRS introduced by 2015/16 and implemented by 2017/18 using a phased approach <ul style="list-style-type: none"> <li>LTM MIS designed and operational</li> <li>TRS launched for Grade 4</li> <li>Collection rate &gt; 80%</li> <li>TRS books in schools</li> <li>TRS Books delivered on time</li> </ul>                | No existing<br><br>Data from Textbook Tracer Study conducted for this project |               | 40%  | 80%  | 100% |      | Annual<br>Biannual | Approved materials Pilot, Printing and distribution reports<br><br>TRS Baseline and Midterm Reports<br>Program Progress Report<br><br>Monitoring Reports<br>Data & Reports from LTM MIS available | MES<br>PIU<br>TRS Management Unit<br><br>PIU Consultants |  |

|   |   |  |     |      |      |  |  |                     |  |   |
|---|---|--|-----|------|------|--|--|---------------------|--|---|
| <ul style="list-style-type: none"> <li>Textbook against need for grades covered by TRS</li> <li>Bank accounts for all TRS schools</li> <li>TRF established with charter protecting funds</li> </ul> <p>(d) A textbook bidding and evaluation reformed introduced.</p> <ul style="list-style-type: none"> <li>E-procurement piloted for textbook procurement</li> <li>Reformed evaluation methodology, criteria, instruments and marking scheme in use</li> <li>New bidding schedule in operation and effective</li> <li>Reformed pilot-testing methodology operational and effective</li> </ul> | <p>Data from Textbook Tracer Study conducted for this project</p> |  | 50% | 75%  | 100% |  |  | Annual              | <p>Monitoring Reports</p> <p>Data from LTM MIS</p> <p>Data from selected bank commercial bank</p> <p>Operational TRF with charter</p> <p>Monitoring Report</p> <p>Monitoring Report and Bid evaluation reports</p> <p>Monitoring Reports &amp; LTM MIS indicating books in schools on time</p> | <p>TRS Management Unit</p> <p>PIU Consultants</p> |
| <p>(e) Textbook quality upgraded.</p> <ul style="list-style-type: none"> <li>Training courses on textbook quality completed and successful</li> <li>New textbooks demonstrate student-centered learning characteristics and support development of skills and competencies</li> <li>Textbook illustrations and page designs improved and consistent with international standards</li> </ul>   | <p>Data from Textbook Tracer Study conducted for this project</p> |  | 25% | 75%  | 100% |  |  | Annual<br>Bi-annual | <p>Monitoring Reports &amp; LTM MIS indicating books in schools on time</p> <p>Training reports and evaluations</p> <p>Consultant reports and teacher/student feedback</p> <p>Consultant reports and teacher/student feedback</p>  | <p>TRS Management Unit</p>                        |
| <p>(e) At least 60 curriculum writers and LTMs authors for grades 10-11 subjects trained.</p>   | <p>No existing</p>  |  | 73% | 100% |      |  |  | Annual              | <p>Consultant reports and teacher/student feedback</p> <p>Training Reports Program Progress Report</p>   | <p>PIU Consultants</p>                            |

| Target/indicators  | Baseline  | Target Values |      |      |      |      |      | Data Collection and Reporting |   |                                   |
|--|---|---------------|------|------|------|------|------|-------------------------------|---|-----------------------------------|
| Project Output 2<br>Target/indicators  |   | 2015          | 2016 | 2017 | 2018 | 2019 | 2020 | Frequency<br>and reports      | Data Collection<br>Instruments  | Data Collection<br>Responsibility |
| <b>Quality of teachers and in-service teacher training improved.</b>   |   |               |      |      |      |      |      |                               |   |                                   |
| (a) A National Teacher Development Policy (NTDP) aligned with the draft National Qualifications Framework approved and implementation plan prepared by 2016. | The concept paper on NTDP prepared for finalization during the Program implementation |               | 25%  | 100% |      |      |      | Annual                        | Program Progress Report<br>Approved NTDP  | MES<br>PIU<br>Consultants         |
| (b) 10,000 teachers trained on the new curriculum and textbooks for grades 7-11 by 2020 (75% are women).   | No existing   |               | 3%   | 10%  | 80%  | 90%  | 100% | Biannual<br>Annual            | Program Progress Report<br>Training Reports   | MES<br>PIU<br>Consultants         |
| (c) 1,000 school principals and deputy principals (at least 70% women) are trained on school management and instructional leadership by 2020.                | No existing   |               | 0%   | 10%  | 80%  | 90%  | 100% | Annual                        | Program Progress Report<br>Training Reports<br>Reports of Innovative Schools<br>MES Reports | PIU Consultants                   |
| (d) 30% of secondary school teachers obtain professional certification (attestation) based on new standards by January 2021, in line with NTDP               | No existing   |               |      |      | 10%  | 20%  | 30%  | Annual<br>Biannual            | Program Progress Report<br>CPD<br>Report/Tracking<br>System<br>Training Reports             | MES, PIU<br>PIU<br>Consultants    |
| (d) All TTIs introduced blended learning and distance education in CPD Programs by 2019.   |   |               |      |      |      |      |      |                               |   |                                   |
| (e) At least 5 online modules for in-service training of teachers and principals/deputy principals piloted in innovative schools by 2019.                    | No existing   |               |      | 0%   | 50%  | 100% |      | Annual                        | Copies of modules<br>Training Reports<br>Reports of innovative Schools                      | PIU<br>Consultants                |
| (  |   |               |      |      |      |      |      |                               |   |                                   |

| Target/indicators  | Baseline   | Target Values |      |      |      |      |      | Data Collection and Reporting |  |                                |
|--|--|---------------|------|------|------|------|------|-------------------------------|--|--------------------------------|
|  |  | 2015          | 2016 | 2017 | 2018 | 2019 | 2020 | Frequency and reports         | Data Collection Instruments                                    | Data Collection Responsibility |
| <b>Project Output 3<br/>Target/indicators</b>  |  |               |      |      |      |      |      |                               |  |                                |
| <b><i>Quality of curriculum and teaching learning materials improved.</i></b>                                      |  |               |      |      |      |      |      |                               |  |                                |
| (a) All teachers from selected 30 innovative schools have been trained through a CPD by 2020 (75% will be female). | No existing  |               | 0%   | 20%  | 60%  | 80%  | 100% | Annual                        | Program Progress Report, Training Report of innovative Schools | PIU Consultants                |
| (b) All innovative schools have functional school board of trustees by 2017.                                       | At least 30 selected innovative schools have school boards of trustees |               | 0%   | 100% |      |      |      | Annual                        | Report of innovative Schools                                   | MES<br>PIU<br>Consultants      |
| (c) Minor rehabilitation to 30 innovative schools completed by 2019.   | Civil Engineer's report on selected innovative schools                 |               | 0%   | 75%  | 90%  | 100% |      | Biannual<br>Annual            | Program Progress Report<br>Reports of innovative Schools       | MES<br>PIU<br>Consultants      |
| (d) 30 selected innovative schools have prepared annual school plan by 2018.                                       | No existing  |               | 15%  | 75%  | 100% |      |      | Biannual<br>Annual            | Program Progress Report<br>Reports of innovative Schools       | PIU<br>Consultants             |

| Target/indicators  | Baseline   | Target Values |      |      |      |      |      | Data Collection and Reporting |  |                                      |
|--|--|---------------|------|------|------|------|------|-------------------------------|--|--------------------------------------|
|  |  | 2015          | 2016 | 2017 | 2018 | 2019 | 2020 | Frequency and reports         | Data Collection Instruments  | Data Collection Responsibility       |
| <b>Project Output 4<br/>Target/indicators</b>  |  |               |      |      |      |      |      |                               |  |                                      |
| <b>Sector management improved.</b>   |  |               |      |      |      |      |      |                               |  |                                      |
| (a) PIU established and fully staffed by 2015.   | No existing  | 20%           | 100% |      |      |      |      | Annual                        | MES Report<br>Program Progress Report<br>List of PIU Staff             | PIU<br>Consultants                   |
| (b) Advocacy campaign on TRS and other project components/initiatives developed and implemented by 2015, and evaluated by 2016.                                | A draft advocacy and media campaign concept paper prepared |               | 50%  | 100% |      |      |      | Biannual<br>Annual            | Copies of media and advocacy campaign                                  | MES<br>PIU<br>Consultants            |
| (c) Textbook management information system operational by 2016 to improve management and monitoring control of textbook supply system.                         | No existing  |               | 0%   | 50%  | 100% |      |      | Annual                        | TRS Baseline and Midterm Reports<br>Program Progress Report            | MES<br>PIU<br>TRS<br>Management Unit |
| (d) Capacity building of MES includes gender awareness, and use of gender indicators in M&E and planning, including disaggregation of all data by sex by 2018. | No existing  |               | 0%   | 75%  | 100% |      |      | Biannual                      | Program progress report  | PIU<br>Consultants                   |
| (e) Feasibility and research studies conducted by 2018.  | List of feasibility and research studies identified.       |               | 25%  | 50%  | 100% |      |      | Annual                        | Completed Research and Feasibility Reports<br>Program Progress Reports | PIU<br>Consultants                   |



## **TERMS OF REFERENCE FOR CONSULTING SERVICES**

### **A. Project Background**

1. The **Strengthening Education System Sector Development Program (SESSDP)** supports the national Education Development Strategy (EDS) 2012-2020. As a single framework to guide all government and development partner efforts, the EDS specifies the three objectives of ensuring access for all, improving the quality of education, and improving sector management, performance and efficiency. The sector development program modality is preferred as it provides policy-based program support to help finance the cost of a new wave of reforms in primary and secondary education. ADB's Country Partnership Strategy 2013-2017 for the Kyrgyz Republic, is closely aligned with national priorities, and focuses on improving quality of secondary education, reforming in-service teacher training, development of curriculum and learning materials, and improving learning environments in secondary schools.
2. The program's impact will be improved human resources development for competitiveness of the Kyrgyz Republic. The outcome will be enhanced quality, equity, and efficiency of education.
3. The program will deliver four outputs: (i) quality of curriculum and teaching learning materials improved; (ii) quality of curriculum and teaching learning materials improved; (iii) access to quality education improved; and (iv) sector and project management improved.
4. The project will provide consulting services through different selection methods: quality and cost base selection (QCBS), consultant qualifications selection (CQS) and individual consultant selection (ICS), quality based selection (QBS), and least cost selection (LCS) in accordance with ADB's Guidelines on the Use of Consultants (April 2013, as amended from time to time).

### **B. Assignment Objectives**

5. The overall objective of SESSDP is to introduce reforms in the education sector in Kyrgyz Republic by improving curriculum and textbook provision, strengthening in-service teacher training, improving learning environments in innovative schools and strengthening the capacity for sector planning, management and implementation.
6. The assignments are divided into several packages that are implemented through the leadership of an overall Chief Technical Adviser/Team Leader working in collaboration with the Project Implementation Unit (PIU) of the SESSDP.

### **C. Assignment Location**

7. Bishkek, Kyrgyz Republic with travel requirements to selected oblasts, rayons in KR as required. Some home office working will also be involved.

