



MINISTRY OF EDUCATION AND SCIENCE OF THE KYRGYZ REPUBLIC



REPORT
EDUCATION JOINT SECTOR REVIEW
IN THE KYRGYZ REPUBLIC
6-7 DECEMBER 2022 BISHKEK



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INTRODUCTION

The Education Joint Sector Review (JSR) was held on 6-7 December 2022 in Bishkek. JSR served as an education dialogue platform, during which the Ministry of Education and Science (MoES) of the Kyrgyz Republic and stakeholders came together to discuss education policy, coordination processes and mutual accountability regarding implementation of the Education Development of the Kyrgyz Republic on 2021-2040 (EDP-2040). This open dialogue between the state, international and civil communities made it possible to reach a consensus on the prioritization of reforms in the education system for coming years and strengthen mutual understanding and collaboration.

The EDP-2040 programme's objectives and indicators should be reviewed in the context of the drafting of new Sustainable Development Goal (SDG) indicators and associated three-year action plans. The action plans lay down mechanisms and measures to achieve long-term goals and strategic directions for development of the education sector, alongside targets, necessary costs and party obligations to monitor EDP-2040 implementation. To implement the first action plan for 2021-2023, MoES and the Development Partners Coordinating Council (DPCC) used available resources and promoted education reforms laid out in the Education Development Strategy of the Kyrgyz Republic for 2012-2020. In order to further mobilize potential resources from international donors and civil society to achieve the EDP-2040 goals, it is becoming increasingly important to jointly plan feasible actions for greater harmonization and accountability. It is also crucial to examine what does and does not work to address the country's education challenges – such as wide disparities in access to learning, poor learning outcomes, limited gender equality and inclusiveness, the digital divide, fragmentation in education planning, and limited efficiency and transparency in education spending.



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Recognizing the importance of collaborative efforts and the involvement of all stakeholders, the MoES initiated the JSR to develop a common understanding of priority policy areas, existing challenges and how to advance EDP-2040. The JSR will run every year, with technical support from the DPCC¹ Education Group, which has served as a mechanism for coordinating donor assistance in the education sector for 20 years. Having agreed with DPCC and the Global Partnership for Education (GPE), the MoES decided initially to conduct a relatively 'lightweight' JSR. The first step involved an important shift that saw all education sector stakeholders – including civil society organizations, individual advocates and private sector partners – come together in one place within the JSR, listen to each other and discuss how to work together to achieve better results.

An online poll conducted during the JSR showed that most participants – 60 per cent – are well aware of or have a good idea about EDP-2040; 34 per cent have insufficient awareness of the state programme; and only 6 per cent have not heard about it at all. Participants consider teacher professional development (22 per cent), finance and educational efficiency (16 per cent), data-based planning (13 per cent), and digital learning and skills (12 per cent) the most important topics in school education. In recent years, digitization has come to the fore in the education sector, while salaries have increased, the creation of private schools and construction of new schools were less positively received. Forty per cent of participants saw quality education – that is, the quality of textbooks and curriculum, teaching and an optimal level of teaching load, assessment, academic freedom, and education itself – as the top priority in the school education sector.

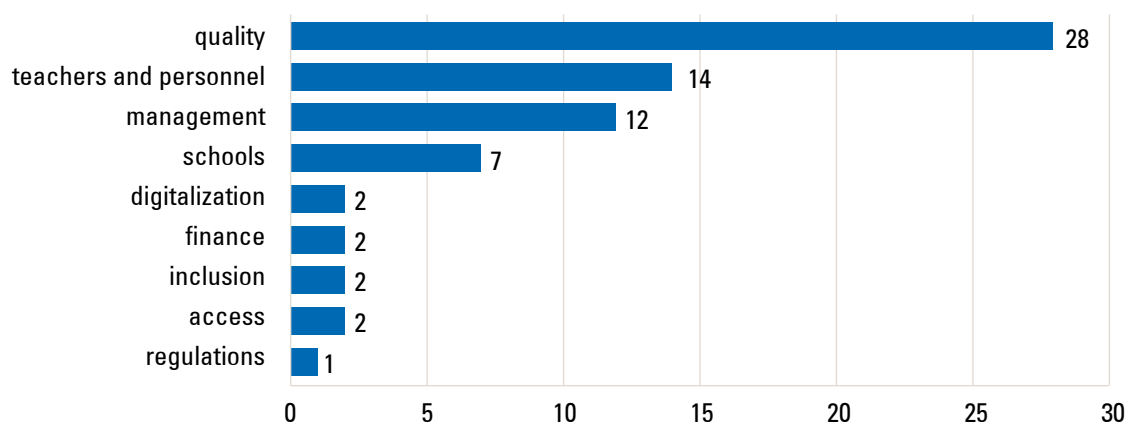


Figure 1: Priorities for attention in schools

Twenty per cent of participants believe it is necessary to pay attention to improving human resources: namely the professionalism, training and support of the education workforce, including senior staff. Seventeen per cent highlighted management issues like corruption, planning, monitoring, evaluation tasks, strategic approaches and sustainability at operational level.

In preschool education, participants consider the construction of new kindergartens (21 per cent), financing and efficiency (14 per cent), and inclusive education (10 per cent), to be the most important topics. A key improvement has been the electronic queue introduced in the preschool education sector, with other improvements including an increase in preschool education coverage, the growth of private kindergartens and a reduction in their tax burden. The most problematic issues participants drew attention to in preschool education include the qualification levels of kindergarten staff (38 per cent), insufficiency of kindergartens and low coverage (23 per cent), as well as quality of services (12 per

¹ The DPCC Education Group includes representatives from more than 10 agencies, including the Asian Development Bank, World Bank, European Union, USAID, UNESCO, UNICEF, Aga Khan Foundation, GIZ, and others.

cent), which includes sanitary rules and regulations (SanPiN²) standards, medical care, nutrition and work with parents.

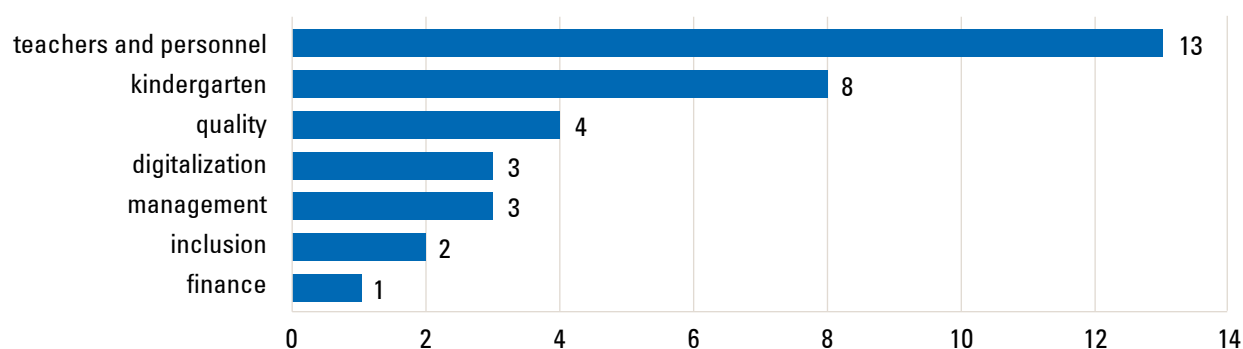


Figure 2: Priority issues for preschool

The collaborative JSR agenda – entitled “Towards the Transformation of the Education System in Kyrgyzstan” – featured more than 130 participants engaging in the following agenda items:

1. Overview of progress made in implementation of the 2021-2023 EDP Action Plan
2. Overview of budgetary needs and expenditure in education for 2021-2023
3. Consultation and agreement on reform priority areas in which MoES and industry development partners jointly invest and advance in 2023 and beyond

JSR participants share good practice and lessons learned across five themes, each of which align with key areas discussed in the Transforming Education Summit (TES) national consultation forum in Bishkek in June 2022:

1. Equitable access
2. Quality of education
3. Digitalization of education
4. Teacher development
5. Financing of education

Policy dialogue at the JSR enabled education stakeholders to discuss and agree on the following five reform areas for transforming Kyrgyzstan’s education system:

Equity	Increase equitable access to quality preschool and school education for all, including children with disabilities
Digital transformation	Develop a single digital platform for preschool education with infrastructure; improve the unified educational platform for schools
Administration and teachers’ competence	Increase competences and administrative capacities in the educational process (from state service to heads of educational organizations and teachers); independent system for monitoring and assessing the quality of education at all levels for better learning outcomes
Teacher professional development	Develop and provide qualified personnel for preschool and school educational organizations of all types and forms of ownership (reforming training, retraining, advanced training)
Financial transparency	Ensure efficiency and sufficiency of funding for preschool, school and inclusive education; enhance transparency in budgeting and spending

² SanPiN (abbreviation used in Russian): Standards for ensuring sanitary and epidemiological well-being of people; aimed at maintaining and strengthening human health and improving quality of life.

This report presents the results of thematic discussions on preschool and school education policy, implemented by MoES and development partners in 2021-2022. The policy reform areas identified by each thematic group are described, their importance justified, and next steps for GPE financial support are presented.

1. Facts and figures on school and preschool education

According to the National Statistical Committee of the Kyrgyz Republic's "Education of Kyrgyzstan in Numbers" (a review supported by UNICEF in 2022) – there are 2,333 schools in Kyrgyzstan (93 per cent public, 7 per cent private). The number has grown by 3 per cent (71 schools) over the past five years. During the same period, the number of attendees increased by 15 per cent (184,686 children), to a total of 1,407,347 total students – 97 per cent of whom study in state schools and 3 per cent in private schools. The study shows rapid growth in the number of private schools (12 per cent, or 65 schools), while the average number of students attending is about 260; state schools, on the other hand, average about 630 students. The number of students with disabilities is only 2 per cent (4,678 children) of all students in general education schools; this figure is 8 per cent than the number of students with disabilities five years ago.

