

## DEVELOPMENT COORDINATION

### A. Major Development Partners: Strategic Foci and Key Activities

1. Since its Independence in 1991, the Government of Kyrgyz Republic has made substantial investments in education with significant support from its development partners. The Asian Development Bank (ADB) and the World Bank have been the key development partners, while several other organizations, such as the European Commission, United Nations Children's Fund (UNICEF), and United States Agency for International Development (USAID), have also played an important role in supporting preschool, primary, and secondary school education reforms.

2. ADB's support for education includes (i) the Education Sector Development Program (ESDP), 1998–2004;<sup>1</sup> (ii) the Second Education Project (SEP), 2006–2012;<sup>2</sup> and (iii) the Improving Access to Quality Basic Education for Children with Special Needs Project, 2008–2011,<sup>3</sup> supported by a grant from the Japan Fund for Poverty Reduction. These projects assisted the Ministry of Education and Science (MES) with introducing a skills-oriented school curriculum for grades 1–4, strengthening the in-service teacher training (INSETT), improving the learning environment in schools, and enhancing inclusive teaching in school education. ADB support also included two projects to support vocational and technical education and training.<sup>4</sup> ADB's ESDP, the first for the sector, supported textbook development and printing, INSETT, and school rehabilitation. The SEP built on the achievements of the ESDP and provided support for the development by the MES of a new skills and competencies-based school curriculum, which was launched in grade 1 in 2011 with all the required textbooks and teachers' guides; INSETT for the skills required to meet new curriculum objectives and specified learning outcomes; and a focused program of school infrastructure improvement.

3. Many development partners and nongovernment organizations have contributed to a diverse portfolio of assistance in education to support the Kyrgyz Republic in achieving the Millennium Development Goals, and in implementing the National Education Development Concept until 2010 and the Education Development Strategy for 2012–2020 (EDS). The development partners supported such reform areas as curricula and learning and teaching materials (LTMs); INSETT; learning assessment; inclusive education; school infrastructure and development; and system governance, including financial management and monitoring and evaluation.

4. The World Bank's Rural Education Project supported the introduction of per capita financing, formative and summative student assessments, and LTMs for grades 2–4 based on the new curriculum.<sup>5</sup> The Education for All Fast Track Initiatives 1 and 2 of the Global Partnership for Education Fund aimed to improve the quality of education and enhance

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<sup>1</sup> ADB. 1997. *Report and Recommendation of the President to the Board of Directors: Proposed Loans and Technical Assistance Grant to the Kyrgyz Republic for the Education Sector Development Program in the Kyrgyz Republic*. Manila.

<sup>2</sup> ADB. 2005. *Report and Recommendation of the President to the Board of Directors: Proposed Asian Development Fund Grant to the Kyrgyz Republic for the Second Education Project*. Manila.

<sup>3</sup> ADB. 2007. *Proposed Grant Assistance to the Kyrgyz Republic for Improving Access to Quality Basic Education for Children with Special Needs Project*. Manila.

<sup>4</sup> ADB. 2007. *Report and Recommendation of the President to the Board of Directors: Proposed Grant to the Kyrgyz Republic for the Vocational Education and Skills Development Project*. Manila; and ADB. 2012. *Report and Recommendation of the President to the Board of Directors: Proposed Loan and Grant to the Kyrgyz Republic for the Second Vocational Education and Skills Development Project*. Manila.

<sup>5</sup> World Bank. 2004. *Rural Education Project for the Kyrgyz Republic*. Washington, DC.

coverage and access to preschool and primary education through the introduction of preschool preparatory program. The Russian Education Aid for Development (2012–2014) financed the National Assessment of Students' Educational Achievements for grade 4 students. The European Commission's Support to the Reform of the Education Sector Program in the Kyrgyz Republic, 2010–2013 has provided technical assistance for developing the new EDS and the Action Plan for Education Development, 2012–2014 (APED) for its implementation.<sup>6</sup> USAID's multiyear project entitled Participation, Education and Knowledge Strengthening in Central Asia, 2003–2007 piloted INSETT based on a voucher mechanism and per capita financing. USAID's Quality Learning Program, 2008–2012 supported the introduction of new learning assessment methodologies.<sup>7</sup> The Soros-Kyrgyzstan Foundation continues to provide assistance to the MES through programs for English language learning, including Step by Step; Debating, Reading, and Writing; and Critical Thinking.

