

**ASIAN DEVELOPMENT BANK**

**TAR:OTH 37288**

**TECHNICAL ASSISTANCE**

(Financed by the Governance Cooperation Fund)

**FOR**

**THE ADB-OSI CENTRAL ASIA EDUCATION COOPERATION NETWORK**

**October 2003**

## **ABBREVIATIONS**

ADB	–	Asian Development Bank
CA-ECN	–	Central Asia education cooperation network
CAR	–	Central Asian republic
DMC	–	developing member country
NGO	–	nongovernment organization
TA	–	technical assistance
OSI	–	Open Society Institute
SEE-ECN	–	south-east Europe education cooperation network

## **NOTE**

In this report, "\$" refers to US dollars.

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## I. INTRODUCTION

1. Reforming education to improve its relevance to new political and economic environments has been a priority of the Central Asian republics (CARs) since they gained independence in the early 1990s. The Asian Development Bank (ADB) has been supporting national reform efforts through major lending and nonlending operations and currently is the principal development partner for education in the CARs both in terms of policy advice and amount of investment. ADB provided technical assistance (TA) for subregional cooperation in managing education reforms<sup>1</sup> to review national education reform processes with a view to promoting the exchange of experience between six developing member countries (DMCs): Azerbaijan, Kazakhstan, Kyrgyz Republic, Mongolia, Tajikistan, and Uzbekistan. The TA initiated collaboration between ADB and the Open Society Institute (OSI) in education reforms in Central Asia. OSI—through its Soros national foundations—facilitated field work in three DMCs: Azerbaijan, Kazakhstan, and Tajikistan.

2. As part of the TA activities, ADB sponsored a subregional policy conference on education reforms in October 2002 in Bishkek (the Bishkek Conference). The conference convened key education stakeholders of the region, including Government officials, nongovernment education partners, and the external funding community. The conference called for further external assistance to strengthen subregional cooperation in education, including an initiative to support the free flows of information, experience, and know-how through networking among education stakeholders. Following this conference, ADB and OSI agreed to further their collaboration by supporting a central Asia education cooperation network (CA-ECN).

3. The OSI has acquired considerable knowledge of local conditions through its Soros national foundations and network programs, and has developed sectoral and thematic expertise in education reform management and good governance promotion. Among relevant recent OSI initiatives are a program for civil society's participation in education policy and the establishment of the South-East Europe Education Cooperation Network (SEE-ECN).

4. This TA paper was developed by ADB and OSI staff through a consultation process involving Soros national foundations and other partners of the Bishkek Conference. It presents the rationale and objectives of a joint ADB-OSI TA to establish and support the CA-ECN.<sup>2</sup> The TA framework is in Appendix 1.

## II. ISSUES

5. **Major Challenges for the Education Systems.** The CARs have had to face dramatic changes in their political realities as well as deep socioeconomic struggles during the last 10 years. After the collapse of the Soviet Union, reform efforts in the newly independent republics of Central Asia have been hampered by Soviet cultural (e.g., victimization and intolerance), institutional (e.g., survival of inefficient institutions, lack of information sharing), and economic (e.g., centralized states and command economies) legacies. Some pre-Soviet legacies are influencing societal development (reinforced traditional hierarchical structures in family and community). These legacies present a major complex challenge for reforming education systems in the CARs.

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<sup>1</sup> ADB. 2000. *Subregional Cooperation in Managing Education Reform*. Manila.

<sup>2</sup> The TA first appeared in *ADB Business Opportunities* (Internet edition) on 3 June 2003.

6. **Education Reform Initiatives.** All of the CARs have been engaged in major education reform initiatives. Sector reforms have been characterized by such common trends as decentralizing education administration, encouraging a private education sector, shifting part of the cost of education to parents and communities, extending the duration of compulsory education from 10 or 11 to 12 years, modernizing the general education curriculum, rationalizing the network of schools, introducing new generations of textbooks, and supporting child-centered and active teaching methods. In higher education, greater autonomy was given to universities, multiple funding sources for education were legalized, and new accreditation mechanisms were introduced.

