Kyrgyz Republic: Strengthening Education System Sector Development Program

**Project Name**
Strengthening Education System Sector Development Program

**Project Number**
46537-002

**Country**
Kyrgyz Republic

**Project Status**
Active

**Project Type / Modality of Assistance**
Grant

**Source of Funding / Amount**

<table>
<thead>
<tr>
<th>Source of Funding / Amount</th>
<th>Description</th>
</tr>
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<tr>
<td>Grant 0407-KGZ: Strengthening Education System Sector Development Program</td>
<td>concessional ordinary capital resources lending / Asian Development Fund</td>
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<tr>
<td>Grant 0408-KGZ: Strengthening the Education System-Sector Development Program</td>
<td>US$ 10.00 million</td>
</tr>
<tr>
<td>concessional ordinary capital resources lending / Asian Development Fund</td>
<td>US$ 12.00 million</td>
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</table>

**Strategic Agendas**
Inclusive economic growth

**Drivers of Change**
Governance and capacity development

**Sector / Subsector**
Education - Education sector development

**Gender Equity and Mainstreaming**
Effective gender mainstreaming

**Description**
The sector development program (SDP) will support the government’s plans to improve school education quality as enunciated in the Education Development Strategy for 2012-2020, and the National Strategy for Sustainable Development launched in 2013, which recognizes the quality of education as one of the most reliable indicators of the future development of any nation. The SDP is reflected in the draft COBP 2014-2016 and in the draft K2G CPS 2013-17. The SDP will also support the Kyrgyz Republic’s plans to join the European Higher Education Area and steps taken to implement the Bologna 3-cycle academic process, curriculum development for a Master degree program in pedagogy and supporting reforms in the quality assurance system.

The program component under the SDP will include: (i) creation of an independent curriculum and textbooks review mechanism in MOES by establishing a consultative council; (ii) approval of quality assurance standards and accreditation system for pedagogy programs; (iii) regulations for delivery of MA/MS program in pedagogy in universities; (iv) defining e-education standards for institutions providing distance education option to students; (v) establishing a school development fund to rehabilitate selected schools; and (vi) strengthening community participation in schools. The SDP will aim to create sustainable reforms process and accrual of long term benefits to the country.

The investment component under the SDP will aim at improving the quality of education, including support for: (i) full implementation of curricula developed under the SEP; (ii) development and printing of LTMs for grades 7-9 and teacher training for the new curriculum; (iii) strengthened pre- and in-service teacher training systems; (iv) improved learning environment in selected innovative resource schools through showcasing of reforms and provision of additional infrastructure; (v) support for a Bologna process compliant quality assurance system for pedagogical programs; (vi) improved community participation in schools; and (vii) consultancy services, studies, surveys, and stakeholder consultation workshops.

Textbook printing, financed by the project component will follow implementation of an effective textbook rental scheme and commitment to reprint textbooks using textbook revolving fund. In March 2013, the World Bank approved the Sector Support for Education Reform Project for Kyrgyz Republic. This $16.5 million project will primarily focus on primary and lower secondary education and support improved learning outcomes in the education sector including improved teacher training, revision of curricular, printing and provision of learning and teaching materials up to grade 6.

The SDP will be developed in close coordination with the World Bank project to ensure synergies and support.

**Impact, Outcome, and Outputs**
The impact will be strengthened and coherently functioning school education system in Kyrgyz Republic. The outcome will be learning environment and key quality aspects of school education improved in Kyrgyz Republic. The four outputs are: (i) curricula and LTMs for secondary schools developed, piloted, and printed; (ii) improved access to quality teacher education and training programs; (iii) improved learning environment in innovative resource schools; and (iv) greater community involvement in school management.
The quality of higher education and its relevance to the economy are currently of greatest concern to the Government of the Kyrgyz Republic. The development achievements and growth in the country.

In cities and those who reside outside the main urban areas. Lack of access to requisite quality human resources can significantly impact reporting to be getting worse each year across the higher education system. There is also significant disparity in test scores between students living reading among nations that participated in the 2006 and 2009 rounds of the Program for International Student Assessment. This phenomenon is universities. Those that enter the workplace fare no better and face high levels of unemployment. Kyrgyz students ranked last in math, science, and

Project Rationale and Linkage to Country/Regional Strategy

Students, classrooms, textbooks, learning and teaching materials, curricula, and most importantly the teachers, along with mechanisms of development and interaction between these components, together constitute the system responsible for educating the nation's children. Previous Asian Development Bank (ADB) projects, including the Second Education Project (SEP) and support from other development partners, have strengthened key components of this system in the Kyrgyz Republic. SEP helped develop a new education curriculum focusing on improvement of teaching methodologies and learning assessment, and supported learning and development and printing of learning and teaching materials (LTMs) for grades 1-11 and teachers need to be trained to deliver the new curriculum.