### **D. Scope of Services**

8. The consultancy packages will support the reforms in the education sector and provide assistance in implementing policy reforms developed and initiated through the program. The consultants will assist the Ministry of Education and Science (MES) as executing agency of the program and support the PIU which is responsible for implementation of the program and will undertake the following:

- (i) Support in the development and finalization of the subject curriculum for grades 10-11 and train teachers on the new curriculum and use of LTMs;
- (ii) Support the introduction of the TRS and its implementation, including building capacity of authors and publishers to improve quality of textbooks, redesigning textbook bidding and evaluation procedures and introduction a computerized textbook management system;
- (iii) Assist in the development a national teacher policy development program and and introduce reforms related to improve teacher quality,
- (iv) Support the implementation of teacher networking, peer-to-peer learning and community of practice;
- (v) Design and implement programs to implement the capacity of principals, deputy principals; TTIs staff, and Rayon methodologists on school management and instructional leadership;
- (vi) Support minor rehabilitation of selected innovative schools and provide them with science kits, smart classroom and improved their laboratories;
- (vii) Strengthen the function of school board of trustees and introduce the program for school improvement;
- (viii) Establish innovative schools as cluster schools to improve resource- and capacity sharing; and
- (ix) Strengthening the capacity of the sector on planning, management and implementation of sector reforms.

**Table 8: Overall Summary of Consulting Inputs by Project Output**

|   | Person-Months        |           |
|---|----------------------|-----------|
|   | International        | National  |
| <b>Output 1: Quality of Curriculum and LTMs Improved</b>                                    |                      |           |
| Curriculum Adviser  | 5                    | -         |
| Subject Curriculum Specialist (Math, Natural Science, Social Studies, Geography, Languages) | 9                    | 20        |
| Curriculum Review Unit Staff (2)  | -                    | 72        |
| TRS Management Specialist   | 7                    | -         |
| Textbook Management Advisor   | 5                    | -         |
| Textbook MIS Specialist   | 3                    | 6         |
| <b>Subtotal Output 1</b>  | <b>29</b>            | <b>98</b> |
| <b>Output 2: Quality of Teachers and Teacher Training Improved</b>                          |                      |           |
| Teacher Policy and INSETT Advisor   | 6                    | 12        |
| Twinning Arrangement (Firm)   |                      |           |
| <b>Subtotal Output 2</b>  | <b>9</b>             | <b>16</b> |
| <b>Output 3: Access to Quality Learning Environment</b>                                     |                      |           |
| e-learning and ICT/Multimedia Specialist  | 4                    | 10        |
| Web Developer   | -                    | 5         |
| Feasibility and Research Studies (Firm)   |                      |           |
| <b>Subtotal Output 3</b>  | <b>4</b>             | <b>15</b> |
| <b>Output 4: Improved Sector Management</b>   |                      |           |
| Education Management Specialist/Team Leader   | 12                   | -         |
| Education Management/Deputy Team Leader   | -                    | 24        |
| Procurement Adviser   | 3                    | -         |
| Social and Gender Specialist  | -                    | 6         |
|   | <b>Person-Months</b> |           |

| <b>Output 4: Improved Sector Management</b> | <b>International</b> | <b>National</b> |
|---|----------------------|-----------------|
| Education Finance Specialist                | 3                    | 6               |
| Legal Specialist                            | -                    | 10              |
| Civil Works and Design (Firm)               |                      |                 |
| Advocacy and Media Campaign (Firm)          |                      |                 |
| Auditing (Firm)                             |                      |                 |
| <b>Subtotal Output 4</b>                    | <b>18</b>            | <b>46</b>       |
| <b>Overall Total</b>                        | <b>59</b>            | <b>171</b>      |

ICT = information and communication technology; INSETT = in-service teacher training; LTMs = learning and teaching materials; MIS = management information system; TRS = textbook rental scheme.

Source: Asian Development Bank.

## **E. Appointment of Consulting Firms**

### **Package 1: Education Development Consultancy Services (Revised TOR as of the first review mission in Feb 2017)**

#### **1. Background and Objective of the Assignment**

The objective of this package is to support the program in the development of Grades 10–11 subject curriculum, develop the teacher policy, support to the resources schools to improve learning environment and facilities. The consultants will assist the Ministry of Education and Science (MES) as executing agency of the program and support the PIU which is responsible for implementation of the program and will undertake the following:

1. developing the subject curriculum and assessment for grades 10 and 11, incorporating gender concerns as per the Gender Action Plan;
2. Conducting training workshops in curriculum and LTM development;
3. Conducting training for Core Trainers who will in turn train teachers to implement the new curriculum and use the LTMs;
4. Finalizing the draft National Teacher Development Policy and supporting the MES in the initial implementation of the policy;
5. Developing a system of quality assurance for in-service teacher training;
6. Supporting the innovative schools to implement school-based management and in strengthening the board of trustees of the innovative schools;
7. Designing the installation of multimedia classroom and ICT facilities of the innovative schools and TTIs; and
8. Designing a website to introduce e-learning for teacher training.

This package will also support to PIU related to financial management and procurement activities. The number of person-months required for this package is as follows:

| # | <b>Package: Curriculum Development and Teacher Development Consultancy (Firm)</b> | <b>Person-Months</b>  |                 | <b>Key / Non-key</b> |
|---|---|-----------------------|-----------------|----------------------|
|   |   | <b>Inter-national</b> | <b>National</b> |                      |
| 1 | Education Management Specialist / Team Leader                                     | 12                    | -               | Key                  |
| 2 | Education Management Specialist / Deputy Team Leader                              | -                     | 24              | Key                  |
| 3 | Curriculum Advisor  | 5                     | -               | Key                  |
| 4 | Subject Curriculum Specialist (Math, Natural Science)                             | 3                     | 8               | Key                  |
| 5 | Subject Curriculum Specialist   | 3                     | 6               | Key                  |

| #  | Package: Curriculum Development and Teacher Development Consultancy (Firm) | Person-Months  |            | Key / Non-key |
|----|--|----------------|------------|---------------|
|    |  | Inter-national | National   |               |
|    | (Social Studies, Geography)  |                |            |               |
| 6  | Subject Curriculum Specialist (Languages)                                  | 3              | 6          | Key           |
| 7  | Curriculum Review Unit Staff<br>(2 staff, 36 person-months each)           | -              | 72         | Non-key       |
| 8  | Textbook MIS Specialist  | 3              | 6          | Non-key       |
| 9  | Teacher Policy and INSETT Advisor  | 8              | 12         | Key           |
| 10 | e-Learning and ICT/Multimedia Specialist                                   | 4              | 10         | Non-key       |
| 11 | Web Developer  | -              | 5          | Non-key       |
| 12 | Education Finance Specialist   | -              | 6          | Non-key       |
| 13 | Procurement Specialist   | 3              | -          | Non-key       |
| 14 | Legal Specialist   | -              | 10         | Non-key       |
| 15 | Social and Gender Specialist   | -              | 6          | Non-key       |
|    | <b>Experts' total inputs</b>   | <b>34</b>      | <b>56</b>  |               |
|    | <b>Total</b>   | <b>44</b>      | <b>171</b> |               |

*ICT – information communication technology, INSETT – in-service teacher training, MIS – management information system*

## **2. Scope of services, Tasks (Components) and Expected Deliverables**

The Consulting Firm will support the implementation of the program in:

- (i) developing the subject curriculum and assessment for grades 10 and 11, incorporating gender concerns as per the Gender Action Plan;
- (ii) Conducting training workshops in curriculum and LTM development;
- (iii) Conducting training for Core Trainers who will in turn train teachers to implement the new curriculum and use the LTMs;
- (iv) Finalizing the draft National Teacher Development Policy and supporting the MES in the initial implementation of the policy;
- (v) Developing a system of quality assurance for in-service teacher training;
- (vi) Supporting the innovative schools to implement school-based management and in strengthening the board of trustees of the innovative schools;
- (vii) Designing the installation of multimedia classroom and ICT facilities of the innovative schools and TTIs; and
- (viii) Designing a website to introduce e-learning for teacher training.

Additionally, the consulting firm will also provide support to PIU in school-based management, e-learning and ICT/Multimedia, legal, financial management, procurement and GAP monitoring and evaluation activities.

## **3. Team Compositions and Qualifications required for the Key Experts:**

### **A. Key Experts**

**1. Education Management Specialist/Team Leader** (international, 12 person-months). An international expert will be recruited as Education Management Specialist/Team Leader. The expert will provide guidance to the overall implementation of program activities under all outputs and support the units within MES and MOF in meeting policy conditions for the disbursement of

the policy-based grant. The Team Leader will hold a degree in education, public policy or related field, have at least 15 years of experience in education management, school-based management, institutional development and education policy development, and previous experience of leading the implementation, monitoring and evaluation of ADB-funded projects. The expert will:

- (i) Serve as the focal point for MES and ADB project management, and interface with MES on all issues related to policy actions and reforms in the program;
- (ii) Support the PIU in SESSDP management and reporting to MES and ADB;
- (iii) Develop detailed work plans for the consultants' team and supervise and coordinate inputs;
- (iv) Provide coordination and advice to MES on meeting of program policy reforms in program investment grant;
- (v) Lead the development of the minimum service standards for teachers and schools in collaboration with MES and the Teacher Policy and INSETT Advisor;
- (vi) Review and propose recommendations to the existing TOR of the board of trustees to encourage more autonomy in school management and increase involvement of parents;
- (vii) Coordinate and conduct a dialogue with development partners (DPs) on relevant program activities;
- (viii) Assist the PIU manager and project coordinator in communicating with the ADB on all procurement matters, and ensure the quality of technical documents (TOR, technical specifications, conditions of contract, etc.) in coordination with the International Procurement Adviser, from a procurement perspective;
- (ix) Provide guidance to implementing departments within MES to fulfill policy program conditions and to support project activities;
- (x) Coordinate and oversee completion of baseline studies, feasibility and research studies, and midterm studies required by the program;
- (xi) Guide implementation of the gender action plan for all outputs;
- (xii) Ensure that representation on school Boards of Trustees will be representative of the communities they serve;
- (xiii) Develop and lead regular monitoring and evaluation of all outputs and produce progress reports for ADB review missions and policy programs progress reports for tranche releases;
- (xiv) Coordinate the team to identify baseline indicators for the design and monitoring framework;
- (xv) Support the MES in developing minimum service standards (MSS) for piloting in the 30 innovative schools. The MSS will cover quality of school leadership (incentivized principals, principal's leadership and school level empowerment/school board of trustees), quality of teachers (teacher competencies, teacher training and accreditation), quality of learning materials (textbook improvements, availability of up to date textbooks through TRS, and supplementary materials including ICT use), benchmarking learning achievements of students (higher scores and lower variation), quality of school infrastructure (good laboratories, child centered classroom layout, water and sanitation), quality of expenditure (per capita funding, increased proportion of non-salary recurrent expenditure as a key indicator), and school level management (participation of parents and local government in school management and resource mobilization);
- (xvi) Support the government in preparing a grievance redress mechanism as outlined in the PAM; and
- (xvii) Coordinate team inputs in the development of inception, mid-term and final reports.

**2. Education Management Specialist / Deputy Team Leader** (national, 24 person-months). This expert will be recruited to assist the Team Leader and the PIU Coordinator in implementing all program outputs. The Education Management Specialist/Deputy Team Leader will hold an advanced degree in education, public policy or related field, have at least 10 years of experience in education management, institutional development and education policy development. Previous experience of assisting and/or leading the implementation, monitoring and evaluation of ADB-funded projects, if preferred. The expert will:

- (i) Assist the team leader in implementing the overall program activities, particularly in ensuring MES meets policy conditions and completes required reports for tranche releases;
- (ii) Support the team leader and coordinate with the consulting firm in the development of (a) inception report, midterm and final reports, and (b) survey, stakeholders consultations, and training workshops;
- (iii) Assist the Team Leader and PIU in developing and leading regular monitoring and evaluation of all outputs and produce progress reports for ADB review missions, and facilitate policy program progress reports for tranche releases;
- (iv) Assist the Team Leader in coordinating and leading the preparation of completion of Project Completion Report; and
- (v) Perform the activities of the Team Leader when the Team Leader is not in the field.