7. **Lessons Available.** Currently, there are few practical examples and comparative studies that could be used as references when developing national policies. Educational stakeholders are seeking examples from countries that are culturally and politically close to them, but these are not readily available and capacity to produce them is limited. This impedes attempts at moving forward with changes.

8. **Decision Making, Politics and Top Down Approaches.** Education developments are often driven by political agendas rather than based on participatory and informed decision-making processes. One of the main obstacles to effective education change has been a centralized, top-down approach to education planning and administration, resulting in exclusion of major stakeholders from deliberation of education policy. Furthermore, education innovations are usually introduced through legislative changes and government regulations and are rarely supported by adequate implementation mechanisms (capacity building for education administrators, retraining programs for teachers, etc.).

9. **Dramatic Decline of Financing.** State funding of education has declined considerably in all the CARs. In general, no analysis was carried out to determine how to use resources more effectively. Policies of financial decentralization and cost privatization have not been successful in matching the resource gaps caused by state withdrawal. No substantial changes in school financing and governance have taken place as a result of such policies; decision-making regarding matters of educational content, school organization, allocation of resources, etc. are still centralized. Decentralization and privatization policies have, at least in the short run, often led to increasing disparities in the provision and quality of education.

10. **Inaccessible, Unreliable Information and Data.** Information systems are fragmented and do not always generate statistics and indicators that are aligned with international practices. The comparability, reliability, and policy relevance of education data is questionable. Efforts to improve the information base tend to be piecemeal, small-scale, and uncoordinated. Analytical papers are often not distributed widely and shared with others who may benefit from the knowledge.

11. **Developing Professional Capacity.** Policy makers, decision makers, and educational researchers lack the capacity to gather and analyze information, formulate policy options, and examine their implications. In part, this is due to the lack of demand from governments for such information. A new generation of educational professionals is now emerging, bringing policy analysis skills, professional distance from political groups, and/or credibility within the local community to objectively analyze reform processes and effectively inform policy-making. Greater involvement of the local education professionals and nongovernment organizations (NGOs) will strengthen the ownership of new education reform initiatives.

12. **Coordination of External Assistance.** The level of international funding to support stability in the region has escalated rapidly since 11 September 2001. However, most international organizations rely on external rather than internal expertise in identifying their funding priorities, which can lead to duplication of assistance, conflicting priorities, or misinterpreted local needs and capacities. A mapping of the work of external agencies would help to avoid duplication, to capitalize on each other's strengths, and to fill in the gaps.

13. **Regional Cooperation for Education Reform.** Some cross-border cooperation exists between the CARs. Sharing of policy information has been promoted through the preparation of Education For All country assessments in the year 2000. ADB-supported TA for *Subregional Cooperation in Managing Education Reform* (footnote 1), was a noticeable attempt to enhance regional policy dialogue with the participation of civil society. However, more effective coordination of reform initiatives, exchanges of experiences, and thorough analysis of overall education reform processes in the CARs are urgently needed. The economic and social benefits of improved coordination and cooperation can take multiple forms: harmonized curricula, legislation, and educational structures can facilitate recognition of diplomas and free flows of workers; standardized statistics and financial data permit comparability of information and accurate analysis for policy-making; and the best practices and conditions for successful policy changes can best be identified from a variety of country experiences.

### III. THE TECHNICAL ASSISTANCE

#### A. Purpose and Output

14. The objective of the CA-ECN is to enhance the education reform processes through improved cooperation between the CARs.

15. The main purpose of the TA is to establish a network of education stakeholders in the CARs, interacting primarily through an Internet interface, with a view to sharing information on education reforms, including policy statements, project documents, legislative acts and regulations, statistics, analytical reports, research papers, textbooks, methodology guides, data bases of experts and consultants, etc. The main expected outputs are

- (i) an opening of education reform processes to a variety of stakeholder groups, including civil society bodies;
- (ii) the development of the capacity of local education professionals for educational policy research, analysis, comparative analysis, reporting, monitoring, and advocacy;
- (iii) greater awareness among CAR policy makers regarding international experience in reforming education; and
- (iv) a platform for discussing and initiating cooperation and partnership between education stakeholders of the CAR.