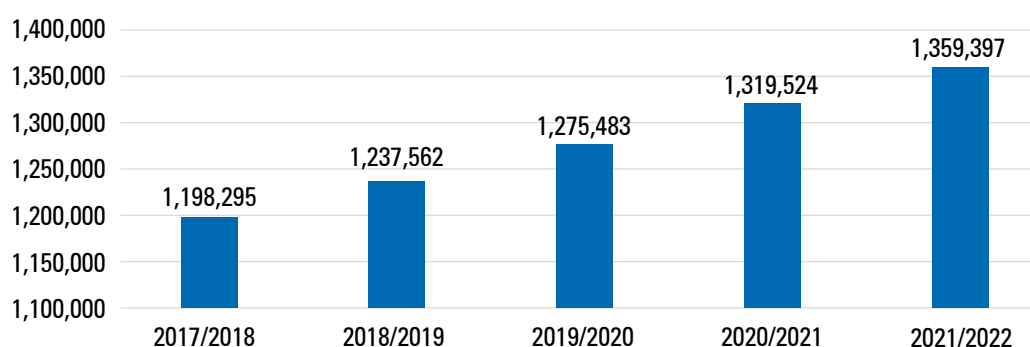


Figure 3: Number of children in state schools, 2017/18 to 2021/22

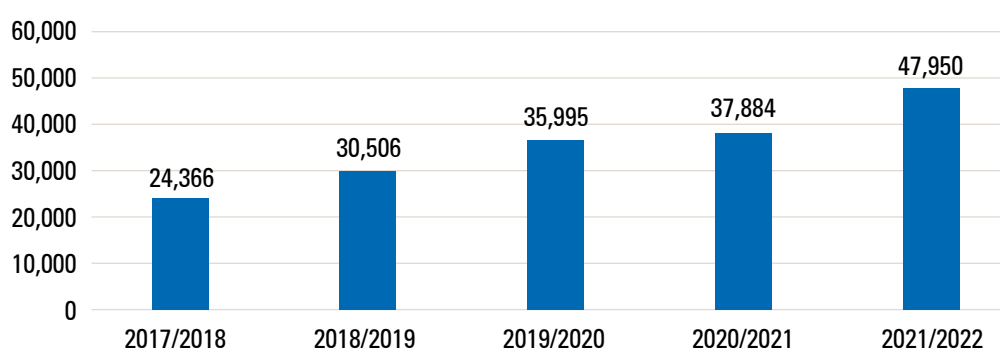


Figure 4: Number of children in private schools, 2017/18 to 2021/22

The number of children admitted to first grade increased by 5 per cent (6,872 students) compared to 2017, and the gender division remains 51 per cent boys and 49 per cent girls. The average coverage of children with basic general education (Grades 1-9) during this period was 106 per cent. At the same time, the number of second-year (repeating) students over the past two years has decreased by 37 per cent (93 students), and comprises only

0.01 per cent (159 students) of all students. Six per cent of the cohort (87,797 students) dropped out of Grades 1-9 this year. A majority (79.3 per cent) left for no recorded reason; they are neither working nor studying; 7 per cent left the republic and 5.4 per cent were forced to work; the rest are studying in other educational institutions or courses. The gender gap between school drop-outs was 53 per cent boys and 47 per cent girls.

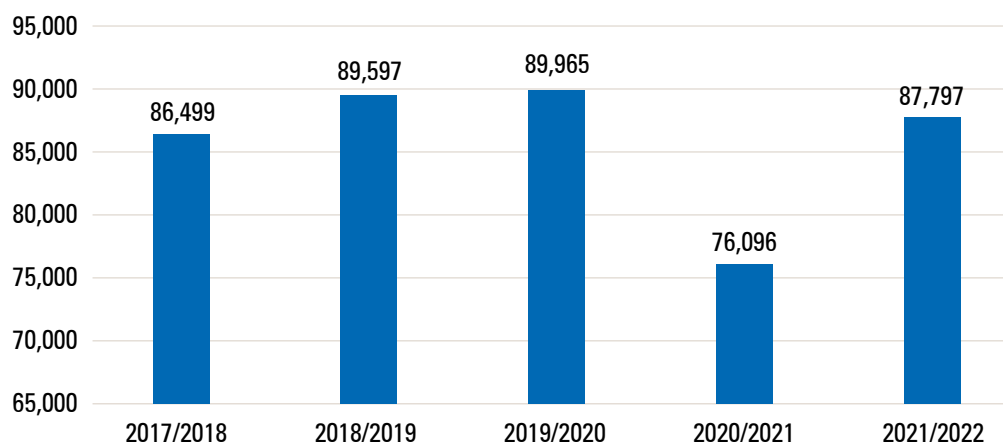


Figure 5: Total number of students dropping out

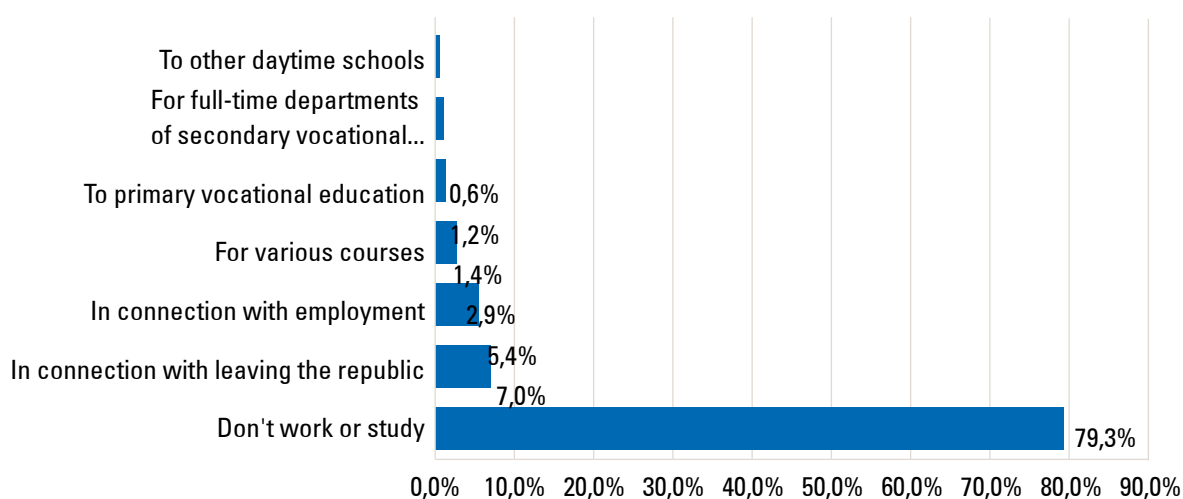


Figure 6: Reasons for dropping out

As noted by MoES, a significant problem across the country is congestion of schools and lack of buildings and premises to ensure an effective learning environment and children's creative development. In 72 per cent of public schools (1,645 institutions), classes are held in two shifts, while 7 per cent (158 schools) work in three shifts. Many schools' free space (that is, corridors and halls) is under construction to be classrooms. Only 21 per cent (459 schools) can afford to work in accordance with sanitary and epidemiological standards, and freely use available space for other needs.

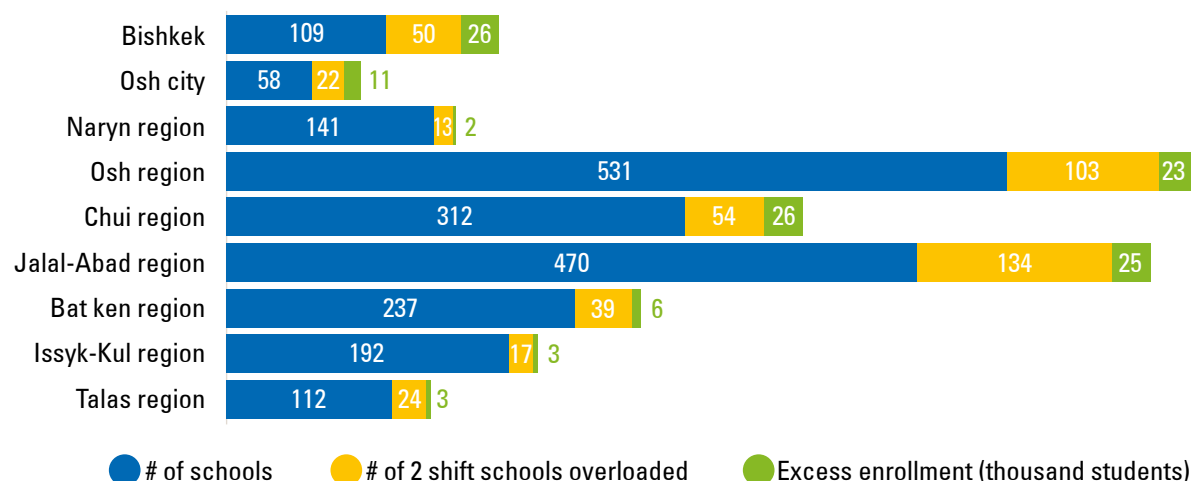


Figure 7: Overcrowding of schools in the Kyrgyz Republic in 2022

According to the National Statistical Committee, 94 per cent of schools have personal computers, and 92 per cent provide internet access, which, in principle, will enable the introduction of full digitization in school education. However, physical functionality and compliance with technical parameters of modern digitization technologies still remain in question, and there is still insufficient equipment for full access to digital learning for every student and teacher.

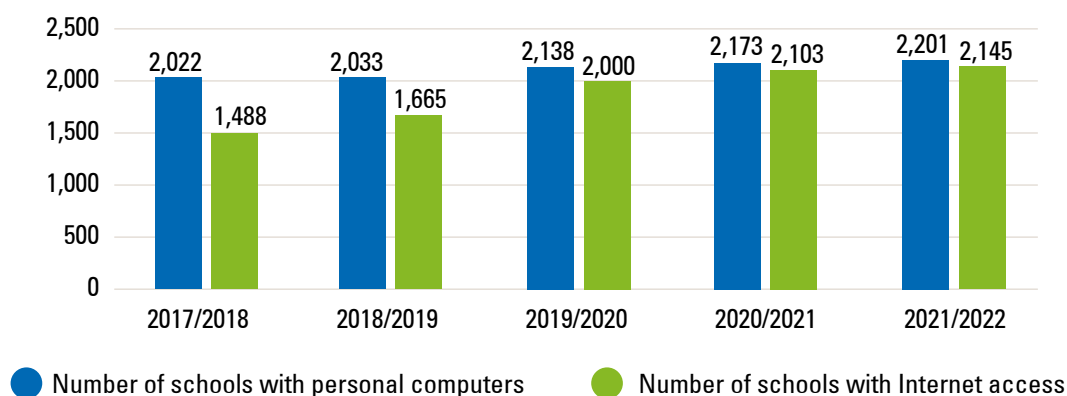


Figure 8: Schools with personal computers and internet access

The 2021-2023 action plan indicators stipulate that there should be 27 schoolchildren per computer that meets modern system requirements in 2022, and that internet access should reach at least 10 MB/s. Schools should be equipped with electronic libraries and laboratories; in-classroom equipment like projectors and screens, among other basic digital materials; and practical materials for use in natural sciences (such as chemistry, physics and biology). All of this requires large investments in the digitization of education. Another equally important task is the information and communication technology (ICT) competence of teachers and school staff.