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

Teachers are the fundamental building block of a country's education system and are the key to its success. Long-term, sustainable reform of school education will only occur when the curricula for in- and pre-service teacher training incorporate new teaching methodologies and learning assessment systems. This requires the relevant university and teacher training institute (TTI) faculty to be abreast of the latest research and developments in pedagogy applicable to the Kyrgyz context. Teacher trainers also must have the qualifications and training to conduct the requisite programs. There is an acute shortage of active, qualified teachers in the Kyrgyz Republic. In 2011 2012 school year the teacher deficit was 4%, while 1,264 out of the country's 2,204 schools experienced teacher shortages. This occurs especially in science where the lack of sufficient laboratories, teaching aids, and materials is compounded by the absence of appropriately qualified teachers. The move towards introduction of integrated science subjects in secondary grades will help improve the situation to some degree, but there is an urgent need for qualified science teachers. Technology-assisted e-education modules can provide a high quality distance education option to aspiring teachers and, together with existing programs, present a viable option to improve access to high quality in- and pre-service teacher education and training programs.

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

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

The quality of higher education is one of the key engines of economic development and important component of human capital development. Effective education system is a cornerstone for the socio-economic development of the country.

SDP is based on lessons learned and recommendations from SEP implementation. The draft project completion report for SEP is under preparation.

The recommendation is: (i) effective follow up to ensure adoption of new curricula and learning methodologies; (ii) reform Kyrgyz Academy of Education's conflicting role in curriculum approval, textbook development and production; and (iii) focus on policy reform to ensure sustainable reforms.

Impact

Improved human resources development for competitiveness of the Kyrgyz Republic

Project Outcome

Enhanced quality, access, and efficiency of public education in the Kyrgyz Republic

Progress Toward Outcome

On-going.

Mid term review mission will be fielded in April 2018. Progress toward outcome will be assessed.

Implementation Progress

Quality of curriculum and teaching learning materials improved

Quality of teachers and in-service teacher training improved

Access to quality education through innovative schools improved

Sector and project management improved
SESSDP developed subject curriculum for the general and specialized tracks (on 12 subjects) for grades 10-11. MES KR approved all subject standards in June 2017. On September 1, 2017, the official piloting of subject standards was launched in 30 pilot innovative schools in Grades 10-11. The subject standards have been piloted until the end of June 2018. In total, more than 350 lesson plans for piloted subjects have been received by e-mail since the launch of the pilot. The material received from the pilot schools were closely analyzed with detailed feedback. Improved standards are being prepared for the re-approval of the MES KR.

In process, MES KR with support of SESSDP developed a regulation on establishing TRF. In July 2018 approved establishment of a textbook revolving fund _Jangy Kitep_, _New Textbook_. In process, So far, it was reduced by 25%.

In process, SESSDP trained 137 curriculum writers, textbook and LTM authors representing 60% female participants and 40% male participants. In 2018, SESSDP will conduct training for publishers. All the training materials will be delivered to KAE for their usage in the future.

In process, MES KR with support of SESSDP developed 14 textbooks and LTMs for 7-9 grades. Of this, Kyrgyz Academy of Education (KAE) approved 12 textbooks/LTMs. KAE will approve the textbooks/LTMs in Bishkek (20 schools) and Chui Oblast (3 schools) during 2018-2019 academic year. The schools were selected by MES KR and Bishkek Education Department.

MES KR is preparing an announcement tender competition to print the LTMs and textbooks for approval purposes. MES KR with support of SESSDP is expecting delivery of capacity building training for printing houses in 2018.

During Q2 2018, SESSDP’s gender consultant reviewed grade 7-9 textbooks and LTMs to analyze gender issues. Once the analysis is completed, SESSDP will provide analytical report and submit to MES KR to ensure the textbooks and LTMs are free from social and gender bias. As of Nov 2017, 0.6 % secondary teachers are passed through new mechanisms of attestation. SESSDP expects that 30% of teachers will obtain attestation certification by 2021.

In process, SESSDP has discussed online module development with National Teacher Training Institute and identified themes of modules. SESSDP is in process of development of online modules. PIU expects that these modules will be developed and piloted by 2020.