**Table 1: Major Development Partners in the Education Sector**

Development Partner	Project Name	Duration	Amount (\$ million)
ADB	Education Sector Development Project	1998–2004	\$18.7 (\$13.7 – ADB loan; \$5 – OPEC Fund loan)
USAID	Participation, Education and Knowledge Strengthening in Central Asia	2003–2007	\$4.3
USAID	Quality Learning Project	2008–2012	\$5.9 (grant)
ADB	Second Education Project	2006–2012	\$15.5 (grant)
ADB (financed by JFPR)	Improving Access to Quality Basic Education for Children with Special Needs	2007–2011	\$1.0 (JFPR grant)
World Bank	Rural Education	2005–2011	\$15.0 (grant)
Global Partnership for Education	Education for All Fast Track Initiative 1	2007–2010	\$9.0 (grant)
Global Partnership for Education	Education for All Fast Track Initiative 2	2011–2012	\$6.0 (grant)
European Commission	Support to the Reform of the Education Sector Program	2010–2013	\$2.0 (grant)
European Commission	Support to the Reform of the Education Sector Program	2014–2016	\$2.0 (grant)
World Bank	Sector Support for Education Reform Program	2014–2018	\$16.5 (\$9.1 – loan; \$7.4 – grant)
Russia Education Aid for Development	Trust Fund grant	2012–2014	\$1.7 (grant)
Global Partnership for Education	Kyrgyz Early Childhood Development Project	2014–2018	\$12.7 (grant)

ADB = Asian Development Bank; JFPR = Japan Fund for Poverty Reduction; OPEC = Organization of the Petroleum Exporting Countries; USAID = United States Agency for International Development.

Source: Asian Development Bank.

5. The International Monetary Fund (IMF) entered into an agreement with the government for an SDR66 million extended credit facility for June 2011-June 2014, with the primary purpose of achieving macroeconomic stability. The IMF program was completed successfully. The country's macroeconomic policies are adequate and the IMF considers the outlook for the remainder of 2014 and beyond to be broadly favorable. However, there is a need to continue to work on certain reform areas, including restructuring expenditures to create fiscal space for pro-

<sup>6</sup> European Commission. 2010. *Support to the Reform of the Education Sector Program in the Kyrgyz Republic*. Brussels.

<sup>7</sup> USAID. 2002. *Participation, Education and Knowledge Strengthening Project in Central Asia*. Washington, DC.

poor spending. ADB will continue to support the government in carrying out the reforms, including helping the government to enhance efficiency of education expenditures under the program.

## **B. Institutional Arrangements and Processes for Development Coordination**

6. In 2012, the MES formulated the EDS and the associated APED through a joint appraisal by the government and its development partners, including ADB. The EDS laid out key policies with the following dimensions: (i) equitable access to education, (ii) quality and efficiency of education, and (iii) institutional development and capacity building. The APED translated the EDS into specific activities and targets in 3-year increments. In March 2013, the government and major development partners signed a joint statement on a sector-wide approach (SWAp) in the education sector in 2012–2014, which laid out the framework for effective development partner coordination. The parties agreed to streamline operations to support the APED, 2012–2014 and use the joint assessment mechanisms to track implementation progress. The Development Partners Coordination Council was established to improve the flow of information among development partners, government agencies, and civil society institutions. The council (i) facilitates networking and broader collaboration within the development partner community, (ii) provides a more constructive dialogue and shared vision with the government on the country's priorities, and (iii) strengthens aid coordination and management. As a result of these initiatives, different activities funded by development partners share a common project implementation unit and a steering committee chaired by the vice prime minister for social sectors. The council has a rotating chair; ADB co-chairs the education working group with the MES in 2014.

## **C. Achievements and Issues**

7. Following a high-level conference in July 2013, the government and its development partners developed and agreed on major sector-wide outcome and output indicators to be tracked until 2017. For the effective coordination under the SWAp, the government is committed to establishing (i) a high-level education consultative council as a policy and decision-making body for APED, chaired by the vice prime minister for social sectors and co-chaired by the MES minister; and (ii) an inter-ministerial steering committee as a forum for regular consultations with appointed representatives of the development partners for discussion, negotiation, and information sharing on APED, chaired by the MES representative and co-chaired by an appointed representative of a lead development partner. ADB and the World Bank coordinate closely on activities related to curriculum and textbook development, as well as teacher training, to harmonize development efforts. Planned outcomes and outputs of the proposed program complement the World Bank's Sector Support for Education Reform Project.<sup>8</sup>

## **D. Summary and Recommendations**

8. The development partners and the government have agreed on the major sector challenges and objectives, as reflected in the EDS 2020 and the SWAp joint statement. Many development partners are planning to continue their investment in the education sector, which will require better coordination mechanisms and strong government leadership. The SWAp joint statement provides a strong platform for both, but it is not yet fully operational.

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<sup>8</sup> World Bank. 2013. *Sector Support for Education Reform Project*. Washington, DC.