**3. Curriculum Advisor** (International: 5 person-months). An international expert will be recruited as Curriculum Advisor. The expert will assist the MES in the establishment of the curriculum review system and curriculum review unit. The expert will hold a Master's degree in education, public policy or related field; have at least 10 years of experience in curriculum and textbook development, education management, institutional development and education policy development, and previous experience of leading the implementation, monitoring and evaluation of ADB-funded projects. The expert will:

- (i) Carefully review the MES draft Policy Note on establishing a Curriculum Review Unit and prepare a work plan to support MES to strengthen, finalize, approve, and implement this Policy Note;
- (ii) Provide ongoing support to the staff of the Curriculum Secretariat on all aspects of primary and secondary curriculum development, review, reform and implementation;
- (iii) Provide support to curriculum review unit staff in the identification, design, scheduling and implementation of the primary curriculum research studies. This support should include help in the design of focus group discussions, questionnaires, class observation checklists, desk studies and other data collection activities;
- (iv) Provide support to the curriculum review unit staff in the analysis of data collected and in the preparation of research reports and recommendations;
- (v) Provide support to the curriculum review unit in the preparation of operational frameworks, TORs, work schedules, deadlines and reporting guidelines for the work of the Curriculum Expert Council Working Groups (WGs);
- (vi) Provide inputs into the preparation of sample curriculum objectives and learning outputs for the primary curriculum;
- (vii) Provide inputs into the assessment of progress on the multi-ability components of the new curriculum;
- (viii) Assist the curriculum review unit staff in the preparation of WG reports and recommendations;
- (ix) Provide support to the curriculum review unit in the planning and implementation of agreed revisions and amendments to the primary curriculum;

- (x) Prepare and undertake relevant curriculum-related training as identified in the design and monitoring framework and in project documents;
- (xi) Lead discussions with the MES on identifying relevant benchmarks in reviewing and development of the subject curriculum (including from countries in Central Asia and in the Commonwealth of Independent States region); and
- (xii) Guide the Subject Curriculum Specialists to ensure their work plans, methodologies, and inputs are harmonized and are aligned with the national curriculum framework.

**4. Teacher Policy and In-Service Teacher Training (INSETT) Advisor** (international, 8 person-months; national: 12 person-months) will have at least Master's degree in Education and have a strong knowledge of the principles of teacher development policy and teacher management system; as well as at least 10 years of experience in teacher development and management. The Consultants will:

- (i) Review relevant government documents including EDS 2012-2020, Teacher' Law and other documents and data related to teacher development and training and consult with all relevant stakeholders in order to identify and report on key trends and emerging issues in Teacher Policy Development and Management;
- (ii) Review ongoing INSETT training activities of development partners and help identify areas of complementarity. Assess the capacity of the MES by preparing, conducting and analyzing the Teacher Needs Assessment and conducting structured interviews with relevant staff of the MES, KAE, TTIs and other stakeholders in order to finalize the National Teacher Development Policy Framework;
- (iii) Conduct data gathering through interviews, FGDs and other round-table workshops to develop a framework for teacher professional standards aligned with the National Teacher Development Program (NTDP);
- (iv) Provide support to MES in finalizing the NTDP;
- (v) Assist the MES in the planning, implementation and review of the activities and recommendations arising in the introduction of NTDP;
- (vi) Develop proposal to link pre-service teacher education and CPD based on the NTDP;
- (vii) Support MES in introducing teacher categories, based on previous work (including the World Bank's Rural Education Project).
- (viii) Work closely with the firm that will design and implement Twinning Arrangement Partnerships for TTIs and innovative schools;
- (ix) Integrate lessons learned into legal-normative documents;
- (x) Develop the minimum service standards for schools related to instruction and teachers, in collaboration with the Team Leader;
- (xi) In coordination with the MES and the PIU support the feasibility studies and policy research on teacher development and management;
- (xii) Establish a framework for the provision of in-service training in new teaching methodologies in collaboration with MES and TTIs;
- (xiii) Assess the relevance, quality, and efficiency of current teacher training programs for secondary school teachers and align these with the revised framework and professional standards;
- (xiv) Conduct a functional analysis of INSETT in the Kyrgyz Republic and make recommendations on how to transform the current system into a modular system of INSETT;
- (xv) Through workshops and consultations, help MES identify competencies for (a) teachers and (b) school principals and deputy principals;

- (xvi) Conduct a functional analysis of teacher training providers and provide recommendations on how certification of non-KAE INSETT providers can be introduced as a quality assurance measure for TTPs;
- (xvii) Assist the MES in conducting a feasibility study on establishing an independent quality assurance and accreditation system for teacher training providers, including universities providing teacher training;
- (xviii) Assist the MES in preparing a common framework for TTPs to carry out internal quality control/validation and assist MES in drafting the required legislative and/or regulatory proposals;
- (xix) Assist MES to develop formal criteria to select TTIs to pilot the certification process as basis for the establishment of nationwide quality assurance;
- (xx) Help MES to update normative documents on teacher training in line with continuous professional development;
- (xxi) Assess a potential for mobile phone-based and other digital platforms for peer-to-peer networking among teachers;
- (xxii) Review and share international and regional best practices for teacher service structure and conditions, teacher career ladder, linkages between CPD and career path performance management systems, teacher qualifications framework, intake criteria for pre-service programs, teacher deployment strategies;
- (xxiii) Review existing teacher service rules, promotion strategy, performance management systems, selection strategy for pre-service, and deployment strategy;
- (xxiv) Assess existing capacity building needs of stakeholders at the MES level to prepare them for developing effective teacher management strategies covering service rules and career path, selection criteria, qualifications framework and deployment strategy;
- (xxv) Provide technical assistance to the MES for developing teacher service rule and a ranking system, aligning teacher career path with CPD, teacher performance appraisal system, teacher qualifications framework, and teacher selection and deployment strategies; and
- (xxvi) Provide technical assistance to the MES for preparing the dissemination of teacher service rules and ranking system, performance appraisal system and career ladder.

**5. Subject Curriculum Specialists** (International: 9-person months; and national: 20 person months) will be recruited to assist the MES in the further curriculum development. The international and national consultants will have Masters or corresponding degrees in their specialized field (Math, Natural Sciences, Social Studies and Languages) and have a strong knowledge of the principles of curriculum development; as well as at least 10 years of experience in designing and implementing professional development training programs on curriculum and LTM development and review. The consultants will:

- (i) Conduct an in-depth study and analysis on current content (subject curriculum and teaching methodologies of selected subjects – including mathematics, natural sciences, social studies and languages [Russian, Kyrgyz, Tajik and Uzbek]) using agreed-upon and relevant benchmarks;
- (ii) Support the MES to develop subject curriculum in their assigned field;
- (iii) Design and facilitate curriculum development and review and writing workshops with selected curriculum writers;
- (iv) Develop assessment methodologies for these subjects;
- (v) Provide technical advice to the Curriculum Review Unit in the review of subject curriculum;
- (vi) Design a program to pilot the curriculum and assessment for the math and sciences for grades 10-11;



- (vii) In coordination with the e-Learning Specialist and School Improvement Specialist, identify the resources needed to improve science and ICT laboratories in selected innovative schools;
- (viii) Develop good laboratory practice guides for operation of science labs in the innovative schools;
- (ix) In coordination with Curriculum Secretariat Advisor, design and implement training programs for teachers to implement the new curriculum and design materials to support the new curriculum; and
- (x) Recommend/prepare a list of online resources for math and science learning (open software).

### ***B. Non-Key Experts***

**6. Curriculum Review Unit Staff** (2 national: 36 person-months each). The Curriculum Review Unit staff will be recruited to assist the MES in the Curriculum Review Unit establishment and its operationalization. The consultants will have an advanced degree in education, and should have experience in both primary and secondary curriculum development, review and implementation in both traditional and outcomes-based approaches. With the guidance of the Curriculum Review Unit Adviser, the experts will:

- (i) Develop skills and knowledge of alternative approaches to curriculum development (incorporating both traditional and alternative approaches) and the processes disciplines and organization of the implementation of curriculum reforms;
- (ii) Develop an understanding of the classroom teaching and learning methodologies appropriate to different types of curriculum (e.g. the differing approaches to traditional factual retention curriculum designs and objectives on one hand versus the skills and outcomes-based types of curriculum design on the other);
- (iii) With the support of the international curriculum consultant, design appropriate and relevant research studies focused on key issues relevant to the implementation of the new primary curriculum;
- (iv) Analyze data collected from the research studies and produce reports for consideration by MES and national Curriculum Expert Council Working Groups with appropriate recommendations;
- (v) Using the outputs from the research reports, prepare a framework and terms of reference for the review of the Curriculum Expert Council Working Groups and 4 subject domain working groups. The primary curriculum commission working group should focus on reviewing, and where necessary revising, the primary curriculum objectives and proposed learning outcomes, the specified State Education Standards (SES) for primary, the teacher and student workload implied by the primary State Education Standards and recommend the subjects to be taught in primary classes and the allocation of time per subject and grade level. The subject domain working groups should work within the framework, objectives, learning outcomes and revised SES proposed by the national primary curriculum review working group;
- (vi) Propose membership of the Curriculum Expert Council WGs for approval by the MES and prepare contracts for each WG member;
- (vii) Provide supervision of the implementation of the revised primary curriculum to ensure that implementation schedules are maintained, specified learning and teaching materials and basic teacher training are in place prior to implementation and that supervision and monitoring procedures have been designed and are operational;

- (viii) Design appropriate instruments and schedules in order to achieve feedback on the monitoring of the effectiveness of the new curriculum and issues arising from implementation; and
- (ix) The provision of ongoing monitoring of feedback from teachers, students and parents on the effectiveness of the new primary curriculum and associated learning and teaching materials, and the maintenance of comprehensive data on the feedback for use by future National Curriculum Expert Council.

**7. Textbook MIS Specialist** (international, 3 person-months; national, 6 person-months). The international expert will be recruited to assist the MES in the design, piloting and implementation of the Textbook MIS. The international and national consultants will have advanced degrees in ICT and should have at least 5 years of experienced in MIS development, introduction, and management. The main tasks to be undertaken by the consultants are as follows:

- (i) In collaboration with the MES staff, TRS Management Support Staff, TRS Management Specialist design, pilot and implement Textbook MIS in sixteen modules:
  - (a) LTMs specified for use in schools;
  - (b) Classifiers;
  - (c) Schools;
  - (d) Annual LTM Budget;
  - (e) Scheduling;
  - (f) Bidding and Evaluation;
  - (g) Pilot-Testing;
  - (h) Ordering;
  - (i) Publishers and Contracts;
  - (j) Completed Delivery Certificates (to schools);
  - (k) Users;
  - (l) Logs;
  - (m) Backup/Restore;
  - (n) Inspectorate;
  - (o) TRS/TRF; and
  - (p) Reports.
- (ii) Based on the strengths, weaknesses, opportunities and threats (SWOT) analysis, identify software that would best fit the functional requirements and purchase the software (\$15,000 has been allocated for this);
- (iii) Generate the MIS to provide good information and the tools to plan and manage the system cost effectively and efficiently; and
- (iv) Develop and provide trainings to the members of a textbook management unit within the MES, rayon, schools level staff and other relevant staff;
- (v) Provide post implementation technical support for MIS utilization as needed.