There are 82,724 teachers, including school heads, working in the country's general education schools in 2022, of whom 14 per cent are men and 86 per cent women. This total has increased by 2.4 per cent (1,951 teachers) since 2017, while the volume of students in schools increased by 15 per cent over the same period.

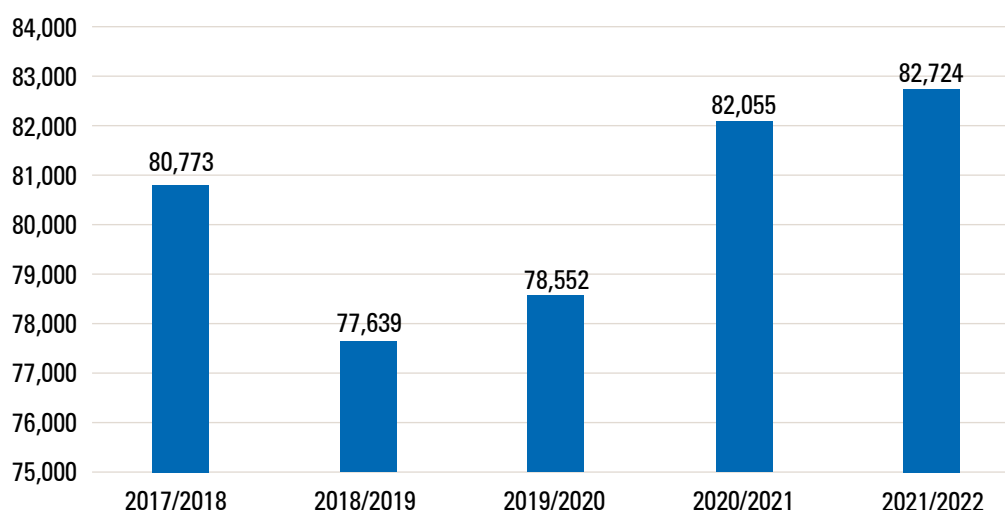


Figure 9: Number of teachers in schools (including principals)

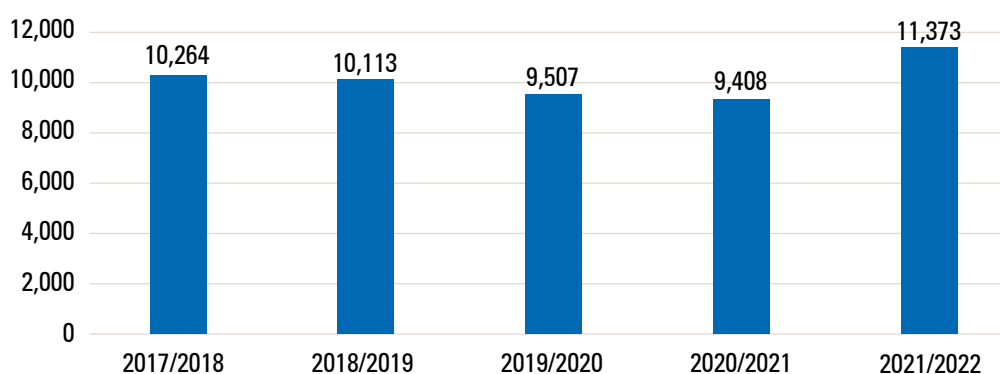


Figure 10: Number of teachers who completed refresher courses

Of all the teachers, 28.1 per cent work in primary school (Grades 1-4), 52.6 per cent teach Grades 5-11, and 10.3 per cent instruct music, drawing, works, physical education and technology. The levels of teacher qualifications remain unexplored: Over the past five years, only 14 per cent of teachers completed advanced training courses; in 2021/2022 academic year marked the largest number of teachers who improved their qualifications, the share of which increased 21 per cent compared to the previous year. Only 10 per cent of male teachers and 14 per cent of female teachers completed advanced training courses. There were 1,712 kindergartens in 2022, 16 more than in 1990 figure. In the first decade after Kyrgyzstan's independence, demand for preschool education dropped sharply, as the economy fell and there was very low employment, leaving parents to mostly take care of children themselves. At that time, many kindergarten buildings were privatized or transferred to other state institutions. Since 2001, the number of kindergartens has continued to grow, with the greatest increase observed over the last decade; compared to 2008, the number of kindergartens has tripled. In total, 88 per cent of all kindergartens are public and 12 per cent are private.

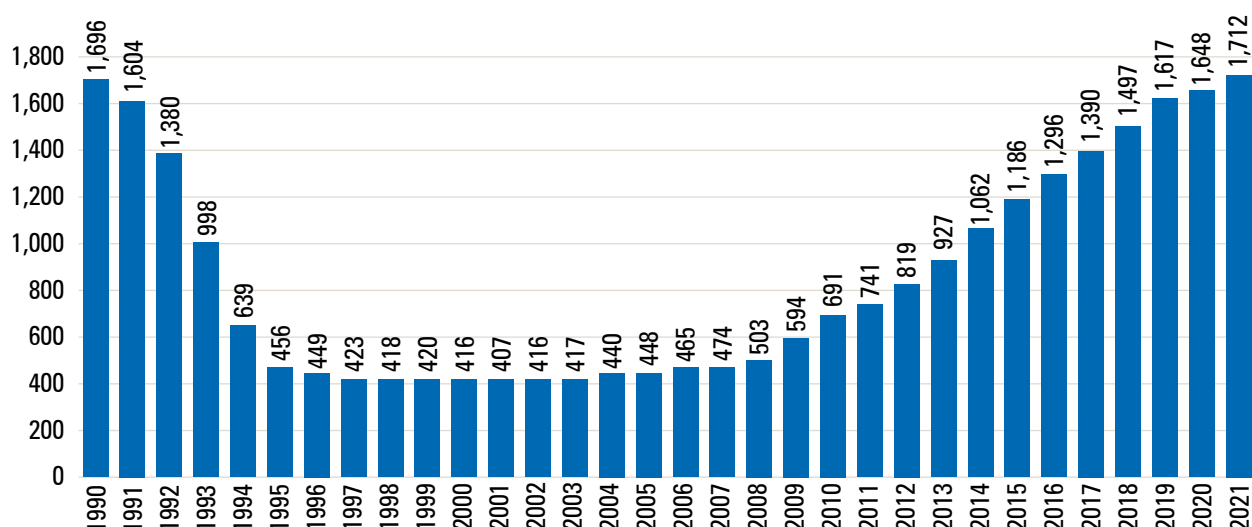
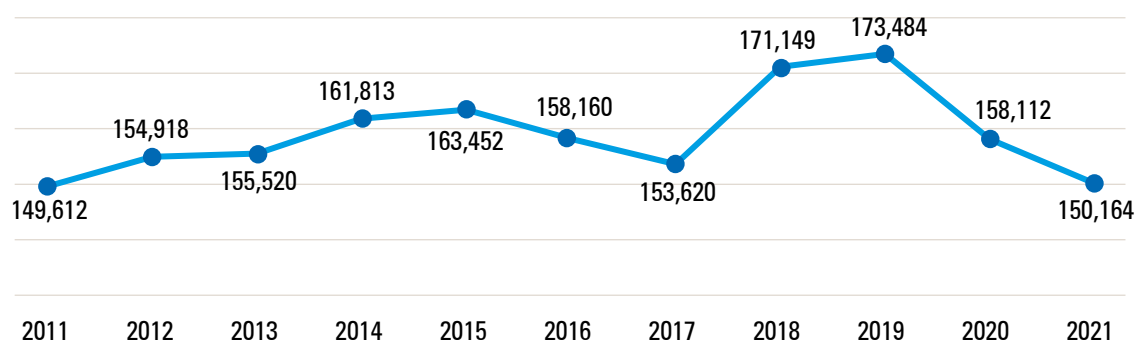


Figure 11: Number of early childhood education facilities

The highest coverage of children with preschool education was in 2019 – 25.4 per cent, which was almost twice as much as in 2010. In 2020, preschool education coverage (22 per cent) fell by 3.4 percentage points, as the number of children born after 2017 increased sharply and created a burden on the preschool education system. This will continue for several more years, after which, if the decreasing birth rate trend continues, preschool education coverage may rise again. In 2021, that number increased slightly; to 23.9 per cent of all children in need of preschool education. However, improvements should not be expected in the next few years; by 2025, the entire burden will shift to school systems, where more spending is required to ensure children are covered by compulsory basic education.



Source: National Statistical Committee <http://www.stat.kg/ru/statistics/naselenie/>

Figure 12: Number of people born in Kyrgyzstan

Coverage of children with preschool education in urban and rural areas has almost equalized over the past decade; the difference is now only 7 per cent, compared to 22 per cent in 2010. Moreover, the 2020 decline in preschool education coverage was only seen in urban areas; rural areas saw stable growth. In 2021, coverage amounted to 21.3 per cent in rural areas and 28.5 per cent in urban areas.