#### B. Methodology and Key Activities

16. Key TA activities will comprise (i) development of a network of focal points (knowledgeable educational institutions) beginning with Soros national foundations in the participating countries, (ii) web site development and maintenance, (iii) constitution of data

bases and virtual libraries, and (iv) information dissemination through networking of stakeholders and the Internet interface.

17. **Building on Resources and Institutions.** The CA-ECN will build on achievements of the OSI network programs and Soros national foundations' programs by strengthening collaborative links among individuals, groups, and education institutions in the CAR. Rather than establishing a new structure, the initiative will support the development of a regional network of affiliated focal points that will mainly be linked through an Internet interface leading subsequently to collaborative projects. Soros national foundations will host and/or support this network of focal points, initially in four countries: Kazakhstan, Kyrgyz Republic, Tajikistan, and Uzbekistan. Focal points will be in charge of the maintenance of the web site, act as centers of expertise in education policy analysis, mobilize national educational stakeholders in the network, and link with each other for the implementation of regional activities. To ensure the financial sustainability of the initiative, recurrent expenses will be borne by the focal points and other network members. Such expenses are modest, consisting principally of communication costs for the Internet interface.

18. **Information Dissemination.** The Internet interface will be the main mechanism for creating a regional education cooperation network. Dialogue between organizations and individuals of the network will take place through the Internet interface. Such dialogue is expected to lead to a variety of cooperation modalities and initiatives: exchange of information, development and translation of materials such as textbooks and teachers guides, professional debates, identification and mobilization of experts, partnership agreements between institutions, joint research projects, meetings and conferences, etc. After the establishment of the virtual network, physical networking is expected to develop through joint research projects, training, meetings, conferences, etc. The CA-ECN Internet interface will be linked to sites of other agencies, including ADB and OSI.

19. **Development of Regional Professional Expertise.** National focal points are expected to federate and support initiatives of education professionals and institutions. They will constitute venues for training in areas such as research methodology, program evaluation, policy analysis, financial and economic analysis, educational planning, data gathering, analysis techniques, etc. Cooperation with international professional partners, including academic institutions and consulting firms, will be a preferred modality for capacity development. Professional partners can provide assistance in analytical work and training, and act as an informational resource.

20. **Replication Potential.** The CA-ECN initiative is an adaptation of the OSI-supported SEE-ECN, a broad-based initiative that supports the exchange of information, ideas, and know-how for the reform and quality improvement of education in 11 countries in southeast Europe (<http://www.see-educoop.net>). During the TA implementation period, the extension of the CA-ECN initiative to other CAR countries will be sought, depending on satisfactory progress and the identification of appropriate focal points in those countries. Further, such initiatives could be replicated in other DMC regions where national education systems share common concerns, priorities, and reform challenges (the Mekong, and the Pacific Islands, for instance).

## **C. Cost and Financing**

21. The total cost of the TA is estimated at \$400,000 equivalent for a period of 24 months. ADB will finance \$200,000 equivalent on a grant basis from the Governance Cooperation Fund. OSI will contribute approximately \$200,000 both directly and through the Soros national

foundations. The TA will mainly support the provision of consulting services, training at the regional level (study visits, bringing of experts from other countries to Central Asia, and workshops), and equipment for web-site development and maintenance. The cost estimates and financing plan are provided in Appendix 2. The CA-ECN initiative can be expected to generate additional external support from other agencies.

#### **D. Implementation Arrangements**

22. **Executing Agencies and Implementation Partners.** The TA will be jointly executed by ADB (Social Sectors Division, East and Central Asia Department) and OSI (Education Support Program). The identified focal points in the four countries, supported by Soros national foundations, will be the principal implementation partners, with the focal point of Kazakhstan taking a lead and coordination role. The four national focal points are presented in Appendix 3.