**8. e-Learning and ICT/Multimedia Specialist** (international, 4 person-months; national, 10 person-months). The consultants will be recruited to assist the MES in developing e-learning materials for schools and ICT usage guidelines in teaching process. The consultants will have Master's degree in Educational Technology with comprehensive experience ICT/Multimedia development and in e-learning materials development and ICT usage in teaching process. The consultants will:

- (i) Collaborate with Education Management/Team Leader to assist MES and the management of selected innovative schools and TTIs to improve ICT facilities and equipment;
- (ii) Design and provide technical advice in establishing Multimedia Classrooms in the 30 selected innovative schools, and video-conferencing facilities in TTIs and MES;
- (iii) Assist TTIs to maximize the use of ICT and Multimedia Classroom in teacher training delivery to include distance education, online courses, and other blended learning approaches;
- (iv) Provide technical assistance to Twinning Partnership company in developing of 5 online courses for INSETT (including webinars) if needed;
- (v) Assist the PIU in identifying ICT learning materials and science software for the innovative schools;
- (vi) Design and implement training program for teachers in using ICT to enhance the teaching-learning process and use Multimedia Classroom and ICT-related equipment; and
- (vii) Help pilot science software in the 30 innovative schools.

**9. Web Developer** (national, 5 person-months). The Web Developer shall be responsible for developing a sub-module at the MES Website for the storage of all learning materials produced by the project including on-line modules for in-service training for teachers and principals of the innovative schools, subject to the requirements and approval of MES. His/her tasks shall include designing the new interface, producing customized icons, images and animations, scripting, uploading and transfer of files, testing and debugging, providing user's documentation, and training of MES' and innovative schools' internal staff for maintenance. The consultant will have at least 5 years of experience of web development. The consultant will collaborate with the International e-learning and ICT/Multimedia Specialist in:

- (i) Develop a new or revise the existing website using open source taking into account Web 2.0 elements;
- (ii) Design the look and feel of the website for innovative schools included in the MES website ([www.edu.gov.kg](http://www.edu.gov.kg)) that is visually appealing (with attractive mix of text and graphics), has a unified theme and design, and is easy to navigate (i.e. no more than 3 levels of "drill down" for a user to find desired information);
- (iii) Create/customize an open source Content Management System (CMS) that is reliable and with support worldwide, and will permit non-technical staff to instantly update web site content, add training modules/LTMs, and integrate Web 2.0 elements; such as, but not limited to, user tagging, content commenting; syndication, social networking, peer-to-peer sharing, and blogging;
- (iv) Convert existing and new teacher training materials from innovative schools to the new website to create a clearing house of teacher-developed curriculum; and
- (v) Provide support to the innovative schools in using and maintaining their multimedia classroom;

**10. Education Finance Specialist** (National: 6-person months). The consultant will support the international Education Finance Specialist. The consultant should have a degree in economics or finance, and at least 5 years of experience in analyzing education financing. The consultants will support the international Education Finance Specialist in the following tasks:

- (i) Review the current funding arrangements for the education sector and other on-going education projects, including the government system for budget planning and execution. Review existing studies and reports on education financing prepared by the government and development partners;

- (ii) Review the government's current education expenditures, and undertake a benchmarking study in relation to a sample of comparator countries;
- (iii) Assist the MES in reviewing government medium term expenditure framework (MTEF) for education and support the PIU in conducting a study on total costs of universal education for the MTEF for education;
- (iv) Evaluate parental costs of providing education based on household surveys;
- (v) Recommend required changes in education financing systems concerning public investment system, central, oblast, and school budgeting systems and salary supplement policies;
- (vi) Develop recommendations for an action plan for increasing operation and maintenance budgets for schools;
- (vii) Submit recommendations on improving budget efficiency to the Government for review and discussion.

**11. Procurement Specialist** (international, 3-person-months). The Procurement Advisor will be recruited to assist the MES and the PIU in managing the procurement of goods, services and works under the program. The international consultant should have a relevant post-graduate university degree relevant to procurement and contract administration and at least 10 years of experience in procurement and contract administration in education projects/programs. The assignment will include the following tasks:

- (i) Provide advice in the management of the procurement process at the national level following the procurement manual and ADB procurement guidelines, and prepare official documents related to the procurement process;
- (ii) Provide capacity building for the preparation and updating the project procurement plan, prepare progress reports comparing actual procurement with the procurement plan, and monitor and follow up progress of procurement implementation at the sub-national level;
- (iii) Provide instruction and training to project staff on all procurement related matters;
- (iv) Coordinate with ADB and MES on procurement-related matters;
- (v) In collaboration with Textbook Development Advisor, the Textbook Management specialist, the legal advisor and TMU staff, lead a review of the current standard bidding documents for the procurement of textbooks in line with best international practice in order to create a standard set of documents and procedures;
- (vi) Assist the Textbook Development Advisor in the design of a revised bid evaluation methodology, criteria, instruments and marking scheme which (i) reflects best international practice; (ii) provides the correct balance between price and quality for all evaluation awards; and (iii) establishes objectivity in place of subjectivity in the bid evaluation process;
- (vii) Support the Textbook Management Specialist to prepare an annual bidding and evaluation schedule to ensure that bidding and evaluation is completed annually within defined time limits;
- (viii) Develop a training program for the MES, and TRS management support staff in the management of bid evaluation;
- (ix) Develop a training program for bid evaluators in the techniques of textbook and teachers' guide bid evaluation;
- (x) Provide advice and support to the Textbook Management Specialist and Textbook Development Advisor in the design and execution of training programs for which they are responsible;
- (xi) Following approval of contracts (national and sub-national level), ensure that they are effectively processed and administered, including a smooth flow of information and safekeeping of all data and documents; and

- (xii) Perform the initial review of contracts and amendments prior to submission to the ADB.

**12. Legal Specialist** (national, 10-person-months). The national legal specialist with proven experience will be recruited under the project to assist the MES and PIU in the preparation of the regulations related to education reforms. The expert will have at least 10 years' experience related to the development of draft legislation in the education sector. The Legal Specialist will work in close collaboration the Team Leader in ensuring that all regulations and documents to support policy actions are prepared and completed on time. The expert will:

- (i) Review existing legal, administrative and institutional arrangements of the education sector system, and earlier drafts on the introduction of the textbook rental scheme, national teacher policy and related teacher regulations and other related policy actions;
- (ii) Assist in the finalization of TRS Regulations, NTDP, CDP Regulations and other required regulations and policy supported by the program;
- (iii) Advise on the legal structures to establish the Curriculum Review Unit and the TRS Management Unit within the MES organizational structure;
- (iv) Advise the Textbook Management Specialist, the Textbook Development Advisor and the Procurement Specialists in copyright laws and issues relevant to the reform of textbook procurement;
- (v) Provide training to MES, publishers and textbook authors on copyright laws and how copyright has been safeguarded under reformed textbook procurement procedures and in the implementation of the TRS;
- (vi) Assist the MES in the review, revision and finalization of the TOR of the School Board of Trustees;
- (vii) Review all legal documents, such as contracts, drafts regulations, among others; and
- (viii) Advise the PIU and MES and provide legal opinions as needed on other legal issues pertaining to introduction of reforms covered under the program.

**13. Social and Gender Specialist** (national, 6-person-months). A Gender Specialist will be recruited to support the program implementation and ensure that social and gender issues are attended to as the reforms in the education sector are introduced. The expert will have an advanced degree in social sciences, economics, international development, with specialization on gender and social development, and at least 5 years of experience in gender analysis and designing gender-responsive project interventions and knowledge in monitoring and evaluation of social and gender action plans. The expert will:

- (i) Support the PIU and MES to ensure on-going monitoring and evaluation of social and gender related aspects (including GAP) of the program interventions including periodic spot checks;
- (ii) Work with PIU and Team Leader to develop detailed training programs for teachers, principals, publishers and PIU/MES staff;
- (iii) In coordination with the PIU and Team Leader, conduct training/orientation/capacity-building on gender and social awareness;
- (iv) Support the PIU and the team in responding to social and gender issues related to implementation of Textbook Rental Scheme, teacher training, principals and deputy principals training, rehabilitation of resources schools, among others;
- (v) In collaboration with national NGO who will prepare and implement advocacy and information communication campaign, ensure that advocacy and media campaign materials promote positive gender roles and avoid stereo-types images;
- (vi) Pay particular attention to issues related to teaching and learning in different languages of instruction and support the MES and the Team Leader in ensuring that issues of

- language of instruction are adequately addressed in implementing program components;  
and  
(vii) Be responsible for the implementation of the GAP.

#### **4. Reporting Requirements and Time Schedule for Deliverables**

The Consultant will provide:

- an inception report within 30 days of mobilization;
- quarterly reports to the EA and ADB (electronic copies);
- midterm review report;
- draft final reports; and
- a final report.

#### **5. Client's Inputs and Counterpart Personnel**

***(a) Services, facilities and property to be made available to the Consultant by the Client:*** Project Office

***(b) Professional and support counterpart personnel to be assigned by the Client to the Consultant's team:*** To be determined.

**6. Client will provide the followings inputs, project data and reports to facilitate preparation of the Proposal:** Reports, statistics, data and maps

## **B. Firms and Nongovernment Organizations**

### **a. TWINNING ARRANGEMENT AND PARTNERSHIP ESTABLISHMENT (Revised TOR as of the first review mission in Feb 2017)**

#### **Introduction**

The Ministry of Education and Science (MES) of the Kyrgyz Republic is the Executing Agency (EA) of the “Strengthening Education System Sector Development Project” (SESS-DP). Project Implementation Unit responsible for current implementation of the Project.

#### **General Project Information**

The Kyrgyz Republic has received a grant from the Asian Development Bank to finance the Project “Strengthening Education System Sector Development Program,” which will be implemented during 2015-2021.

The project, through separate policy-based and project components, will deliver four outputs to improve the: (i) quality of curriculum and teaching learning materials; (ii) quality of teachers and teacher training; (iii) access to quality education through innovative schools; and (iv) sector and project management.

#### **Objective(s) of the Assignment**

The objective of this package is the establishment of a twinning arrangement and twinning partnerships between local and overseas teacher training institutions (TTIs), on a pilot basis. The program will provide an opportunity for the TTIs and 30 innovative schools to establish capacity-building partnership between themselves and overseas teacher training providers.

The Consulting Firm with strong experience in designing and implementing teacher training programs in the Commonwealth of Independent States region will be recruited to support the continuing professional development (CPD) programs for teachers and school administrators. The Consulting firm will also support the innovative schools in introducing teacher networking and peer-to-peer learning and in developing an active community of practice.

The twinning arrangement will be spread over a period of 36 months.

The Consulting Firm will also work very closely with TTIs, innovative schools and Teachers College, Columbia University in the design, implementation and establishment of twinning arrangement partnerships, aligned with the planned CPD for teachers, principals, and deputy principals using diversified training delivery approaches and the expertise of international and national experts. The Consulting firm will also give due consideration to the social inclusion aspects while designing the training programs.