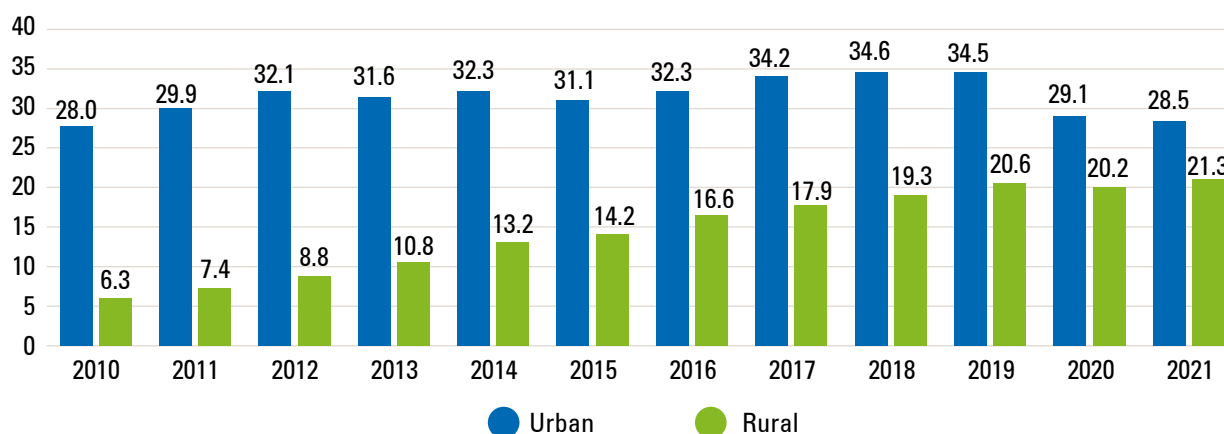


Figure 13: Rural and urban preschool enrolment

The National Statistical Committee's data provides a good opportunity to examine the current situation and trends in certain indicators of education, depending on decisions taken and efforts made by the state, with support from development partners, as well as self-organization among the private sector. However, in-depth analytical studies are needed to understand causes and resulting consequences, and these should be used in subsequent JSR and planning for further education sector development within the EDP-2040 framework.

2. Education policy framework and its implementation in 2021-2022

In the National Development Strategy of the Kyrgyz Republic for 2018-2040,³ the education system has the following tasks: modernize educational policy, directing it to new results and quality of education; apply digital technologies everywhere to solve real-life problems and challenges; form a social partnership for construction of educational institutions, internships and practices for students and teachers; and ensure results-oriented management and funding. To achieve these objectives, EDP-2040⁴ adopted policy measures and indicators in three areas:

- Ensure fair, equal access
- Ensure quality of education
- Effective management and financing

Based on MoES' presentation, Kyrgyzstan, according to the Human Development Index (HDI), has average human development (the dynamics of HDI growth over 10 years was +0.054 to a figure of 0.692 in 2021). Kyrgyzstan ranks 70th out of 189 countries in the Education Index, 182nd out of 213 countries in terms of Gross National Income per capita, and 162nd out of 236 countries in the Life Expectancy Index. All tasks set for the MoES education system must be addressed in the context of growth of 160 per cent in the country's permanent population between 1990 and 2022 (by 2,600,000 people), as well as an increase in poverty rate from 20.1 per cent to 33.3 per cent during the COVID-19 pandemic. The education system covers 48 per cent of the country's population: children, adolescents and youth up to 24 years old. Over the past 10 years, it has been possible to increase coverage of children with preschool education (3-6 years old) by 7.8 per cent (to 23.9 per cent in 2022) and school education by 8.5 per cent (to 97.2 per cent in 2022).

³ As amended by the KR President Order No. 435, dated 12 October 2021

⁴ KR Government Decree No. 200, dated 4 May 2021

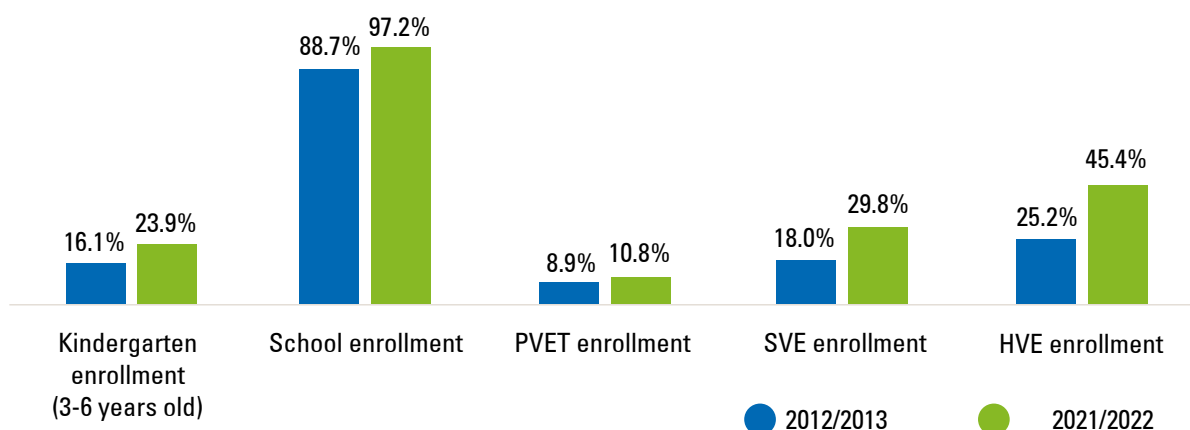


Figure 14: Growth in enrolment at various levels of education between 2012/13 and 2021/22

The birth rate is expected to peak (reaching its highest in 74 years) by 2025, dramatically increasing the burden on kindergartens (from 2028) and schools (from 2032) – in areas already suffering high levels of school congestion, including Bishkek, Chui, Jalalabad, and Osh regions. Twenty-one per cent of schools work in two shifts, with an overload of 125,000 students (more than standard for 456 schools, of which 97 schools work in three shifts). Thus, there is already a high need for construction of new schools, overhaul of existing buildings, and reduction of accident rates, as well as full equipment.

The education system's budget covers expenses of more than 3,000 educational organizations, which employ 183,977 people and educate 2,053,347 children and youth. The approved 2022 budget includes a pledge of KGS37.8 billion (equivalent to US\$439.2 million⁵), of which 78.4 per cent is budgetary funds, 17.8 per cent special funds and 3.8 per cent public investment funds⁶. The draft budget approved for 2023 amounts to KGS60.9 billion (US\$707 million), of which only 2.9 per cent is public investments, 11.5 per cent special funds and the remaining 85.6 per cent budget funds. And in 2021, public investment accounted for only 1.4 per cent of the total education budget.

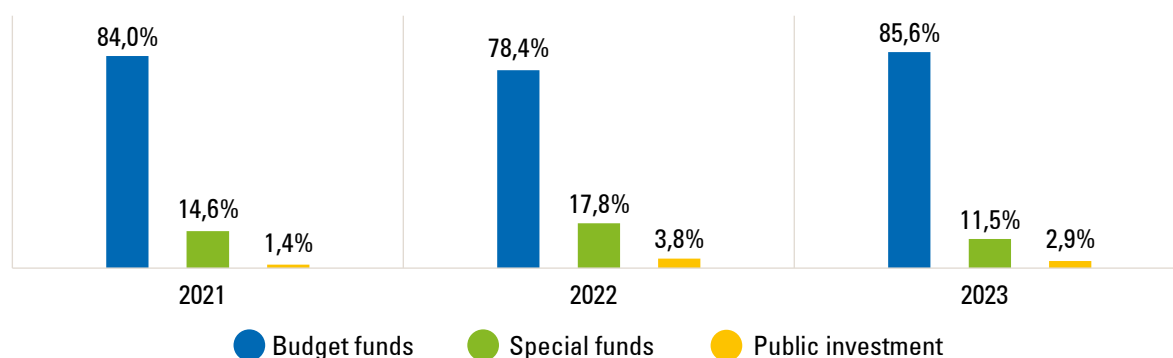


Figure 15: Approved budget of Ministry of Education and Science for 2021 to 2023

After clarification, the 2022 MoES budget amounted to KGS46.4 billion (US\$538.6 million), which shows a growth of 56.2 per cent by 2021. The inflated amount comes from an increase in wages for education system employees, the costs of which increased by 57.5

⁵ NBKR exchange rate on 5 February 2023 is \$1 = 86,2 som

⁶ Budget funds come from the state budget, special funds pay for tuition, public investment funds come from donor assistance

per cent. Of total education spending in 2022, 74.1 per cent is the proportion of spending on schools and 14.4 per cent on kindergartens, with 11.5 per cent on other educational organizations.⁷ The 2023 draft budget factors in a slightly lower percentage (87.2 per cent) for schools and kindergartens, which, in absolute figures, is 10.8 per cent more than 2022 (KGS4.4 billion = US\$51.3 million). Although 93.5 per cent of the total expenditure of MoES subordinate organizations goes to the wage fund (KGS43.4 billion = US\$503.3 million), and development costs (advanced training, textbooks, teaching materials, equipment, and other educational expenses) are in 3 per cent allocated to unprotected expenditure items.

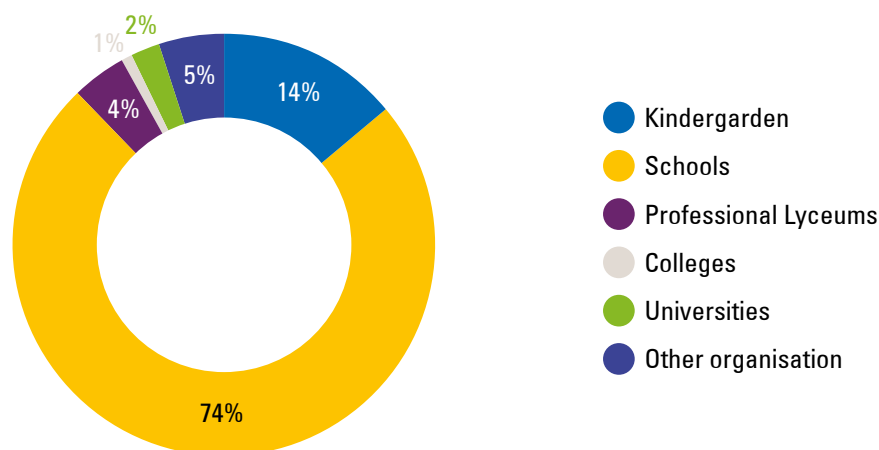


Figure 16: Proportions of total education spending on different areas of education

MoES's 2023 budgetary needs amount to an additional KGS5.9 billion (US\$67.9 million), earmarked for increasing staff of teaching and methodological rooms; creating an 'Electronic School'; implementing the 'Multi-profile Centre for Correctional and Developmental Pedagogy' initiative; creating a 'Parents' School'; creating the Sanarip Bilim state institution and equipping it with computers; maintaining IT specialists (106 units in 53 territorial divisions); serving the education system with territorial structures; creating the Sports and Wellness Centre state institution; constructing an educational building and conference hall for Sanat Health Centre; equipping chemistry, biology and physics classrooms; creating a Centre for Creative Technologies (developing the Tumo educational platform); creating and equipping medical offices in secondary schools; purchasing electronic textbooks and interactive boards; and implementing the Transition for 12-year Education (namely, publication of new-generation textbooks, advanced training and retraining of teachers, school standards, teaching kits, teachers' salaries, and preparation for the Programme for International Student Assessment (PISA)). Additional expenses related to operational measures may arise. Differences to the 2023 budget amount to KGS 800,400. This will be covered by MoES as far as possible or will remain for the next years.