23. **Facilitators and Consultants.** A group of country lead facilitators (at least one in each country) will support the establishment of the CA-ECN. Their main responsibilities will be to facilitate bringing in other necessary expertise, fundraising, brokering cooperation with institutional partners, and transferring professional and academic skills. ADB will provide the services of the regional lead facilitator based in Almaty, Kazakhstan, to ensure coordination of the overall initiative and supervise the work of country lead facilitators. If needs arise, ADB may use the TA contingencies budget to engage, for certain periods of time, the services of supplementary country lead facilitators. ADB will also provide consulting services related to the establishment and maintenance of the Internet interface, including (i) one Internet interface development consultant in each country; and (ii) the Internet interface development coordinator, based in Almaty, and responsible for establishing the common portal. The focal points will help identify suitable candidates and submit their biodata to ADB. ADB will select and engage the services of qualified domestic consultants, because the skills required are country-specific and readily available domestically at reasonable cost (needs include Russian and local language requirements, frequent interaction with local civil society, knowledge of educational institutions, and basic information technology and web site development skills). The consultants will be selected in accordance with ADB's *Guidelines on the Use of Consultants*. Outline terms of reference of consultants are presented in Appendix 3. ADB will also provide computer hardware and software for the Internet interface development. Ownership of equipment will be transferred to the focal points at the end of the TA.

24. **Monitoring and Evaluation.** The TA will be implemented from October 2003 to September 2005. ADB and OSI staff will supervise the TA implementation through review missions and quarterly progress reports submitted by focal points and consultants. ADB will support a midterm review workshop, and final TA evaluation, undertaken jointly by ADB and OSI, with a view to determine the appropriateness of continuing support to the CA-ECN.

#### **IV. THE PRESIDENT'S DECISION**

25. The President, acting under the authority delegated by the Board, has approved ADB administering technical assistance not exceeding the equivalent of \$200,000 to be financed on a grant basis by the Governance Cooperation Fund for the ADB-OSI Central Asia Education Cooperation Network, and hereby reports this action to the Board.

## TECHNICAL ASSISTANCE FRAMEWORK

Design Summary	Performance Indicators/Targets	Monitoring Mechanisms	Assumptions and Risks
<b>Goal</b>  Enhance education reform processes through improved and coordinated education policies in the Central Asian republics (CARs)	Indicators of human development, including access, quality, and efficiency of education systems	Education legislation, policy documents, strategies, and statistics	<ul style="list-style-type: none"> <li>• Commitment of governments to reform and finance the reform effort</li> <li>• Continued political will of governments to cooperate in the sphere of education</li> </ul>
<b>Purpose</b>  Networking of education stakeholders to disseminate reform experience and facilitate cooperation	<ul style="list-style-type: none"> <li>• Network established and operating through national focal points (January 2004)</li> <li>• Web site designed and maintained (Sept 2004-Sept 2005)</li> <li>• Data bases constituted and updated (Sept 2004-Sept 2005)</li> <li>• Secondary benefits of networking and internet interface: institutional partnerships / agreements, exchanges of experts, exchanges of education materials and resources, etc. (Sept 2004-Sept 2005)</li> </ul>	<ul style="list-style-type: none"> <li>• Quarterly reports submitted by consultants and focal points</li> <li>• Asian Development Bank (ADB) review missions, including midterm review workshop</li> <li>• Joint ADB-Open Society Institute (OSI) final evaluation</li> <li>• Information posted on the web site</li> </ul>	<ul style="list-style-type: none"> <li>• Identification of committed education professionals in national focal points</li> <li>• Participation of a variety of stakeholders in the network, including government and nongovernment bodies</li> </ul>
<b>Outputs</b> <ul style="list-style-type: none"> <li>• Opening of education reform processes to a variety of stakeholder groups, including civil society bodies</li> <li>• Capacity building of local education professionals for educational policy research, analysis, comparative analysis, reporting, monitoring, and advocacy</li> <li>• Greater awareness of CAR policy makers regarding</li> </ul>	<ul style="list-style-type: none"> <li>• Number and type of network members</li> <li>• Number of focal points</li> <li>• New focal points identified</li> <li>• Number and quality of documents posted on the web site</li> <li>• Changes in national legislations and regulations</li> <li>• Adoption of new policies, especially with regard to education governance</li> <li>• Partnership agreements between network members and international institutions</li> </ul>	<ul style="list-style-type: none"> <li>• National legislation, regulations, and policies on education</li> <li>• Quarterly reports submitted by consultants and focal points.</li> <li>• ADB review missions, including midterm review workshop</li> <li>• Joint ADB-OSI final evaluation</li> <li>• Information posted on the web site</li> <li>• Disaggregation of data (when feasible) by gender, ethnicity, language of instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Adequate support provided by Soros national foundations at the country level</li> <li>• Capacities of national focal points</li> <li>• Initiative of stakeholders and network members</li> <li>• Accessibility and dissemination of Information on the Central Asia Education Cooperation Network (CA-ECN) initiative</li> </ul>