#### **Scope of Services, Tasks (Components) and Expected Deliverables CPD Program Design and Implementation**

The Consulting Firm is expected to carry out the following tasks:

- (i) Assess existing implementation mechanisms for in-service teacher training (INSETT) of teachers and principals, paying particular attention to design, delivery and impact of programs;
- (ii) Assess existing capacity gaps of national TTIs identified by the MES to work as national partners for implementation of CPD for teachers and principals;
- (iii) Design and implement (i.e. conduct the trainings for) a pilot CPD in 30 innovative schools in close cooperation with Teacher College Columbia University. CPD should take into account various approaches including mentoring and peer coaching;
- (iv) Prepare a monitoring and evaluation mechanism for CPD at all levels focusing on quality assurance in program design and delivery;
- (v) Assist school principals in preparing school-based CPD plans and programs; Develop foundation modules for teachers' CDP programs;
- (vi) Design and implement peer-to-peer networking and professional learning communities or community of practice in the 30 innovative schools and cluster schools in their catchment area;
- (vii) Monitor the classroom level performance of teachers in 30 innovative schools after the training to be compared with the earlier established baseline;
- (viii) Monitor the school level performance of principals and deputy principals in 30 innovative schools to be compared with the earlier established baseline;
- (ix) Identify gaps and issues in the CPD approach and model, with a special emphasis on the quality of classroom teaching, and the role of principals and deputy principals for providing effective management and academic leadership;
- (x) Make recommendations to streamline roles and responsibilities for various stakeholders including Kyrgyz Academy of Education (KAE), TTIs, Methodical Centers, Rayon/City teacher training personnel; and
- (xi) Facilitate school-to-school partnerships between selected overseas schools and 30 innovative schools. The goal is to promote cross-border teacher collaboration, and enhance teaching and learning processes in the 30 innovative schools. The partnership will provide opportunities to overseas schools to model/demonstrate good practices in teaching, learning, assessment, curriculum development, addressing needs of students with learning difficulties, use of ICT and interactive learning methods through on-site and distance learning. Various online platforms, including webinars, videoconferencing, Skype, and face-to-face exchanges through study visits will be used to foster regular interactions. The partnership will include (i) several workshops on real-life issues in teaching and learning and (ii) digital seminars. The participating teachers will be encouraged to share the knowledge of good classroom practices and student-centered learning. The specific needs of the teachers in the 30 innovative schools will be assessed during planning stage. The partnership will produce toolkits (including e-toolkits and videos) that can be shared with other innovative schools in Kyrgyz Republic.



- (xii) In coordination with the Team Leader and PIU Teacher Training Coordinator, the firm will provide CPD to teachers, principals, and deputy principals, using diversified delivery methods – face-to-face, online and modular;

**The Consulting Firm is expected to produce the following deliverables:**

- (i) A comprehensive continuous professional development model for in-service teachers and principals in the Kyrgyz Republic to be piloted at 30 innovative schools;
- (ii) Trainings for trainers, principals and teachers on school-based CPD for 30 innovative schools;
- (iii) Package of training modules/ trainer’s manual and other training materials for trainers to conduct trainings (on-line, peer-to-peer, mentorship); Identification of key staff, their roles and job description for implementation of the CPD model;
- (iv) Different forms of trainings on CPD for in-service teachers and principals;
- (v) Guidelines for key stakeholders for development of training modules that are responsive to the needs of teachers and principals;
- (vi) Database of required, recommended and elective CPD courses;

**Other Requirements for the Consulting Firm.**

The Consulting Firm will submit an expression of interest in the form of a simplified technical proposal that demonstrates how they meet the following requirements:

- (i) The Consulting Firm should be experienced in designing and providing training and implementing similar capacity building programs. Experience in the region is preferred. Prospective providers, in tendering for the capacity building work should be encouraged to make any comments on and suggestions for improvement to the proposed program in submitting their technical proposal. The financial implications, if any, of these suggestions should be clearly indicated in the financial proposal. These suggestions will then be dealt with at the negotiation stage of the procurement of the consultant;
- (ii) In their simplified technical proposals, the prospective Consulting Firm should be able to demonstrate a clear understanding of the client's requirements and indicate inter-relationships between the different tasks within the assignment. An indicative program of work and for the deployment of the various specialists should be provided; and
- (iii) The simplified technical proposals should include a methodology and proposed assessment criteria under which the client can measure the performance in the conduct of the capacity building work. This should include an assessment of work quality as well as timeliness of output. In submitting such assessment criteria the providers should be required to confirm that they accept their use in measuring their own performance.
- (iv) ***Qualification Requirements for key and non-key experts: refer to the Appendix B - Experts***

(v)

| Nature of experts | Number of | Number | Qualification | Experience |
|-------------------|-----------|--------|---------------|------------|
|-------------------|-----------|--------|---------------|------------|

|   | persons | of person months |  |   |
|---|---------|------------------|--|---|
| <b>International</b>  |         |                  |  |   |
| Module/content design experts (International): design pilot program for 30 schools; design networking/learning communities  | 1       | 3                | Master's degree/PhD in Education preferred               | 10 years in designing and implementing teacher training programs; prior experience with MDB institutions and education in CIS preferred |
| Teacher trainers (International): implement pilot   | 2       | 12               | Master's degree/PhD in Education preferred               | 10 years in training secondary school teachers; prior experience with MDB institutions and education in CIS preferred                   |
| Principal trainers (International): implement pilot; assist principals in preparing school-based CPD  | 2       | 6                | Master's degree/PhD in Education preferred               | 10 years in training secondary school teachers/administrators; prior experience with MDB institutions and education in CIS preferred    |
| Lead consultant (International): assess existing implementation and capacity gap; identify gaps in CPD; facilitate school-to-school partnership; make recommendations                 | 1       | 36               | Master's degree/PhD in Education preferred               | 10 years in managing education development projects; prior experience with MDB institutions and education in CIS preferred              |
| <b>National</b>   |         |                  |  |   |
| Experts (National) on development of materials: prepare monitoring/evaluation mechanism; monitor classroom performance after training; monitor school level performance of principals | 2       | 3                | Master's degree/ PhD in Education preferred              | 10 years in designing and implementing teacher training programs; prior experience with MDB institutions preferred                      |
| Program manager (National)  | 1       | 36               | Bachelor's degree in any field/Master's degree preferred | 10 years in project management and implementation; prior experience with MDB institutions preferred                                     |

### Reporting Requirements and Time Schedule for Deliverables

Detailed reporting requirements and schedule of deliverables (within the required period 2016-2017) will be finalized at contract negotiation. In addition to the study reports, the selected institution will produce the following overall progress reports on the assignment:

| # | Report                  | Period  | Type and Language  |
|---|-------------------------|---|--|
| 1 | Inception report        | Within 30 days from contract signing  | 1 electronic copy in Russian and English<br>1 hard copy in Russian and English         |
| 2 | Monthly Progress Report | Every Month   | 1 electronic copy in Russian and English<br>1 hard copy in Russian and English         |
| 3 | Draft final report      | At completion of the contract   | 1 electronic copy in Russian and English<br>1 hard copy in Russian and English         |
| 4 | Final report            | Within 15 days after the receipt of EA's comments on the draft final report | 1 electronic copy in Russian and English<br>1 hard copy in Russian and English<br>1 CD |

All reports should to be delivered to the **Ministry of Education and Science of the Kyrgyz Republic to the following address: 106 or 213 room, 257 Tynystanov street, Bishkek city** and send to the following email: [office.sessdp@gmail.com](mailto:office.sessdp@gmail.com)

#### **Client's Input and Counterpart Personnel:**

Providing office (PIU) when on mission and other data or stat required for report preparation

#### **PIU Support and Counterpart Personnel**

- (a) Services, facilities and property to be made available to the Consultant:  
**Education Sector data** (related to the assignment), **SESSDP program information**.
- (b) Professional and support counterpart personnel to be assigned to the Consultant's team: **Logistical support and assistance for detailed planning and implementation of surveys/data collection**.

#### **Information available to facilitate the preparation of the EOIs:**

PIU will provide, upon request, information on the Education Development Strategy and SESSDP plans and implementation.

#### **b. Feasibility and Research Studies**

9. This package is focused on supporting reforms in the education sector. The MES has placed a priority upon a number of important policy objectives in their ESD 2012-2020 and this program will support the conduct of feasibility studies and policy research through the PIU. The studies and research that will be conducted under this package are as follows:

- (i) Feasibility study on the offering of MA/MS Program in Pedagogy;
- (ii) Review of the school assessment system of the Kyrgyz Republic;
- (iii) Tracer study on TTIs and KAE graduates;
- (iv) Research on school attendance, retention, and transition rates in schools;
- (v) Tracer study on textbook distribution;
- (vi) Review of lessons learned from previous voucher systems in INSETT including cost-benefit analysis;

- (vii) Baseline study and midterm survey on the implementation of TRS;
- (viii) Baseline and midterm survey of student and teacher performance of 30 innovative schools;
- (ix) Study on the existing salary incentive system; and
- (x) A study on total costs for universal basic education for the Medium Term Expenditure Framework (MTEF) for education; and
- (xi) A feasibility study for introducing e-textbooks in the Kyrgyz Republic, including functional requirements, copyright issue, hardware requirements and assessment of current provisions in these areas.

10. In coordination with the Team Leader and PIU, the research firm or educational institution will be required to prepare a research proposal outlining the objectives of the study, approach and methodology, data analysis, and outline of the report. A 2-page research outlines for each research study must be submitted during the expression of interest, together with the qualification of the researchers or consultants who will implement the research studies.

- 9. There are no consulting inputs specified for this contract, which is intended to be lump sum. It is intended that CQS will be used to invite appropriate qualified research institutes to submit proposal for work required and a budget ceiling of \$350,000 will be indicated.

**c. Engineering/Design (Firm)**

11. This package aims to support the PIU in the architectural design and implementation of minor rehabilitation, improving science and ICT laboratories and establishment of multimedia classroom in innovative schools and TTIs.

12. A national architectural and civil engineering firm with proven experience in preparing designs for school rehabilitation and improvement as well as in gender, and environmental management monitoring and evaluation will be recruited to assist the MES in the designing civil works required for minor rehabilitation and construction of science and ICT laboratories, and multimedia classroom. The firm will consider inclusion of specifications for ensuring energy efficient approaches to school rehabilitation (electricity and heating) if these can be provided at reasonable cost.

13. The firm must include in its team a civil engineer, an architect, a computer engineer/science, and a gender, social development and environment management monitoring and evaluation specialist.

14. A national architectural and civil engineering firm with proven experience in preparing designs for school rehabilitation and improvement will be recruited to assist the MES in the designing civil works required for minor rehabilitation and construction of science and ICT laboratories, and multimedia classroom.

15. The firm must include in its team a civil engineer, an architect, a computer engineer/science, and an environment management monitoring and evaluation specialist. The firm must include an environment management monitoring and evaluation specialist who can oversee the proper management and disposal of construction waste and debris from the demolition activities and manage impacts and safety measures due to construction work during school hours. The firm, in coordination with PIU must ensure the provision of suitable technical designs, a robust regime of contract management, strict adherence to the simplified

environmental management checklist and, where appropriate, future maintenance plans for the new facilities.

16. There are no consulting inputs specified in this contract, which is intended to be lump sum. It is intended that CQS will be used to invite appropriate qualified civil engineering and architectural firms to submit a proposal for the work required, and a budget ceiling of \$100,000 will be indicated.

**d. Advocacy and Information Communication Campaign (Firm)**

17. A national nongovernment organization (NGO) with proven experience in preparing social marketing and advocacy and information communication campaigns will be recruited under the program to assist the MES to introduce education reforms, particularly the introduction of curriculum, textbook and reforms in teacher development and training. The NGO will be expected to work closely with the Team Leader; International Specialists for Curriculum Review Unit; and TMU. The NGO's assignment will include the following main tasks:

- i. Identify clear message to be communicated to the target audience, and assess how best to deliver messages;
- ii. Prepare advocacy and information communication campaign materials – print and non-print materials;
- iii. Organize events to introduce the TRS and other major reforms under the program;
- iv. Ensure gender inclusive messages;
- v. Provide support on awareness campaigns included in the Gender Action Plan; and
- vi. Provide support in conducting M&E for social and gender action plans.

18. There are no consulting inputs specified in this contract, which is intended to be lump sum. It is intended that QCBS will be used for a selection of the NGO; the work required will be specified; and a budget ceiling of \$60,000 will be indicated.

**e. Auditing (Firm)**

19. A national accounting and auditing firm with proven experience in conducting financial auditing and accounting of internationally-funded projects of the government will be recruited to conduct an annual audit of the program. The firm will provide auditing and accounting reports that adhere to the requirements of ADB and the government, and based on internationally accepted accounting and auditing practices.