To improve the education financing system, MoES set the following tasks:

- Create a legal framework to ensure equal opportunities for education by various segments of population
- Significantly expand the effects of market relations in field of education
- Ensure stabilization and strengthening of financial position of state educational organizations

⁷ Universities, colleges, professional lyceums, and others (out-of-school institutions, educational and methodical rooms, advanced training institutes, and so on).

- Ensure multi-channel financing of educational organizations
- Ensure transparency and control over spending of financial resources of educational institutions: budgetary – by state bodies; non-budgetary – by public (Boards of Trustees, financial committees and so on)
- Introduce state minimum standards and norms for financing general and vocational education, and guaranteeing its accessibility
- Expand the real financial and economic independence of educational institutions in attracting additional sources of funding

Progress in implementation of the action plan for 2021-2023 for preschool and school education sectors, presented by MoES to the JSR as of 2022, shows a fairly good level of performance. However, there are many open problems requiring more in-depth study and joint efforts to resolve. At this stage, it is very important to involve all stakeholders and come to common understanding that the state is not solely responsible for education, but shares this responsibility with participants in the education system. Therefore, open mutual accountability and clear coordination on the part of MoES is necessary.

Review of implementation of preschool education policy

Accessibility of preschool education and preschool training: In 2022, 803,587 children (2-6 years old) were admitted to preschool, 41 per cent more than in 2011. The Law On Preschool Education has been updated to expand the types of preschool educational organization, and a regulation has been approved on variable forms of preschool education. Sanitary and epidemiological norms and rules were revised to create a safe learning environment. In two years, about 200 child development centres have been created at libraries and more than 220 short-term kindergartens have been opened for children aged 3-5. Today, in fact, 4.1 per cent of children aged 0-3 are covered by various forms of early development activities, and 48.6 per cent of those aged 3-7 and 98 per cent of those aged 5.5-7 are covered by preschool education.

Quality of standards/programmes of preschool education: For 2021-2022, programmes were updated to meet new state standards, kindergarten teachers were trained, and a system was created to train librarians on early childhood development; meanwhile, 72 kindergartens are working on a country-wide multilingual programme and are receiving methodological support.

Financing of preschool education: Preschool education is financed from various sources: 60 per cent the republican budget, 36 per cent local budgets (including Bishkek), and 14 per cent paid by parents. An updated model of regulatory financing of preschool education has been introduced, and powers have been divided between the state, local self-government and parents in matters of financing preschool education and childcare.

Review of implementation of school education policy

Quality education through the change of content: In 2022, the revised National Standard for School Education was approved, introducing new concepts such as 'green skills', 'socio-emotional development', 'self-awareness and problem solving' and 'soft skills'; a graduate model was also presented. The Regulation On the Development and Revision of the National Educational Standards and Subject Specific Standards for General Education Organizations was approved, and standards and curricula for Grades 5-11 are being developed. The task was set to switch to a 12-year education model in order to integrate into the global academic format, achieve high quality education and ensure competitiveness across the globe, as well to improve the continuity of academic levels by introducing specialized education in high schools. The transition to 12-year education involves a change in structure, which requires development of integrated courses,

specialized education, the introduction of 4C skills (critical thinking, creativity, collective (team) work, and communication), as well as development of programmes for emotional intelligence.

Upgraded system of educational book publishing: A regulation governing educational book publishing has been approved. In 2021, 329,300 textbooks and 2,320 books for visually impaired children were published. An electronic library – with 1,536 books, including educational literature and 538 digitized textbooks in four languages of tuition – is under development. In 2022, the Centre for Testing and Certification of Textbook Development Experts was established. Four types of textbook expertise have been introduced: scientific; scientific and pedagogical; practical and pedagogical; anti-discrimination and gender analysis. The MoES plans to train new textbook authors and develop electronic and multimedia textbooks.

Digitalization of education: Today, 87.1 per cent of schools are connected to the internet (1,890 schools connected, with another 278 schools remaining) running at speeds starting at 10 MB/s. Electronic libraries and classrooms have been equipped to facilitate use of electronic materials in education, and 1,200 schools and eight pedagogical colleges have been equipped with computers. There are 67 electronic textbooks for Grades 1-11 available in Kyrgyz language. Multimedia educational complexes (Aibilim 'ib' and Bilim bulagy 'bb') have been developed, and a bank of digital supplementary materials created on the platform hosted by the MoES. Work is taking place with donors to equip schools with ICT and attract experts to develop multimedia textbooks and laboratory/practical materials on natural sciences (chemistry, physics and biology).

School education quality assessment system: In 2021, the MoES adopted a quality assessment system for preschool and school education, of which the first two steps aim to improve internal quality assessment procedures and enable participation in PISA in 2025. In addition, the National Assessment of Student Academic Achievements (NASAA) is conducted on a regular basis and a standardized Early Grade Reading Assessment (EGRA) has been developed for ultimate measurement of academic achievements after primary school, as well as a review of the system for assessing the quality of education and the educational sector. In preparation for PISA 2022, a trial test took place for sixth-grade students, a summer school was held for teachers and school leaders, the quality of STEM (science, technology, education, mathematics) subjects was assessed, and a platform was created for online testing of schoolchildren. The PISA-2025 category was also added to the National Centre for Assessment of the Quality of Education and Information Technology (NCAQEIT) website.

Continuous professional development of teachers: In 2022, the regulation on the procedure for certification of schoolteachers was approved, providing for full automation and excluding the human factor. NCAQEIT created a database of tests covering 18 subjects and developed an electronic platform for certifying teachers. In 2022, the National Institute of Professional Development and Retraining of Teaching Specialists improved the qualifications of 15,977 teachers (19.3 per cent), and 68 courses in Kyrgyz and Russian were posted on the platform. A package of documents was prepared on retraining teachers and a list of educational institutions with licences to improve skills of teachers for 2023 was compiled. MoES plans to introduce a voucher into the professional development system, as well as to improve the skills of university teachers who train teachers-to-be, develop programmes and methodological support for those training to teach integrated courses, and train teachers for bi/multilingual schools and pedagogical universities.

Access to education: A programme has been developed for the development of multilingual and multicultural education for 2022-2040, introducing multilingual education to 97 schools – including 37 with Uzbek as the language of tuition and three with Tajik as the language of tuition. In 2022, language support courses (state and official languages) were

developed for mathematics teachers; monitoring tools were developed; and monitoring took place to determine the quality of multilingual programmes, refine the implementation model and identify achievements and challenges. Multiculturalism as a principle is not always implemented in standards, programmes and textbooks. To study the practice of introducing inclusive education, the Kyrgyz Academy of Education (KAE) held meetings with teachers working with children with disabilities to introduce individual plans from Grades 1-11; a webinar was held on bullying of children with disabilities and issues related to adapting the educational programme for children with disabilities were discussed with school psychologists in Bishkek; and an instruction brochure 'The Rights and Objectives of Parents Raising Children with Disabilities' has been prepared. As of 2022, 2,244 children with disabilities are studying across the country under individual study plans (at home). Only 22 per cent of schools have medical offices and, at the same time, these are not fully equipped with necessary supplies. A proposal to introduce full-time nurses in schools is currently in the approval process. Introduction of an incentive plan for schoolteachers working with children with disabilities and equipping medical offices remains an issue.

Financing of education: In 2021, the government decided to revise upwards its minimum standard for budget financing for schools.⁸ Nevertheless, as of 2022, the Ministry of Finance allocated 65.1 per cent of the required amount for funding schools from the national budget, instead of the required coverage of at least 100 per cent.

JSR planning and budgeting proposals

JSR participants presented proposals for monitoring implementation of action plans for implementation of EDP-2040 and budget financing, and discussed possible support from all partners (state authorities, local authorities, NGOs, donors and development partners). The main goal was to prepare proposals for introducing mutual accountability and collaboration mechanisms to effectively use resources available and funds allocated by state, private and international financial institutions. All suggestions from topic groups have been generated, processed and presented here for possible future use:

1. Take an integrated approach to strategic planning for sector development in specific areas of activity, which should cross-cut and continue across all levels of education, with active participation and contribution of the private sector and civil society, as well as support from mechanisms of laws and regulations to implement adopted policy.
2. Periodically monitor, analyse, and evaluate based on studies commissioned by MoES, with clear objectives for forecasting development of the education sector and policy formulation. Assessing the effectiveness of policy results; studying good practices and lessons learned at local level on completion of pilot projects for reforming the system; disseminating experience, knowledge and policies throughout the system, ensuring sustainability at national level.
3. Strengthen cooperation with local self-governments, parents and other state authorities. Develop strategies for developing educational organizations together with local self-governments, considering local budget expenditures on education and directions for development of districts/cities.
4. Coordinate stakeholders (government, NGOs, business and development partners) with the leading role of MoES. Hold forums/kurultays in the education sector at national level every six or 12 months to inform the public of results, discuss problems and find solutions.
5. Post information on progress of EDP-2040 implementation on MoES website for public oversight and prepare proposals from stakeholders for active participation in

⁸ Government Decree 182 "On Amendments to the Government Decree 843 "On Issues of Budgetary Financing of General Education Organizations of the Kyrgyz Republic" of 28 December 2017", issued on 4 May 2021.

implementation and additional contributions to achieving the goals and objectives of education development.

6. Provide more transparency of information and openness from the side of government agencies, civil society and the private sector, public and development partners to create a trustworthy environment for collaboration and efficient use of resources, without duplicating efforts and investments in the same actions.
7. Improve indicators for operationalizing action plans for the implementation of EDP-2040. Enhance mechanisms for collecting evidence and information that show effectiveness and feasibility of achieving those indicators.

The JSR participants made the following proposals to create mechanisms and ensure that the budgetary needs of the education sector are fully covered and funds spent efficiently:

1. An institution is required to monitor implementation of the programme financing budget at national level. At the *ayil okmotu* (village administration) level, there should be a team of full-time employees to autonomously finance educational organizations (the practice of financing schools through local self-government should be studied). Similar institutions will also be needed at a local level.
2. The budgets of the education system and each educational organization should be transparent. Public control over financial expenditures from budget funds and public funds for schools and kindergartens should be streamlined.
3. State-private partnerships should be developed to improve the infrastructure of school and preschool education (buildings and technical equipment) and processes for ensuring quality education. The experience of Estonia and Finland in implementing voucher systems using the 'money follows the student' principle could be investigated.