Design Summary	Performance Indicators/Targets	Monitoring Mechanisms	Assumptions and Risks
<p>international experiences in reforming education</p> <ul style="list-style-type: none"> <li>• A platform for discussing and initiating cooperation and partnership between education stakeholders of the CARs</li> </ul>	<ul style="list-style-type: none"> <li>• Joint conferences and workshops organized</li> </ul>		
<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• Identification of and support to focal points</li> <li>• Web site development and maintenance</li> <li>• Constitution of data bases and virtual libraries</li> <li>• Information dissemination</li> <li>• Sensitization of stakeholders, including external agencies, for support and fund-raising</li> </ul>	<ul style="list-style-type: none"> <li>• Focal points operational in the four countries</li> <li>• New identified focal points</li> <li>• Number of participants in the network</li> <li>• Number of documents, experts, projects, etc, registered in the virtual libraries and data bases</li> <li>• Number of partnership agreements concluded within the network</li> <li>• Additional support from external agencies</li> </ul>	<ul style="list-style-type: none"> <li>• Quarterly reports submitted by consultants and focal points</li> <li>• Information posted on the web site</li> <li>• Web site statistics (access, users)</li> </ul>	<ul style="list-style-type: none"> <li>• Adequate support provided by Soros national foundations at the country level</li> <li>• Capacities of national focal points</li> <li>• Initiative of stakeholders and network members</li> <li>• Accessibility and dissemination of information on the CA-ECN initiative</li> </ul>
<p><b>Inputs</b></p> <ul style="list-style-type: none"> <li>• Consultant services</li> <li>• Resource persons including Soros national foundation officers, local experts, other education professionals</li> <li>• Training and study visits</li> <li>• Equipment and materials for web site development</li> <li>• Organizational support</li> </ul>	<ul style="list-style-type: none"> <li>• Soros national foundations mobilized to support national focal points by January 2004 (OSI contribution)</li> <li>• Consultants recruited and fielded by March 2004 (ADB and OSI contribution)</li> <li>• Country lead facilitators (one or more in each country) identified and mobilized (OSI contribution)</li> <li>• Equipment procured and delivered to focal points by June 2004 and June 2005 (ADB contribution)</li> <li>• Training / study visits conducted (OSI contribution)</li> </ul>	<ul style="list-style-type: none"> <li>• Quarterly reports submitted by consultants and focal points</li> </ul>	<ul style="list-style-type: none"> <li>• Timely availability of resource persons</li> <li>• Capability of consultants</li> <li>• Appropriate specification of equipment for the internet interface</li> <li>• Quality of translation of materials</li> <li>• Adequate cooperation modalities and arrangements between ADB and OSI</li> </ul>

**COST ESTIMATES AND FINANCING PLAN**  
(\$'000)

Item	Foreign Exchange	Total Cost
<b>A. Asian Development Bank Financing<sup>a</sup></b>		
1. Consultants		
a. Remuneration and Per Diem		
i. International Consultant	0.0	0.0
ii. Domestic Consultants	84.0	84.0
b. International and Local Travel	16.0	16.0
c. Reports and Communications	0.0	0.0
2. Equipment	40.0	40.0
3. Training, Seminars, and Conferences		
a. Facilitators	0.0	0.0
b. Training Program (workshops)	30.0	30.0
4. Surveys	0.0	0.0
5. Miscellaneous Administration and Support Costs	0.0	0.0
6. Representative for Contract Negotiations	0.0	0.0
7. Contingencies	30.0	30.0
<b>Subtotal (A)</b>	<b>200.0</b>	<b>200.0</b>
<b>B. OSI Financing</b>		
1. Consultants		
a. Remuneration and Per Diem		
i. International Consultants	0.0	0.0
ii. Domestic Consultants	0.0	0.0
b. International and Local Travel	0.0	0.0
c. Reports and Communications	10.0	10.0
2. Equipment	0.0	0.0
3. Training, Seminars, and Conferences		
a. Facilitators	90.0	90.0
b. Training Program	30.0	30.0
4. Surveys	0.0	0.0
5. Miscellaneous Administration and Support Costs	48.0	48.0
6. Representative for Contract Negotiations	0.0	0.0
7. Contingencies	22.0	22.0
<b>Subtotal (B)</b>	<b>200.0</b>	<b>200.0</b>
<b>Total</b>	<b>400.0</b>	<b>400.0</b>