PIU proposes to remove this indicator as there is no direct activity in SESSDP to influence the increase of male teachers.

In process, SESSDP delivered a training for 1,042 teachers and representatives of educational organizations on new subject standards and CURRICULUM. Of the total trained participants, 84% represented female participants and 16% male participants.

SESSDP will conduct training on TEXTBOOKS in 2018.

In process, SESSDP trained 235 principals and deputy principals. Of them, 84% female and 16% male. SESSDP will train remaining principals, deputy principals by end of 2020.

Not yet, due. Teachers from 30 innovative schools will be fully trained through CPD by 2020.

In process. SESSDP completed rehabilitation of 18 schools out of 30 schools and 3 TTNs out of 7 TTNs.

In process, MES KR developed 10-year action plan to develop innovative schools in Kyrgyzstan and approved on June 7, 2017. In line with the 10-year action plan, school annual plans will be developed throughout piloting of CPD.

Completed in Q3 2017. SESSDP's international and local consultants reviewed the current funding arrangements for the education sector (including regional budget execution). Based on the findings of the analysis, SESSDP developed a report with recommendations for improvement of financing the education sector.

In Process. Promo Tank developed and published 1,500 brochures. Developed info graphics to promote the awareness of the community on textbook rental scheme. Information about the project events published/broadcasted at over 30 mass media resources (including Internet websites, newspapers, TVs, radio, etc.).

In Process. The textbook management information system will be operational by end of 2018. The consultants are in process of designing textbook management information system.


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### Geographical Location

#### Safeguard Categories

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<thead>
<tr>
<th>Category</th>
<th>Status</th>
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<tbody>
<tr>
<td>Environment</td>
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<tr>
<td>Involuntary Resettlement</td>
<td>C</td>
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<tr>
<td>Indigenous Peoples</td>
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#### Summary of Environmental and Social Aspects

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#### Stakeholder Communication, Participation, and Consultation

**During Project Design**

A project preparatory technical assistance helped design the SDP. Extensive stakeholder consultations were conducted during processing of the PPTA and project design.

**During Project Implementation**

Stakeholders participate during implementation of SDP.

#### Business Opportunities

**Consulting Services**

All consulting services that had been proposed at processing stage had been recruited. Additional consultants proposed at mid-term stage related to implementation of textbook rental scheme and textbook revolving fund are contracted.

**Procurement**

All civil works contracts were awarded and completed in August 2018. As of 30 September 2018, all remaining procurement packages are awarded.

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### Responsible ADB Officers

- **Mamatiik Razaev**
- **Central and West Asia Department**
- **Kyrgyz Resident Mission**
- **Ministry of Education and Science**
- **Kyrgyz Republic**

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<table>
<thead>
<tr>
<th>Timetable Item</th>
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<tr>
<td>Concept Clearance</td>
<td>03 Jul 2013</td>
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<tr>
<td>Fact Finding</td>
<td>26 May 2014 to 06 Jun 2014</td>
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<td>MRM</td>
<td>18 Jul 2014</td>
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<td>Approval</td>
<td>29 Sep 2014</td>
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## Grant 0407-KGZ

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<th>Closing Original</th>
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### Financing Plan

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<tr>
<th>Project Cost</th>
<th>Total (Amount in US$ million)</th>
<th>Date</th>
<th>ADB</th>
<th>Others</th>
<th>Net Percentage</th>
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</table>

| ADB | 10.00 | 29 Sep 2014 | 10.00 | 0.00 | 100% |

| Counterpart | 0.00 | Cumulative Disbursements | |

| Cofinancing | 0.00 | 29 Sep 2014 | 10.00 | 0.00 | 100% |

### Grant Utilization

- **Project Cost**: 10.00 million
- **ADB**: 10.00 million (Cumulative Contract Awards)
- **Counterpart**: 0.00 million
- **Cofinancing**: 0.00 million (Cumulative Disbursements)

## Grant 0408-KGZ

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| ADB | 12.00 | 29 Sep 2014 | 10.60 | 0.00 | 88% |

| Counterpart | 2.12 | Cumulative Disbursements | |

| Cofinancing | 0.00 | 29 Sep 2014 | 7.75 | 0.00 | 65% |

### Grant Utilization

- **Project Cost**: 14.12 million
- **ADB**: 12.00 million (Cumulative Contract Awards)
- **Counterpart**: 2.12 million
- **Cofinancing**: 0.00 million (Cumulative Disbursements)

### Notes

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