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3. Thematic policy discussions

Thematic groups – each of which included representatives of the MoES; national and regional educational institutions; state and private schools and kindergartens; NGOs; civil society; and development partners – actively participated in discussing progress towards implementing policies of action plan for 2021-2023 and presented proposals. The overview of this is grouped and presented by subject below:

1. Equitable access to preschool and school education

At preschool level, positive results have been noted in increasing enrolment of children, creating child development centres at libraries, developing a multilingual education programme and introducing the 'Nariste' programme. The electronic queue for admission of children to kindergartens had great effects, providing equitable access for everyone. Some participants note that coverage remains low and there are not enough kindergartens. For example, six kindergartens have been built in Osh, but the facilities and sanitary conditions do not meet requirements: the Ministry of Health, together with the MoES, must look into. There is a problem with the introduction of multilingual education and a shortage of relevant specializations in training for preschool education specialists. It is suggested that lessons be learned from UNICEF and the Aga Khan Foundation's experience in establishing community kindergartens and centres and promoting their experience.

The following are proposed as priority areas for reforming preschool education to address disparities and enhance equity in access to learning for all:

- access to early development through early intervention programmes
- the variety of forms of preschool education
- simplified requirements for obtaining permits and opening preschool educational institutions (change SanPiN standards, requirements for premises – area per child)
- multilingual education programmes in pre-educational institutions
- private sector engagement and regulation of partnerships
- inclusive access to all preschools and improving nutrition in preschools
- enhanced work of local self-governments

Table 1: Participant proposals for equitable access to preschool education

Participant proposals for stakeholder contributions to reforms	
State	improve standards and SanPiN; rehabilitation and correctional work; diagnostics; methods; freedom of choice when printing teaching materials; trust and cooperation with private sector; consider coverage of children receiving services in private sector
Private sector	establish partnerships and interaction with state; sector: participation in state-private partnerships
NGOs	advocacy; increasing equitable access through introduction of innovative methods, partnership and interaction with the state; sector monitoring
Civil society	monitoring and analysis; capacity building; establishing partnerships and interaction with state; parental responsibility for upbringing and development of young children, advocacy
Development partners	capacity building; technical and financial assistance; financing for all reforms

At school education level, the work by MoES on equitable access is considered good, and it is positively noted they have begun to talk about inclusive education and are developing more programmes for implementation. Other positive developments include medical offices being opened; the Physical Education University creating a school league; a roadmap being developed for the transdisciplinary team for doctor home visits to monitor and identify children with development related disabilities; and the availability of resource centres. Positive highlights include new schools considering inclusion, an increase in the number of multilingual schools (pilot projects include kindergartens and schools), the Kyrgyz Jarana (Kyrgyz Citizens) concept for development of national identity, and partial compliance with SanPiN standards (at least in large cities).

However, values such as friendliness, inclusion, equality, engagement and so on are still not considered. There is a high level of child poverty in the Kyrgyz Republic; there is no ecosystem in place for involving all children in the education system. Although the Concept of Inclusive Education was adopted in 2019, a programme has not been developed for its implementation. Reforms at local level are being implemented in fragments, without sustainable results, and goals are not always achieved at the political level. For example, e-schools are not developing well enough, accessible infrastructure and conditions are not being created for education of children with disabilities, and there are no plans to include mental health in programmes.

JSR participants noted the good practice of teachers being active during the COVID-19 pandemic, which can be used as a resource for carrying out reforms. A policy is being implemented to liberalize the licensing system for the private sector. Schools added a full-time social tutor, which has benefited policy for improving children and teachers' mental health. However, capacity for educational psychology still needs improving. The results of reforms need to be reviewed and experience has to be distributed in all schools and should not remain at project or pilot level.

The following are proposed as priority areas of reform to increase access to school education:

- build schools with safe environments (hygiene, drinking water and toilets)
- develop state-private partnership development; and affordable/alternative financing
- support private schools using a per capita voucher system
- expand multilingual second-language education
- provide methodological support for inclusive education; school preparation and support for children with disabilities
- introduce psychologist and nurse positions to conduct annual check-ups of children and teachers, and
- maintain the Education Management Information System (EMIS)
- promote healthy lifestyle in schools (exercise therapy, sports events)

Table 2: Participant proposals for equitable access to school education

	Participant proposals for stakeholder contribution to reforms
State	regulations; feasibility studies for construction of schools; tenders; allocation of nursing and psychologist staff; creation of favourable conditions for teachers and students (unloading classes); coordinating the MoES to register and monitor education of students with disabilities; sufficient funding, with joint planning and monitoring of results; systematization of experience and project continuity
Private sector	invest; prepare proposals for network development; implement local projects; organize inclusion support; test multilingualism; assist in the development of digital platforms; prudent use of funds
NGOs	advocacy; monitoring; capacity building; research; analysis and evaluation; raising public awareness; introducing inclusion and multilingualism; technical support for healthy and safe environment for students; monitor funding with transparency on part of the Ministry of Finance and the MoES
Civil society	promote children's rights to learn in their native languages; advocate for quality of educational services; analyse and monitor results of implementing multilingualism and inclusion in schools; feedback on adopted policies
Development partners	technical and financial assistance (consultations, monitoring, projects, expert support, advice, disseminate experience of projects and transfer to state for use and sharing)

2. Quality of education

As part of improving preschool education quality, a positive result was the renewal of existing preschool education programmes⁹ and children's training programmes such as Balalyk, Nariste, and Bilimduu Muum. However, the quality of preschool education programmes remains low; educational materials available in private kindergartens are not available for public kindergartens, but the private kindergartens, in turn, do not have materials developed by the state.

The following are proposed as priority reform measures to improve the quality of preschool education:

- monitor and assess (externally and independently) implementation of state standards in all preschool educational institutions
- introduce mandatory licensing of private preschools every five years
- introduce mandatory institutional certification of preschool institutions every 10 years
- adapt international experience to ensure content/quality of preschool institutions
- create state-private partnerships to develop and replicate teaching materials (the right of publishers to print and sell)
- develop skills (green, social, emotional and ICT) through practical materials for preschool teachers
- vary preschool curricula across educational institutions; allow freedom to choose in accordance with state standards
- budget advocacy and control of aiyl okmotu (village administration) budgets by state bodies

⁹ Approved State Standard "Preschool Education and Child Care" (Decree 363 of 29 June 2020)

Table 3: Participant proposals for quality of preschool education

	Participant proposals for stakeholder contribution to reforms
State	regulations; revision of preschool staffing; professional standards of preschool teachers; regulations and standards; raising awareness of the importance of preschool education; advocating for early development standards; supporting implementation of state standards (payment for teachers and teaching materials); subsidizing vulnerable groups; financing examination and publication of books for children
Private sector	participating in development of teaching materials, training and retraining specialists; testing innovations and original methods; supporting early learning and development sites; increasing parental motivation; sharing experience; writing books; participating in discussions; preparing recommendations
NGOs	advocacy; expert support; studying international experience; organizing exchange of experience; attracting investment; testing innovations; assisting in reviewing books; participating in discussions and providing recommendations
Civil society	advocacy; expert support; studying international experience; attracting investment; ensuring childcare costs are borne by parents; participating in discussions and recommendations
Development partners	Supporting the capacity of government agencies; supporting the development of regulatory legal acts; technical and financial assistance; expert support

At school education level, there is good practice of incorporating inclusive education courses in the teacher training system; increasing the number of teachers who improved qualifications in 2022 (by 4,000 more than 2021); updating state standards and subject standards; taking into account competences; creating a system for examining and approving textbooks; successfully conducting the Nationwide Test and NASAA to assess the level of student achievement; and attempting to introduce electronic books. There has also been an increase in the number of teaching aids for parents of children with disabilities and analysis of individual programmes for inclusiveness. The KAE website contains materials on inclusion, with a laboratory for multilingual and inclusive education. There are still problems with shortages of subject teachers – these include teachers of multilingual education, for whom it is necessary to develop additional training. Existing teachers are not ready to work in an inclusive environment; there are insufficient teaching materials and visual aids (according to new standards); there are no variable programmes; and students face a high learning load. There is no investment from the private sector and households, textbooks are only published through a single state channel and schools must choose their own textbooks. A system will have to be developed with standardized, reliable, quality assessment tools for everyone to use. There are no tools for assessing teachers' ICT skills, or the effectiveness of teachers' work in subjects.

The following are proposed as priority reform areas to improve the quality of school education:

- ensure the continuity of programmes at all levels of education, updating content on a systematic basis with methodological support from teachers
- introduce elements of international assessment into the content of education
- allocate more hours to elective school courses
- digitize textbooks, with the possibility of changing content by authors; introduce development of multimedia support into book publishing

- market mechanisms for book publishing and improve the quality of teaching aids
- introduce co-payment by parents for textbooks, e-books, and teaching aids
- introduce career guidance for students from Grade 9 to choose a profession
- increase the role of methodologists (increasing their number in regions, providing methodological assistance, developing teaching aids)
- develop the managerial skills of school principals
- expand autonomy in school management

Table 4: Participant proposals for quality of school education

	Participant proposals for stakeholder contribution to reforms
State	establish assessment system and quality criteria, requirements for content of textbooks, examination and selection of textbooks for publication, and development of textbook formats; ensure variability of programmes and textbooks
Private sector	independently assess and research; monitor; publish and sell textbooks
NGOs	monitor and analyse independent research; develop textbooks and books; test textbooks on social demand; participate in discussion and analysis
Civil society	monitor and analyse evaluation, feedback, recommendations; participate in discussion of textbooks
Development partners	assist with technology and finance (consulting, monitoring, implementation projects); mentoring; capacity development

3. Digitization of education

For a digitization policy in preschool education, the biggest achievement was the addition of the electronic queue to kindergartens, the Bebbu digital resource created for bringing up children and child development, and online retraining of teachers for certification.