<sup>a</sup> Financed by the Governance Cooperation Fund.

Source: Asian Development Bank and Open Society Institute estimates.

## OUTLINE TERMS OF REFERENCE FOR NATIONAL FOCAL POINTS AND CONSULTANTS

### A. Roles of National Focal Points

1. The proposed Central Asia Education Cooperation Network (CA-ECN) seeks to add value to cooperation and networking initiatives at the regional, subregional, and country levels. It will rely heavily on existing institutions and on “virtual” approaches, i.e., the use of cost-effective electronic means of networking, rather than trips and conferences. Membership in the network will be open, assuming some form of Internet access among education communities in most countries of the region.

2. In each country, one or several focal points will act as main implementation agents of the CA-ECN initiative. The number of identified focal points is expected to expand during the technical assistance (TA) implementation period. Focal points are knowledgeable education institutions with (i) experience in conducting education policy analysis projects, (ii) accumulated information and materials on educational reforms in their countries, (iii) interest in promoting cross-border and regional cooperation, and (iv) good country-level contacts and direct communication with the whole Open Society Institute (OSI) network.

3. The focal point in Almaty will be the central coordinator. It will (i) guarantee coordination of regional activities of the focal points, (ii) be responsible for the development of a web-based regional resource center, (iii) facilitate the process of collecting key policy documents and other relevant materials from the region and outside of the region, (iv) help broker cooperative activities on issues of common interest among the members of the network, and (v) foster good relations between the network and external funding agencies or other regional or cross-border initiatives.

4. National focal points will be responsible for (i) developing and updating their national web sites; (ii) collecting and disseminating information on the web sites; (iii) promoting networking of education stakeholders at local and national levels; (iv) enhancing networking with counterparts from other countries and coordinating with the lead focal point; (v) promoting cross-border and regional cooperation; (vi) identifying themes, topics, and/or activities in which they will take a lead role in the network. The focal points will further define their mandates taking into account their institutional capacities, comparative advantages, and interests.

5. The first identified focal points are the following:

- (i) **Kazakhstan.** The Education Policy Program at the Soros Foundation Kazakhstan will be the first national focal point for Kazakhstan and the lead focal point for the CA-ECN initiative. The program runs several projects in education policy development in the region, supports curriculum development and has developed a web site ([www.bilim.kz](http://www.bilim.kz)). The program is intended to develop into an independent nongovernment organization (NGO). The contact person is Saule Kalikova [skalik@soros.kz](mailto:skalik@soros.kz).
- (ii) **Kyrgyz Republic.** The Education Laboratory, which runs the education reform program of Soros Foundation Kyrgyzstan, will be the first national focal point for the Kyrgyz Republic. Its contact person is Alexandr Ivanov [ialex@pisem.net](mailto:ialex@pisem.net).

- (iii) **Tajikistan.** The Educational Reform Support Unit of the nongovernment organization, PULSE, established and supported by the secondary education program of the Tajik Branch of Open Society Institute, will be the first focal point for Tajikistan. The contact persons are Safarov Ibaidullo, Director, PULSE, and Jamila Kholova, Education Coordinator at OSI Tajikistan: [j.kholova@osi.tajik.net](mailto:j.kholova@osi.tajik.net).
- (iv) **Uzbekistan.** The General Education Program of the OSI Assistance foundation of Uzbekistan will be the first national focal point for Uzbekistan. The contact person is Shakhlo Ashrafkhanovna [shakhlo@osi.uz](mailto:shakhlo@osi.uz).