20. To perform this task, the firm must be composed of team of registered and certified public accountants , and certified auditors.

21. There are no consulting inputs specified in this contract, which is intended to be lump sum. It is intended that LCS will be used to invite appropriate qualified auditing firms to submit a proposal for the work required and a budget ceiling of \$80,000 will be indicated.

## Individual Consultants

22. **TRS/TRF Implementation and Management Specialist** (international, 5 person months) will be recruited to support and assist the MES in the implementation and management of the TRS/TRF system designed by the TRS/TRF Design Specialist. The international consultant should have at least 5 years of experience in TRS/TRF system implementation and management. The consultant should have previous experience of successful TRS/TRF work in the countries of the former Soviet Union and should be familiar with the Kyrgyz education system. The main tasks to be undertaken are as follows:

- (i) Provide ongoing support to the staff of the MES on all aspects of the TRS/TRF implementation;
- (ii) Provide support to the MES staff and the MES press office to design and implement an advocacy and communications strategy to introduce a Textbook Rental Scheme (TRS/TRF) developed and implemented by MES;
- (iii) Provide support to the MES staff in developing and introducing textbook cost reduction strategies based on the analysis of data collected and of research reports and recommendations;
- (iv) In collaboration with the PIU procurement specialist, create an annual bidding and evaluation schedule to ensure that bidding and evaluation of textbooks is completed annually within defined time limits;
- (v) Provide support to the Textbook MIS Specialist in designing the LTM MIS to plan and manage the system cost effectively and efficiently;
- (vi) Work closely with the Textbook Management Unit (TMU) of the MES in order to identify the pilot project oblasts which ideally should have at least one minority language and should have a mixture of urban, rural and remote schools;
- (vii) Work closely with the TMU of the MES, rayons and schools in order to finalize in detail the design of all aspects of the pilot TRS/TRF project with all required documentation, proformas, training materials and management handbooks;
- (viii) Provide training to TMU and raion staff in all aspects of the management and implementation of the pilot TRS/TRF;
- (ix) Work closely with the TMU, MES and MOF to agree the form, level, delivery and timing of the government financial subsidy to provide free and/or subsidized textbooks to poor and vulnerable students in all schools;
- (x) Work closely with the TMU and MOF to identify a suitable location for the account that will hold the rental fees, and preferably a commercial bank to provide high interest-bearing banking services to schools for the maintenance and protection of their collected rental fees, including the integration of computerized account information into the Textbook MIS; assist the TMU in managing a tender for the provision of commercial banking services if so required;
- (xi) Work with the TMU to supervise the training of school staff in the pilot project rayons, including the establishment of school bank sub-accounts and the establishment of school Textbook Committees and a process for the identification of poor and vulnerable students in each school who will receive free and/or subsidized textbooks;
- (xii) Provide as soon as possible a detailed implementation plan and schedule for the pilot project;

- (xiii) Design the monitoring and evaluation processes that will provide the evidence on which future policy decisions on any extension of the pilot project can be based;
- (xiv) Provide support to the Textbook MIS Specialist in designing an LTM MIS to plan and manage the system cost effectively and efficiently;
- (xv) On completion of the assignment, leave behind a detailed TRS/TRF pilot project design with all required supporting documentation in Russian/Kyrgyz and in English in hard copy and in e-format;
- (xvi) Undertake short follow-up support visits in 2016 and 2017 to review progress with the TMU, rayons and schools and address problems in need of resolution, and, in particular, review the affordability and acceptability of the TRS/TRF to parents, the levels of participation, the rental fee collection rates, the identification of poor and vulnerable students for the receipt of free or subsidized textbooks, the operation of the school TRS/TRF committees and school bank accounts, the existence of an acceptable audit trail and the durability and life expectancy of the textbooks supplied; and
- (xvii) Provide online support to the TMU on issues relating to the successful operation of the TRS/TRF and its expansion into a national system covering all languages of instruction.

23. **TRS/TRF Design Specialist** (international, 2 person-months) will be recruited to support and assist the MES in the design of a TRS/TRF system suitable for the specific conditions and characteristics of the Kyrgyz education system. The international consultant should have at least 5 years of experience in TRS/TRF system design. The consultant should have previous experience of successful TRS/TRF design and implementation, particularly in the countries of the former Soviet Union and should be familiar with the Kyrgyz education system. The main tasks to be undertaken are as follows:

- (i) In consultation with the MES and the TRS/TRF Implementation and Management Specialist design a TRS/TRF system suitable for the specific characteristics and needs of the Kyrgyz Republic and the Kyrgyz education system;
- (ii) Write a detailed Implementation Handbook for the system including all required documentation, proformas, training materials and operational handbooks;
- (iii) Write training materials for designated MES staff responsible for managing and piloting the system and for other MES units expected to contribute to the management and piloting of the system;
- (iv) Write training materials for use by schools and district education officials;
- (v) Design an Impact Evaluation Study; and
- (vi) Identify the key indicators that will determine the success of the pilot scheme and the conditions for its national extension.

24. **Education Finance Specialist** (international, 3 person-months). The consultant will support the education sector's financing needs and activities. The consultant shall have a degree in economics or finance, and at least 10 years of experience in analyzing education financing. The consultant will:

- (i) Review the current funding arrangements for the education sector and other on-going education projects, including the government system for budget planning and execution. Review existing studies and reports on education financing prepared by the government and development partners;

- (ii) Review the government's current education expenditures, and undertake a benchmarking study in relation to a sample of comparator countries;
- (iii) Assist the MES in reviewing government medium term expenditure framework (MTEF) for education and support the PIU in conducting a study on total costs of universal education for the MTEF for education;
- (iv) Evaluate parental costs of providing education based on household surveys;
- (v) Recommend required changes in education financing systems concerning public investment system, central, oblast, and school budgeting systems and salary supplement policies;
- (vi) Develop recommendations for an action plan for increasing operation and maintenance budgets for schools;
- (vii) Submit recommendations on improving budget efficiency to the Government for review and discussion.

25. **Textbook Development Advisor (TDA).** (international: 5 person-months). The expert will be recruited to assist the MES in improving LTMs quality and textbook development. The international consultant should have at least 7 years of experience in the development and publication of LTMs or similar materials/documents. The main tasks to be undertaken are as follows but not limited to:

- (i) Provide improved guidelines in the bid documents for the guidance of publishers and authors. Assist the PIU procurement specialist and textbook management unit staff to review and re-write current standard bid documents in line with best international practice in order to create a standard set of documents and procedures;
- (ii) in conjunction with the PIU procurement specialist, design a revised bid evaluation methodology, criteria, instruments and marking scheme which (i) reflects best international practice; and (ii) provides the correct balance between price and quality for all evaluation awards;
- (iii) provide recommendations on mechanisms for textbook quality assurance;
- (iv) support the government to streamline pilot testing procedures on textbooks to make them transparent and free of potential conflicts of interests with the decisions of the bid evaluation commissions;
- (v) design a training program for authors, publishers and MES curriculum staff to provide an introduction to the technical knowledge required by textbook professionals as the basis for upgraded standards in the following issues:
  - (a) training programs for authors, publishers and MES curriculum staff on the characteristics of textbooks and teachers' guides to support student-centered learning and the development of skills, competences and higher order thinking skills
  - (b) supported as necessary by the legal and procurement specialists (package 1), provide training to the MES, bidders, publishers and authors in all aspects of copyright and contracts relevant to the development of quality textbooks and teachers' guides and the authorship of a MES-approved guide to copyright and contracts to be used by all participants in textbook and teachers' guide bidding in the Kyrgyz Republic
  - (c) provide training and support to the MES curriculum staff and the PIU staff in the development of a template for the provision of guidance to be included within the bid documents in order to ensure that authors and publishers are fully aware of the requirements specified by the MES to meet new curriculum objectives and learning outcomes



- (d) training for Illustrators and designers on the characteristics, skills and requirements of modern textbook page design and layout;
- (e) training for publishers in the techniques, knowledge and working practices needed to develop and publish high quality textbooks
- (f) a training course in editorial management for textbook publishers;
- (g) a training course in interpreting curriculum specifications for textbooks and teachers' guides;
- (vi) provide online support to MES and via MES to authors and publishers in the provision of advice in textbook development issues; and
- (vii) assist the TMU in a study to revise the current piloting process to make it operate more effectively.

## PROJECT IMPLEMENTATION UNIT TERMS OF REFERENCE

1. The Project Implementation Unit (PIU) within the Ministry of Education and Science (MES) will be responsible for day-to-day implementation of the program. As reflected in the policy-based and project grant agreements between ADB and the Kyrgyz Republic, the PIU will include 7 staff: (a) PIU coordinator, (b) Financial/Disbursement specialist, (c) Procurement Specialist, (d) Monitoring and Evaluation Specialist, (e) Teacher Training Coordinator, and (f) Textbook Specialists (2).

### A. PIU Manager (changed from Coordinator)

2. **PIU Manager** (national, full-time 72 person-months). The PIU Manager is responsible for coordinating the successful implementation of the program, providing strategic advice, monitoring and management support, and ensuring effective use of reporting mechanisms. The consultant will meet the following qualification requirements: (a) a university degree in education, social sphere, public administration, management or a related field; (b) at least 3 years of experience in coordinating projects financed by development partners; (c) understanding of priorities and key issues of education sector reforms in the Kyrgyz Republic; (d) good management, coordination, communication, and presentational skills; (e) good analytical and computer skills; and (f) proficiency in Kyrgyz, English and Russian. The PIU Manager, in coordination with the Joint PIU Coordinator of the MES, is expected to perform the following responsibilities, but not limited to:

- Provide the overall management of the project activities and PIU staff in the implementation of program strategy and evaluation of activities; ensure a high technical level of implementation of project activities and their compliance with terms of grant agreement provisions;
- Manage PIU staff on a day-to-day basis and monitor their activities related to the management and implementation of the project, including procurement, project monitoring and evaluation, financial management, and financial reporting;
- Provide guidance on the development of annual work plans and budgets; quarterly and annual reports in the compliance with ADB rules and regulations, MES of KR policy and local legislation;
- Coordinate of the work of the consultants consistent with the overall project implementation plan;
- Supervise and control PIU staff in the performance of their functional duties and ensure the efficient functioning of the unit and set explicit working mechanisms;
- Determine procedures, mechanism and resources required for project implementation; ensure appropriate resource management including accounting, financial control and audit procedures acceptable to the ADB, and control of procurement of goods, works and services compliance with ADB guidelines;
- Monitor procurement and financial operations, including distribution of tender applications and payments made in the framework of the project activities;
- Ensure a timely execution of administrative procedures for the program;
- Present the results of the project to the Government and to other stakeholders at country level;

- Participate in and perform the project at the meetings of the Project Steering Committee;
- Organize and coordinate meetings with MES KR officials and employees, present information and results of project activities;
- Communicate effectively with MES and other stakeholders to ensure implementation of the major project activities, and report to MES, MF, Project Steering Committee and ADB on the progress;
- Coordinate preparatory work (provide support to MES KR in preparatory work) and participate in project missions conducted by ADB.