Although the action plan does not contain a separate policy for digitization of preschool education, the following were proposed as priority areas for reform:

- automate the management processes in preschool educational institutions
- create an online platform for various programmes, teaching aids and teaching materials to exchange experience of all preschool educational institutions, including in inclusion
- develop media and electronic resources for educators and technical staff, and train teachers to create their own online content (instructions)

The results of digitization at school level were noted positively. Improvements were seen in the online learning and digital skills of teachers and students, availability of information, creation of a platform for informing parents, and increasing the potential of teachers. Another positive step is the development of criteria for assessing teachers' ICT competencies and electronic textbooks. So far, 1,200 schools have received modern computers, improving the availability of ICT for teachers. New applications (such as the Baaloo and Sabak apps) are actively used by teachers to assess students' knowledge and expand access to remote platforms. However, schools still have a weak digital infrastructure, while teachers and students have weak ICT competencies and do not use online opportunities to obtain reference materials and permits, including licences. Different platforms need to be created in different languages to meet the needs of teachers, thereby stabilizing the digitization of education.

To develop school digitization, the following priority areas of reform were proposed:

- develop IT, business, and English language skills
- modernize IT infrastructure and internet quality in schools
- create digital platforms for training and management processes
- digitize textbooks in various formats
- host summer camps for sharing experience and developing teachers' IT competencies
- ensure information/digital security in the learning environment
- develop ethical standards for use of internet by students

Table 5: Participant proposals for digitization of education

	Participant proposals for stakeholder contribution to reforms
State	approve programmes and standards for teachers' IT skills; implement 2023-2026 Digitalization Roadmap; create conditions for introduction of ICT into work of teachers (electronic library); certify IT mentors; and involve IT specialists in district and municipal educational institutions
Private sector	provide services to develop IT skills for teachers; each school should share information through its website
NGOs	training; research; exchange of experience for MoES staff
Civil society	feedback through participation; assessing educational results; monitoring access to educational services
Development partners	providing technical and financial assistance (consulting, monitoring, implementation of projects)

4. Teacher development

In preschool education, a positive result has been the training of specialists in Kyrgyz language of instruction. There is, however, still a lack of qualified personnel in preschool educational institutions (health workers, educators and speech therapists); and the quality of personnel does not meet the requirements established in state standards for preschool education services. To improve their qualifications, and to ensure practical experience is gained, it is proposed that university and college students spend one day a week in kindergartens during their studies.

The following priority areas of reform are proposed for developing preschool institutions' human resources:

- disseminate experience in training early-intervention personnel for preschool education
- train teachers for inclusive education in preschool institutions
- develop resource centres and training preschool teachers at these centres, including online retraining of preschool personnel

At the level of implementation of school education policy, positive achievements include the approval of teachers' professional standards, introduction of a process for selecting school principals, development of video lessons, and various online platforms to support teachers. Raising funds through donor projects to improve teachers' skills, a local teacher mentoring service has been created, and a practical methodology has been developed based on experience of mentoring ICT teachers (by the American University of Central Asia). Programmes are being developed to exchange experience among teachers and increase their capacity through international online platforms, as well as raising salaries by 80 per cent, which has increased teachers' motivation for professional development.

Priority areas for teacher development reforms

- identify teachers' needs and continue professional development
- revise teacher training programmes in colleges and universities
- certify returning teachers
- recognize non-governmental training events and seminars
- legalize mentoring at school level
- support partners to organizing teacher training
- avoid duplication of donor assistance
- digitize technologies for developing teacher capacities
- provide methodological support for teachers from teaching rooms
- create a new standard for teacher ICT competence
- review the number of training hours
- reduce requirements for non-teachers to enter school by attracting practitioners through acquisition of additional teacher qualifications (from 500-1,200 hours)
- select providers for professional development and motivate teachers using voucher mechanism
- develop mechanisms for self-motivation and stimulate teachers' professional development, based on criteria laid out in teachers' professional standards
- introduce voluntary certification of teachers
- introduce innovative approaches to improve the quality of teaching

Table 6: Participant proposals for teacher development

	Participant proposals for stakeholder contribution to reforms
State	MoES to coordinate work of all providers of education services; provide professional development courses (once every three years); certify teachers; and recognize results of teacher training outside public education
Private sector	provide professional development courses; act as provider of services to meet needs of teachers; fund teacher development
NGOs	act as provider of services tailored to teachers' needs
Civil society	assess needs and quality of teacher development services
Development partners	provide technical and financial support and expertise

5. Financing education

At preschool education level, positive policy examples were noted, such as increases in the salaries of preschool employees, increasing funding, developing a standard State-Private Partnership package and an order for its implementation, analysing effective financing of preschool education and optimizing costs (daycare groups are being replaced by shift training centres to increase coverage). Nevertheless, implementation of policy remains insufficient. For example, while a regulation has been adopted on the provision of tutor

support for children with disabilities in preschool educational institutions, there are no mechanisms to implement it, and funding has not been allocated. There is insufficient funding for children's nutrition in preschools – only 15 per cent of teachers are qualified in preschool education – and the asset base needs to be updated. Continuous funding is required for remuneration and the opening of new preschool educational institutions.

The proposed priority areas for reforms in preschool financing system are as follows:

- target financing of preschools with a focus on improving the asset base
- increase annual funding to KGS8 billion and distribute KGS10,000 per year/KGS1,000 per month in vouchers
- allocate at least 10 per cent of total education spending to early childhood development
- introduce regulatory financing for preschool education institutions
- develop public-private partnerships based on the voucher principle for financing preschool educational institutions
- provide benefits to businesses to create preschool educational institution
- provide autonomy for kindergartens by spending saved funds on other positions
- use existing buildings instead of building new ones (experience of early development centres)
- provide support for teachers from local self-government budget (payment of utility costs)
- place regional, district, city education authorities under MoES jurisdiction

At school education policy level, there was an 80 per cent increase in teachers' salaries, as well as an overall increase in budgetary expenditure and regulatory funding for schools. Financial analysis of education sector expenditure, carried out to ensure effective use of available funds, revealed that the education sector was underfunded by 35 per cent, and there was no item of expenditure on the development of school education. Participants noted the opacity of work of school public funds that raise funds for various events, as well as a need for private sector preferences, using the example of foundations to develop educational organizations such as the Kyrgyz-Russian Development Fund and the Kumtor Foundation.

The proposed priority areas for reforming the school financing system, which require closer attention, are as follows:

- 100 per cent funding to meet needs of education system, according to Minimum Budget Financing
- review of regulatory budget financing system
- introduce independent accounting in all schools
- provide direct funding for schools from Ministry of Finance
- budget and monitor expenditures by civil community
- ensure transparency of state school funds
- develop criteria for assessing and comparing schools (based on Nationwide Test, PISA, any formal types and forms of students assessment in the classroom and school for diagnosis and comparison, and so on, in digital format without a human factor involved); use results for financing and remuneration (including intangible assets)

Table 7: Participant proposals for financing education

	Participant proposals for stakeholder contribution to reforms
State	normative legal acts; 100 per cent provision of minimum budget funding; paying salaries to psychologists and nurses at each school and kindergarten; regulating partnerships with private sector; considering financial contributions from private sector; providing subsidies for low-income families (KGS1,500 for 100,000 families)
Private sector	advocacy; technical assistance; participate in discussions and recommendations; implement voucher mechanism
NGOs	participation in discussions and recommendations; lobby and advocate for voucher mechanism
Civil society	ensuring parents financially support utility costs and meals in preschool educational institutions; participating in discussions and recommendations
Development partners	provision of technical and financial assistance; developing public-private partnerships



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4. Areas of policy reform

More than 130 JSR participants were asked to engage in group discussions and identify one priority reform area per group. After discussing the progress towards implementation of the 2021-2023 action plan and the problems extant in the education sector, the focus groups agreed on and presented the following areas for national policy reforms:

Table 8: Priority areas for national policy reforms

Equity	Increase equitable access to quality preschool and school education for all, including children with disabilities
Digital transformation	Develop a single digital platform for preschool education with infrastructure; improve the unified educational platform for school education
Administration and teachers' competence	Increase competences, administrative capacities and subject knowledge in educational process (from state service to heads of educational organizations and teachers); create an independent system for assessing quality of education at all levels (country monitoring) – learning outcomes
Teacher professional development	Develop and provide qualified personnel for preschool and school educational organizations of all types and forms of ownership (reforming training, retraining, and advanced training)
Financial transparency	Ensure the efficiency and sufficiency of funding for preschool, school and inclusive education; enhance transparency in budgeting and spending

To select these priority areas of reform, each focus group filtered problems identified according to criteria proposed by the consultant¹⁰ based on the GPE recommendations:

- I. Compliance with current problems and priorities identified in framework of EDP 2021-2040
- II. Existence of potential positive effect on other levels of education or entire education system
- III. Whether it is realistic to solve the problem (or achieve serious results in solving it) over the next three years (that is, 2024-2026)
- IV. Fragmented or insufficient support from Government of the Kyrgyz Republic and/or development partners
- V. Inability to solve problem without external support and best practices
- VI. In no case can the solution be postponed until later years (that is, after 2026)
- VII. Failure to take urgent measures to address pressing issue may result in loss of existing benefits and advantages

All proposed areas of policy reform are important from the point of view of an integrated and systematic approach to development of the education sector. These include a set of measures necessary to achieve reform goals. Each measure meets all the prioritization criteria; below is a brief justification for their relevance and importance:

1. Increasing equitable access to quality education is a priority of EDP-2040. Ensuring access to high-quality preschool and school education will have a positive effect on improving the quality of training specialists at all levels of vocational education and, in general, improve the quality of life of the population. Given that by 2025 there will be a high

¹⁰ Shukhrat Mirzoev, UNICEF consultant for the preparation of a Partnership Agreement between the Ministry of Education and Science of the Kyrgyz Republic and all development partners for the years 2023-2025

load on the school system due to the demographic explosion in birth rate 6-7 years ago, the Government of the Kyrgyz Republic will be unable to expand the school network and create high-quality and inclusive infrastructure in two years; large investments are required in the construction and equipment of schools and kindergartens. This issue is urgent, and even without support of development partners, the Government of the Kyrgyz Republic will have to address this issue, as there will be a high risk of reducing children's education enrolment, which currently stands at 98 per cent.