## B. Terms of Reference for Consultants

### 1. Internet Interface Development Regional Coordinator (domestic consultant)

6. The consultant will have experience in web-site development, Internet protocol languages, design and management of complex data bases, basic understanding of education reform issues. Previous work experience in the central Asian republics (CARs) is preferable. The consultant's services will be needed for 6 person-months over a period of 12 months, based in Kazakhstan but with substantial travel in the four countries.

7. The main duties are to:

- (i) advise national focal points on all matters related to web site design and development, ensuring consistency in approaches and compatibility of materials and equipment;
- (ii) define specifications for equipment hardware and software as appropriate for ensuring networking access and facilities;
- (iii) develop the common portal for the network in the Kazakhstan national focal point;
- (iv) help establish procedures and mechanisms for accessing and managing data bases, discussion forum, virtual libraries, and other network instruments and tools of the CA-ECN web site;
- (v) develop a strategy for virtual dissemination of the CA-ECN initiative;
- (vi) prepare a detailed work plan for the Internet interface development consultants and supervise their work; and
- (vii) submit quarterly progress reports to the Asian Development Bank (ADB), participate in the midterm review of the TA, and submit a detailed final report on the Internet interface development.

### 2. Internet Interface Development Consultants (4 domestic consultants)

8. The consultants will have experience in web-site development, know hardware and software products for web-site developments, and be familiar with data base management. Experience and interest in education is preferable. Each consultant will be engaged for a period of 6 person-months over a period of 12 months.

9. The main duties are to:

- (i) assess country situations with respect to web site development for establishing the CA-ECN;
- (ii) develop the network web site in his or her national focal points;
- (iii) help select and purchase equipment for core network members in the country and ensure adequate contract provisions related to equipment installation and related services;
- (iv) work closely with country lead facilitators in national focal points established by Soros national foundations for all technical matters pertaining to web-site development and maintenance;
- (v) in collaboration with Soros national foundations and country lead facilitators, review the contents and presentation of the CA-ECN web pages;
- (vi) advise network partners on presentation of materials for Internet publication;
- (vii) submit monthly progress reports on web-site development to the Internet interface development regional coordinator and the country lead consultants; and
- (viii) carry out other tasks as required to establish the Internet interface, as guided by the internet interface development regional coordinator.

### **3. Regional Lead Facilitator (domestic consultant)**

10. The consultant will have experience in education policy-making and assessment; international exposure to education reform issues and processes, knowledge of education partners and stakeholders in the CARs, leadership capacity, and project management experience. The consultant's services will be needed for 24 person-months. The consultant will be based in Kazakhstan, with substantial travel in the four countries.

11. The main duties are to:

- (i) act as coordinator of the country lead facilitators recruited in national focal points supported by Soros national foundations, for the CA-ECN initiative;
- (ii) facilitate bringing in expertise necessary to establish the network at the country and regional level, including education experts, policy-makers, NGOs, and international partners;
- (iii) monitor the use of equipment and resources provided to network members for the CA-ECN initiative;
- (iv) define strategies and actions for collecting relevant materials and documents for publication on the CA-ECN web site;
- (v) disseminate CA-ECN activities and achievements at the regional level;

- (vi) through the network, advocate efforts aimed at enhancing national education reforms in areas such as appropriate curriculum, quality of the learning process and outcomes, equal opportunities, and transparent decision making and policy processes;
- (vii) support the development of national civil society bodies through network activities, with a view to encouraging their participation in policy making;
- (viii) act as broker for regional and international cooperation between institutional partners of the network, including higher education institutions, consulting firms, government agencies, think tanks, etc.;
- (ix) support country lead facilitators in designing and implementing regional network initiatives such as workshops, translation and dissemination of materials, academic and professional exchanges, visits of experts, etc.
- (x) support country lead facilitators in implementing regional and national training programs and study visits;
- (xi) submit quarterly progress reports on the CA-ECN initiative to OSI and ADB;
- (xii) participate in the TA midterm review and final evaluation workshops and present comprehensive reports of network status, achievements, and problems; and
- (xiii) sensitize development partners to the CA-ECN initiative and stimulate fund-raising with external sources.