## **B. PIU Financial Manager (changed from Financial and Disbursement Specialist)**

3. A **Financial and Disbursement Specialist** (national, full-time 72 person-months) will be recruited to perform all activities related to project financial management and disbursement activities. The specialist will have a university degree in the field of accounting, finance, or economics, and at least 3 years of accounting experience, particularly in projects financed by ADB and other development partners. Fluency in, English, Russian and Kyrgyz is preferred. expert will carry out the following activities:

- (i) Carry out all financial management activities related to the program implementation in accordance with the grant agreements, the PAM and the ADB guidelines;
- (ii) Ensure proper management and disbursement of Project's funds, following sound accounting, budgeting, financial control and audit procedures acceptable to the ADB and the government;
- (iii) Maintain complete Project accounts and accounting books in accordance with international accounting standards, including all documentary evidence supporting individual transactions, in accordance with the ADB Financial Accounting, Reporting and Audit Handbooks, the grant agreements, and the PAM;
- (iv) Ensure that all project financial transactions are recorded properly using an automated accounting software;
- (v) Ensure that all documents are kept in safe custody and are made readily available to independent auditors and ADB supervision missions and audit for examination;
- (vi) Participate in the preparation of the annual plans and related budgets;
- (vii) Prepare monthly, quarterly and annual required reports according to the local reporting regulations;
- (viii) Prepare disbursement reports and reconcile these reports with the reports prepared by the ADB;
- (ix) Provide accurate information on the use of the program funds;
- (x) Open and operate a project imprest account in a bank endorsed by the MoF;
- (xi) Reconcile ADB disbursement and Statement of Expenditures (SOEs) records with project accounting records;
- (xii) Prepare disbursement applications for replenishment of the imprest account;
- (xiii) Prepare and oversee the execution of the approved annual budget of the project;
- (xiv) Maintain the contracts signed under the project and execute payments under such contracts;

- (xv) Submit periodic standard reports on the use of investment funds following the timeframe established by the National Statistics Committee;
- (xvi) Maintain balance sheets and enclose monthly, quarterly and annual reports to the ADB and the MOF;
- (xvii) Review invoices and contracts together with the procurement specialist in the PIU;
- (xviii) Prepare all requests for eligible payments to consultants and suppliers;
- (xix) Control and file all payment documents, invoices and other financial documents relating to project transactions;
- (xx) Provide an auditor with a description of the systems, procedures and documents used to ensure that the auditor can meet the ADB auditing requirements; provide the auditor with access to copies of all necessary documentation and supporting materials, including copies of memos of ADB missions;
- (xxi) Through the PIU, present the annual audit report to the MOF, MES and the ADB; and
- (xxii) Take action to remedy deficiencies or irregularities in financial management that the auditor's reports may have identified.

### C. Procurement Specialist

4. The **Procurement specialist** (national, full-time 72 person-months), will coordinate and supervise all procurement activities of the project adhering to government and ADB procurement guidelines and according to the Procurement Plan in the PAM. The expert should have a university degree in finance, economics, or accounting. The expert should have at least 2 years of experience in procurement of goods and services, preferably under ADB-financed projects or internationally funded projects; proven ability to manage international procurement of goods and services; strong computer literacy, including Excel; and be fluent in English, Russian and Kyrgyz. With the supervision of the International Procurement Adviser and Team Leader, the expert will:

- (i) Carry out international and national bidding processes for the procurement of goods in accordance with the ADB requirements and procedures;
- (ii) Carry out selection of consulting services in accordance with the ADB requirements and procedures;
- (iii) Ensure that the procurement of goods, services, and training is in accordance with the approved procurement plan and is undertaken in a timely and effective manner, in accordance with the ADB Guidelines, the grant agreements, and the PAM;
- (iv) Review and update from time to time the project procurement plan in consultation with MES and the PIU Coordinator and forward each update in electronic format to the ADB for no objection;
- (v) Prepare bidding documents in accordance with the ADB standard bidding documents and submit to ADB for review;
- (vi) Identify sources and prepare notifications of bidding opportunities through advertising as appropriate. Prepare general procurement notices and special procurement notices, with inputs on substantive issues from the PIU Manager, and ensure publication in local and international newspapers as appropriate, in accordance with the ADB guidelines;
- (vii) Issue bidding documents to potential bidders;
- (viii) Obtain expressions of interest from consulting firms or individuals and forward them to MES for preparation of shortlist;

- (ix) Prepare and finalize request for Proposals (RFP) packages for each consultancy required. Submit RFPs to ADB for review;
- (x) Participate in evaluation committees and assist committee members in the evaluation of bids / proposals;
- (xi) Based on the findings of the evaluation committee, prepare an evaluation report and submit to ADB for review;
- (xii) Prepare draft contracts and ensure contracts are signed with appropriate suppliers or consultants; send copies of signed contracts to the ADB;
- (xiii) Monitor and administer contracts for goods, works and services under the project;
- (xiv) Arrange the delivery of goods to the approved recipients of such goods in coordination with MES;
- (xv) Inform suppliers of any breakages, damages or defects in the goods supplied and ensure that these are remedied;
- (xvi) Ensure payments to consultants are made in accordance with the payment schedule established in the contract, contingent on the approval of the outputs by MES;
- (xvii) Ensure payments to eligible suppliers are made in accordance with the contract and contingent on acceptance of the certificate of goods by the respective directors of MES;
- (xviii) Manage all actions related to disputes with consultants or suppliers and warranties for the goods procured, and inform ADB and MES accordingly;
- (xix) Report the status of procurement for each activity to the PIU Manager on a monthly basis or as required; and
- (xx) Maintain all documentary records relating to procurement under the Project for scrutiny by the independent auditor and the ADB supervision missions.

#### **D. Teacher Training Specialist**

5. The **Teacher training specialist** (national, full-time 72 person-months), will be responsible for all teacher training and CPD activities for teachers, principals, and deputy principals. The expert will work closely with the Team Leader and the experts from the Twinning Arrangement Partnership, as well as with the Subject Curriculum Specialists, and Teacher Policy and INSETT Specialist. The expert will have a degree in education, with at least 5 years of experience of developing and implementing teacher training programs and capacity development for teachers. The expert must have a working knowledge of English, Russian and Kyrgyz languages. With the supervision of the PIU Manager, the expert will:

- (i) In coordination with the Teacher Policy and INSETT Specialist, design training programs and supplementary materials to enhance the capacity of (i) principals, (ii) deputy principals; (iii) TTIs staff, and (iv) Rayon methodology specialists on school management and instructional leadership;
- (ii) In coordination with the Teacher Policy and INSETT Specialist design training programs for core trainers to train 10,000 teachers in grades 7-11 in math and sciences;
- (iii) In coordination with the Teacher Policy and INSETT Specialist, train the core trainers;
- (iv) In coordination with the Teacher Policy and INSETT Specialist, develop the following assessments: (i) a teacher training needs assessment; (ii) a survey for participants upon completion of the training program to seek feedback on the

- quality and relevance of the context and the quality of the individual trainers;
- (iii) a short assessment for participants to take upon completion of the training.
- (v) Revise the training programs and supplementary materials based upon feedback from the evaluation;
- (vi) Supervise and facilitate the work of the trainers in the regions;
- (vii) Ensure that the training is implemented according to the approved annual work plan, budget and schedule and aligned with the PAM;
- (viii) Participate with the PIU monitoring specialist in the collection of all training-related data necessary for reporting purposes;
- (ix) Based on the findings of the on-site monitoring, propose adjustments to the training work plans and schedules if required, and discuss these with the heads of the responsible units carrying out these assessments (MES Department of Pre-school, School and Out-of-School Education, TTIs, methodological centers);
- (x) Act as the PIU liaison between the MES, TTIs, and methodological centers in matters concerning training activities under the program;
- (xi) Oversee and report on the program's teacher training activities;
- (xii) Prepare appropriate sections of quarterly and annual progress reports and submit for review by the PIU Manager.

## **E. Textbook Management Unit**

6. **Textbook Management Specialists** (2 national, 36 person-months each) will be recruited to assist the MES in TRS introduction and management and other aspects of textbook development, evaluation, publishing and distribution. Education and expertise in finance and financial analysis will be preferred for at least one of the textbook management specialists. Specific tasks include:

- (i) Support MES in the coordination and management of all aspects of textbook, teachers' guide and other LTM provision to all primary and secondary schools in the Kyrgyz Republic;
- (ii) support MES and the international TRS Management Expert in all aspects of the design, implementation and monitoring the pilot testing of the TRS/TRF and make recommendations for upgrading and extension as appropriate;
- (iii) liaise with the MES and other involved departments and organizations responsible for curriculum development, review and approval as the basis for planning the provision of the required textbooks and teachers' guides on time and in sufficient quantity in support of the launch of the new curriculum in all languages of instruction;
- (iv) maintain close contact with the bidding and evaluation of bids for textbooks and teachers' guides and work to ensure the on-time conduct of the bidding and evaluation process in order to avoid delays in the supply of learning and teaching materials to schools;
- (v) ensure that the bid documents contain full details of evaluation methodology, criteria, instruments and marking schemes so that authors, publishers and bidders have access to all the information that they require to submit high quality bids that are aligned with the specified objectives and learning outcomes of the new curriculum;
- (vi) ensure that the bid documents contain detailed content, treatment and presentational specifications and guidelines to ensure that bidders submit high quality bids that are aligned with the specified objectives and learning outcomes of the new curriculum;

- (vii) maintain close contact with the pilot-testing procedures to ensure that there are no unnecessary delays caused by pilot-testing and that there are no conflicts of interest involved in the pilot-testing process and procedures;
- (viii) become expert in the use of the Textbook MIS as an essential management and planning tool for the efficient supply of textbooks, teachers' guides and any other specified LTMs to schools;
- (ix) ensure that the latest school enrolment data is exported onto the Textbook MIS in time to inform the print runs on which bid submissions and prices will be based taking into account the target book life and agreed loss and damage allowances;
- (x) ensure that current school textbook and teachers' guide inventories are loaded onto the Textbook MIS and updated annually and that the inventory is annotated with information on the condition of the inventory (e.g. good, satisfactory, poor or unusable) and that annual data on textbook provision against need is reported for all schools, for different grade levels, different regions and different languages of instruction so that investments in textbook provision can be accurately targeted;
- (xi) provide textbook distribution lists so that bidders can deliver pre-packaged and pre-addressed consignments for each school to reduce district work on re-packaging and re-addressing bulk stock into individual school packages;
- (xii) provide Confirmed Delivery Certificates to be signed by each school to ensure that school deliveries are accurate and undamaged and to maintain a record and provide reports on delivery dates to districts and schools;
- (xiii) Use the Textbook MIS to provide annual monitoring reports on all required aspects of textbooks and teachers' guide provision;
- (xiv) Use the Textbook MIS to provide MIS with up to date planning information on shortages and high priority printing requirements;
- (xv) Produce an annual report on all aspects of textbook and teachers' guide provision in Kyrgyz Republic; and
- (xvi) Work closely with the specialist international consultants on all of the above issues.

## **F. Monitoring and Evaluation Specialist**

7. The Monitoring and Evaluation Specialist (national: full-time, 72 person-months) will be responsible for all monitoring and evaluation activities of the program. The expert will have a degree in education or social sciences, and preferably have conducted evaluation studies in the last 5 years in the education or social sector. The expert must have an in-depth understanding of the political and socio-economic dimensions of the country and have the ability to work with various stakeholders. The expert must have excellent computer skills, and have adequate skills in drafting, editing and finalizing reports in English and Russian. The expert must be fluent in English, Russian and Kyrgyz. With the supervision of the Team Leader and the International Social and Gender Specialist, the expert will:

- (i) Assist the PIU Manager in the development of the program monitoring and evaluation system;
- (ii) Oversee and report on the program monitoring and evaluation activities, particularly monitoring of social and gender action plan, environmental monitoring checklist, baseline and midterm assessments, among others;
- (iii) Develop PPMS in consultation with stakeholders;
- (iv) Ensure that the M & E strategies are implemented as planned;
- (v) Brief international and national consultants on monitoring and evaluation procedures;

- (vi) Work with MES counterparts as required;
- (vii) Update progress on the implementation of the annual PAM every six months or any other reporting frequency that the MES and the ADB have agreed upon, and prepare a report on the findings;
- (viii) Update all the outcome and intermediate outcome indicators appearing in the Design and Monitoring Framework of the PAM;
- (ix) Participate in the preparation of all program-related reports, including quarterly reports on achieved results, annual reports and other technical reports, as required;
- (x) In coordination with the social and gender specialist, ensure that education data is dis-aggregated by gender;
- (xi) Disseminate information about the outcomes of the Project and arrange publication of these results through mass media and the MES web-site;
- (xii) Provide input into the organization of the Project mid-term review; and
- (xiii) Support the PIU and Team Leader in preparing quarterly reports, annual reports and other required reports.

**G. Office Manager / Translator**

8. The Office-manager will report to the PIU Manager and will:

**A. Office support**

- (i) Provide organizational support in preparation of orders, ensure its timely registration and archiving;
- (ii) Provide organizational support in preparation of current reports, quarterly progress reports and their translation into Russian and/or English, Kyrgyz;
- (iii) Organize office work for project activities - receive incoming calls, manage outgoing calls, forward calls, accept and send telephone messages; receive and send fax, mail correspondence, register incoming and outgoing mail; scan documents, copy materials needed for project events and put them together into a folder for training, workshops, conference participants; ensure timely maintenance of office equipment; welcome and receive visitors of PIU; procure stationery and household supplies for PIU;
- (iv) Support program staff in organizing conferences, meetings and round tables;
- (v) Assist the Project Manager in organizing the work of PIU staff;
- (vi) Assist in arranging of meetings for ADB missions members;
- (vii) Prepare Minutes during meetings and sessions;
- (viii) Provide support to Finance Manager in conducting inventory, record and update the inventory database. Monitor effective management of inventory items, write-off of low value items in a timely manner and in accordance with established procedures;
- (ix) Maintain and archive personal files for PIU staff;
- (x) Prepare annual vacation schedule and monitor employee leave balance;



- (xi) Provide assistance in visa, accreditation cards processing and registration of international consultants if necessary;
- (xii) Arrange transportation for PIU staff in accordance with activity plans, coordinate the work of driver;
- (xiii) Fill in and prepare travel documents, travel permits for PIU staff;
- (xiv) Arrange hotel reservations and rent apartments for PIU staff, workshop participants, book and purchase air tickets.

### **B. Translations**

- (i) Provide accurate and high-quality translation of incoming and outgoing documentation correspondence, translation of technical, legal and documentation related with the procurement, materials on the conferences, missions, meetings and round tables under the project and the EA;
- (ii) Edit and make summaries of translations without changing its semantic content if needed;
- (iii) Accompany employees and provide interpretation during the negotiations, meetings, conferences conducted in English language (consecutive interpretation)
- (iv) Any other relevant tasks as assigned by the PIU Manager.

### **H. Driver**

9. Driver (national expert: fulltime, 56 person-months). The expert must have a valid driving license of B group (for at least 10 years) and at least 5 years of professional driving experience. The Driver should have a thorough knowledge of road traffic regulations, including additions and amendments which have recently been adopted; types and amount of penalty fees charged for violation of the traffic rules; excellent knowledge of the vehicle, meter readings, car body and compartment treatment; sequencing and timing of technical maintenance and inspection; excellent knowledge of geographical location of settlements especially in the regions. The Driver will:

- (i) timely provide the vehicle for use;
- (ii) monitor the technical state of the vehicle, provide regular and timely technical examinations and maintenance;
- (iii) keep the vehicle in safety, use alarm and other safety measurements;
- (iv) provide professional driving in accurate and safe manner securing life and health of the passengers and providing safe transportation of the cargo;
- (v) keep the vehicle in clean condition, regularly wash a car both inside and outside;
- (vi) keep driving logs indicating date/time, route, distance and amount of gasoline/diesel fuel consumption;
- (vii) any other relevant tasks as assigned by the PIU Manager.

**PROVISIONAL LIST OF PROJECT MANAGEMENT UNIT  
TRAINING PROGRAMS**

1. Training programs on various aspects of project management will be delivered by the Individual Consultants and/or the Consulting Firms during the course of project implementation.

| <b>Training program</b>   | <b>Scope of Training</b>   | <b>Trainer</b>   | <b>Trainee</b>   |
|---|--|--|--|
| ADB's disbursement procedure and financial management                       | <ul style="list-style-type: none"> <li>- ADB loan disbursement procedure</li> <li>- Project roles and responsibilities</li> <li>- Monitoring of fund flow and utilization of loan proceeds</li> <li>- Avoiding delays in disbursement</li> </ul>   | Procurement Advisor  | PIU, MES   |
| Organizational financial management and audit system                        | <ul style="list-style-type: none"> <li>- Basic financial management of the project</li> <li>- Project accounting and financial record keeping</li> <li>- Internal controls and audit</li> </ul>  | Financial Management Specialist, Education Finance Specialist, Auditing Firm | PIU, MES   |
| Procurement and contract management   | <ul style="list-style-type: none"> <li>- ADB's procurement process</li> <li>- Preparation of procurement plans</li> <li>- Use of advance procurement action</li> <li>- Bidding document preparation</li> <li>- ADB's guideline for bid evaluation</li> <li>- Risk of mis-procurement and mitigation measures</li> <li>- Handling variation orders and contract claims</li> <li>- Site health and safety</li> </ul> | Procurement Adviser, Textbook Bidding Adviser                                | PIU, MES, Textbook Publishers, Contractors (part only) |
| Project Monitoring and Evaluation   | <ul style="list-style-type: none"> <li>- Basic concepts in performance management</li> <li>- PPMS</li> <li>- Reporting requirements</li> </ul>   | Social and Gender Specialist, Team Leader                                    | PIU, MES   |
| Corruption risks in the project implementation and anti-corruption measures | <ul style="list-style-type: none"> <li>- Definition and type of corruption</li> <li>- Risk of corruption under the project implementation</li> <li>- Mitigation measures</li> <li>- Institutional framework and anti-corruption mechanisms</li> <li>- Case studies and international best practices</li> </ul>   | Team Leader, Procurement Adviser, Legal Specialist                           | PIU, MES   |

| <b>Training program</b>                 | <b>Scope of Training</b>  | <b>Trainer</b>                                    | <b>Trainee</b>                            |
|---|---|---|---|
| Environmental management and monitoring | <ul style="list-style-type: none"> <li>- ADB's SPS policy in relation to Environmental protection</li> <li>- Legal requirements</li> <li>- Implementation of the environmental screening and management checklist</li> <li>- Monitoring and reporting mechanisms and information handling</li> <li>- GRM</li> </ul> | Social and Gender Specialist, Procurement Advisor | PIU, MES, innovative Schools, Contractors |
| Social Safeguards                       | <ul style="list-style-type: none"> <li>- ADB safeguards policy,</li> <li>- Safeguards issues relevant to the project</li> <li>- Social inclusion</li> <li>- Social issues relevant to the project</li> <li>- Gender awareness</li> <li>- Monitoring and reporting requirements</li> </ul>                           | Social and Gender Specialist, Team Leader         | PIU, MES, Contractors, Innovative Schools |

ADB = Asian Development Bank; GRM = grievance redress mechanism; MES = Ministry of Education and Science; PIU = Project Implementation Unit; PMO = project management office; PPMS = project performance monitoring system; SPS = Safeguard Policy Statement.

Source: Asian Development Bank.

### LIST OF INELIGIBLE ITEMS

No withdrawals shall be made in respect of:

- (i) expenditures for goods included in the following groups or subgroups of the United Nations Standard International Trade Classification, Revision 3 (SITC, Rev. 3), or any successor groups or subgroups under future revisions to the SITC, as designated by ADB by notice to the borrower:
- (ii) expenditures in the currency of the borrower or of goods supplied from the territory of the borrower;
- (iii) expenditures for goods supplied under a contract that any national or international financing institution or agency will have financed or has agreed to finance, including any contract financed under any loan or grant from the ADB;
- (iv) expenditures for goods intended for a military or paramilitary purpose or for luxury consumption;
- (v) expenditures for narcotics;
- (vi) expenditures for environmentally hazardous goods, the manufacture, use or import of which is prohibited under the laws of the borrower or international agreements to which the borrower is a party [, and any other goods designated as environmentally hazardous by agreement between the borrower and ADB]; and
- (vii) expenditures on account of any payment prohibited by the borrower in compliance with a decision of the United Nations Security Council taken under Chapter VII of the Charter of the United Nations.

#### Ineligible Items

| Chapter | Heading | Description of Items   |
|---------|---------|--|
| 112     |         | Alcoholic Beverages  |
| 121     |         | Tobacco, unmanufactured; tobacco refuse  |
| 122     |         | Tobacco, manufactured (whether or not containing tobacco substitute)   |
| 525     |         | Radioactive and associated materials   |
| 667     |         | Pearls, precious and semiprecious stones, unworked or worked   |
| 718     | 718.7   | Nuclear reactors, and parts thereof, fuel elements (cartridges), non-irradiated for nuclear reactors   |
| 728     | 728.43  | Tobacco processing machinery   |
| 897     | 897.3   | Jewelry of gold, silver or platinum-group metals (excepts watches and watch cases) and goldsmiths' or silversmiths' wares (including set gems) |
| 971     |         | Gold, non-monetary (excluding gold ore and concentrates)   |

Source: Asian Development Bank.

## TENTATIVE ENVIRONMENTAL SCREENING AND MANAGEMENT CHECKLIST FOR SCHOOL REHABILITATION

**Instructions:**

- (i) The Civil Engineering firm completes the checklist for the Project Implementation Unit to support the environmental classification and management of a project. If anticipated environmental impacts of the subproject on environmental aspects are Medium or High, the subproject is excluded from financing.
- (ii) The Civil Engineering firm suggests appropriate mitigation measures for Low impact projects. The Project Implementation Unit ensures that mitigation measures are included in the bidding documents.

**School:****Location:****Site details:**

[Please read and delete.]

Provide some basic details of the site including maps and photos, present site conditions with respect to drainage and sanitary facilities, number of trees to be felled, distance from nearest sensitive location e.g. cultural heritage site, if there is a need to have construction site office and labor camp etc.]

| Screening Questions   | Low | Medium | High | Mitigation measures |
|---|-----|--------|------|---------------------|
| PLEASE ASSESS THE MAGNITUDE OF PROJECT'S POTENTIAL IMPACT DURING BOTH CONSTRUCTION AND OPERATION PHASE ON:  |     |        |      |                     |
| ▪ Soil erosion  |     |        |      |                     |
| ▪ Surface water pollution   |     |        |      |                     |
| ▪ Dust generation   |     |        |      |                     |
| ▪ Noise pollution   |     |        |      |                     |
| ▪ Solid waste generation for<br>(i) building materials,<br>(ii) excess soil,<br>(i) hazardous material (eg. paint, oil and grease)<br>(ii) Operation of laboratory or sanitation facilities |     |        |      |                     |
| ▪ Loss of vegetation cover  |     |        |      |                     |
| ▪ Sewage generation (from possible labor camp and laboratory or sanitation facilities)  |     |        |      |                     |
| ▪ Requirements for disposal of fill, excavation, and/or spoil materials   |     |        |      |                     |
| ▪ Long-term impacts on groundwater as result of needling in sanitation facilities   |     |        |      |                     |
| ▪ Health and safety of<br>(i) school community,<br>(ii) public in general<br>(iii) labor force.   |     |        |      |                     |
| ▪ Others (specify)  |     |        |      |                     |