2. Improving the competence of stakeholders and the system for assessing the quality of training are included in EDP-2040 priorities. The competence of stakeholders needs to improve at all levels of governance (from state service to heads of educational organizations and teachers) to meet the needs of the entire education system. It is impossible to do without best practices and external support. Over the years, coordinated interventions by development partners for the creation of competence approaches have not led to systemic change, and projects are still continuing without sustainable results. Over the next three years, it is necessary – and possible – to complete the reform of educational content renewal and prepare the system for the PISA-2025 international assessment, with purposeful concentration of all efforts and prudent management of this process. In addition, not taking urgent measures soon may drop Kyrgyzstan to an even lower HDI rating.
3. Creation of a unified digital educational platform and infrastructure will undoubtedly have a huge effect on development of the education system and management processes, and is a key objective for the government and a priority in EDP-2040. With sufficient investment in the next three years, it will be possible to create a digital educational environment, as MoES has achievable plans and readiness (Roadmap for 2023-2026). In addition, digitization is playing an important role in addressing many other issues in the education system. Many development partners (the European Union (EU), World Bank, UNICEF, Asian Development Bank (ADB), UNESCO, and so on) are investing in this area. But support is fragmented and often chaotic, not helping to



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provide a complete picture of digitization of education. A solution cannot be delayed, as experience showed during the COVID-19 pandemic. Kyrgyzstan must be prepared for any situation, and cannot lag behind digital-age global trends.

4. Providing qualified personnel for the education system is an urgent problem and priority for EDP-2040, for which the Government of the Kyrgyz Republic is allocating insufficient funding; it appears impossible to resolve this problem without support from development partners. Reform of teacher training and professional development requires urgent measures and cannot be postponed, as the quality of education of the entire system depends on the level of qualifications of teachers. With sufficient funding and resource mobilization, it would be possible to provide schools and kindergartens with qualified personnel over the next three years, even given the increase in number of children attending them.
5. Ensuring efficiency and transparency of funding for preschool, school and inclusive education will always be the country's priority. However, if the national budget is insufficient (covering 65 per cent of the needs), it is impossible to solve this problem without external assistance from donors and the private sector. The national budget covers only necessary expenses, so investments are needed to develop the education sector. A solution will cover all other priority areas of reform requiring sufficient funding, as well as reform efforts to create further efficiency in budgetary spending. Budgetary support for the education sector by the EU and ADB, launched in 2012, does not resolve these problems, as the policies and practices of the Ministry of Finance do not allow these funds to be fully used for development of the education system.

As we can see, all selected areas of policy reform are relevant and important, and they are also interrelated. However, under terms of the GPE grant, the country needs to identify a single priority area of reform leading to transformation of the education system, in order to mobilize government efforts and investments from all development partners for the next three years.



CONCLUSION

This joint review of the education sector, conducted for the first time in Kyrgyzstan in a new format, revealed the possibilities and benefits of an open discussion of achievements and problems in the implementation of state policy in the education sector with the participation of all stakeholders. The activity and interest of JSR participants made it possible to get a broad picture of the situation in the education system and progress implementation of education policy in 2021-2022. This gives hope for further positive mutual cooperation of all parties (the state, the private sector, civil society, NGOs, and development partners) and their active involvement and contribution to implementation of EDP-2040. Participants were invited to hold such meetings more often, and discuss and jointly seek solutions to problems: this will become a good practice of collaboration and mutual accountability for formation of effective state policy for development of the education system.

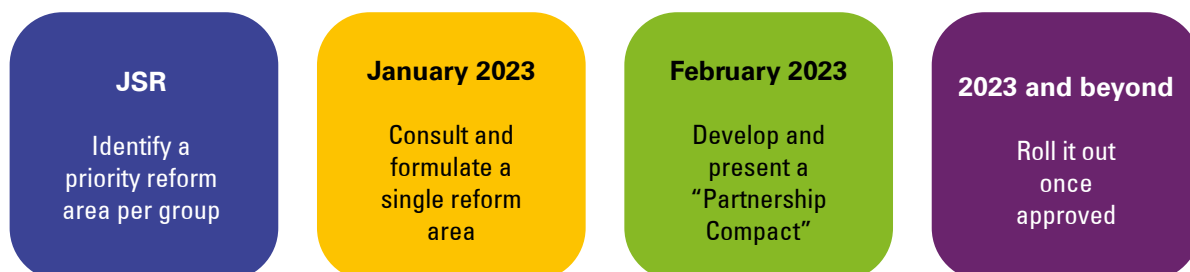
By order of the MoES, the Local Education Group (LEG) was formed as a platform for open dialogue, coordination and mutual accountability between the state, the private sector, civil society and development partners. To deliver results for the JSR, as part of the conditions for granting the GPE grant for 2023-2025, MoES – together with development partners – must take the following actions:

1. Identify a single priority area for education sector reform in the Kyrgyz Republic, which the MoES and partners are ready to support in 2023-2025.
 - A reform/direction of cross-cutting nature (such as digitization, quality of teaching, inclusive education, or transition to 12-year education).
 - Combine the five areas of reform selected during the JSR (6-7 December 2022) into a single priority area for policy reform to transform the country's entire education system.
2. Form a technical group chaired by the MoES to validate and specify the chosen priority area of education reform
 - MoES-approved technical group should include representatives of structural units and subordinate institutions, as well as – by invitation – development partners and representatives of civil society/NGOs.
3. Submit analysis of four enabling factors and supporting documents and recommendations from Independent Technical Advisory Group to GPE Secretariat
 - The Independent Technical Advisory Group (ITAP) of the GPE Secretariat will review analysis of enabling factors to determine how they influence implementation of selected priority reform.
 - A number of supporting documents should be submitted confirming the existence of an approved strategy, budget, regulatory environment, and so on.
 - Prior to submission to ITAP/GPE, analysis should be submitted to development partners for approval/consent.
4. Express MoES interest in receiving a Multiplier Grant and invite development partners to submit written Expressions of Interest
 - The Expression of Interest (EoI) is a formal requirement on the part of GPE.
 - An EoI from development partners makes it possible to determine who is willing to co-finance activities under the Multiplier Grant (MG).

5. Develop Partnership Agreement and review it at technical group level
 - A Partnership Agreement is developed in strict accordance with the instructions and recommended content from GPE.
 - Before approval, the Agreement is submitted to the technical group.
6. Approval of Partnership Agreement between MoES and development partners
 - The Partnership Agreement is presented to development partners for comments.
 - After approval of the Partnership Agreement by MoES and all development partners, the document is submitted by the Ministry to the GPE Secretariat.
 - The GPE Secretariat prepares an opinion and submits recommendations to the GPE Council on allocation of grant funding (System Capacity Grant: SCG and Multiplier Grant: MG) for MoES of the Kyrgyz Republic.
7. Selection of grant agents to implement the GPE grant programmes (that is, SCG and MG)
 - Carried out by MoES, with development partners, according to rules and requirements recommended in GPE guidelines.

Brief Description of the GPE Grants	
<p>1. Grant for improving the capacity of the education system (System Capacity Grant, SCG)</p> <ul style="list-style-type: none"> • sum of \$1 million for 2023-2025 • support improving performance and strengthening efficiency of system and management mechanisms of education system, including building capacity of public sector employees 	<ul style="list-style-type: none"> I. Planning and monitoring II. Education sector Coordination III. Education funding IV. Data and evidence
<p>2. Multiplicative grant (Multiplier Grant, MG)</p> <ul style="list-style-type: none"> • sum of \$15 million for 2023-2025 (on condition that an additional \$60 million is attracted from extrabudgetary sources) • assist in transformation of education system by attracting funds not only from GPE, but also from other non-budgetary sources, for soft and hard components 	<ul style="list-style-type: none"> I. Access to education II. Training III. Gender equality IV. Inclusion V. Earlier training VI. Quality teaching VII. Domestic funding VIII. Organizational capacity

In addition to these actions, in the near future the Government of the Kyrgyz Republic needs to resolve the issue of attracting additional borrowed funds from extrabudgetary sources. Also, according to the MoES order, within a month, LEG (local education group) members will be presented with the Regulations on the LEG and its organizational structure for management and interaction of members for adoption at its first meeting. A general schedule of next steps in preparation for GPE grant support is presented below.



Lessons learned from JSR: Events where antagonistic parties meet often require more time, as everyone needs to speak and listen to each other. The one-and-a-half-day JSR was very intensive, and even overloaded with many tasks for thematic groups; additional time is needed for immersion in the topic, easy communication and free reflection during discussions. There was absolutely not enough time to prepare presenters, facilitators and moderators, on whom JSR content and time management depend. Nevertheless, the JSR achieved its goal and the first step towards partnership took place.



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ANNEXES

ANNEX 1.

Joint Education Sector Review Agenda

6-7 December 2022, Novotel, Bishkek City Center (Manas Ave.,16)

AGENDA: Towards the Transformation of the Education System in Kyrgyzstan

Objective: Develop a common understanding of priority policy areas, challenges, and ways forward, and identify a priority reform area for joint support under the Education Development in the Kyrgyz Republic 2021-2040.

Tasks:

- Overview of progress made in implementation of 2021-2023 EDP action plan
- Overview of budgetary needs and expenditures in education for 2021-2023
- Consult and agree on reform priority area, in which MoES and industry development partners jointly invest and advance in 2023 and beyond.

Thematic groups (all participants will be divided into thematic groups in advance):

Group 1. Equitable access

Group 2. Quality of education

Group 3. Digitization of education

Group 4. Teacher development

Group 5. Financing education

DAY 1: 6 DECEMBER – TUESDAY	
08:30-09:00	Registration (tea/coffee)
PLENARY SESSION	
Moderators	<i>MES KR, Deputy Minister, Dzhusupbekova N.S. UNICEF, Head of Education, Tomoya Sonoda</i>
9-9:15 a.m.	Welcome speeches: <i>Minister of Education and Science of the Kyrgyz Republic Mambetakunov U.E. UNICEF Representative Christine Jaulmes</i>
9:15-9:30 a.m.	Brainstorm <ul style="list-style-type: none"> Goals and objectives of event and group discussions Online voting on what we know about education
Speaker	<i>UNICEF, Head of Education, Tomoya Sonoda</i>
9:30-9:50 a.m.	Introduction: The Education Development of the Kyrgyz Republic until 2040 and the Education Reform Action Plan for 2021-2023 – main priority areas
Speaker	<i>MES KR, Head of the Department of Strategic Planning, Monitoring and Analysis Boyko E.V. Q&A (five minutes)</i>
9:50-10:10 a.m.	Overview of budgetary needs and expenditures in education for 2021-2023
Speaker	<i>MES KR, Chief Specialist of the Department of Budget Policy and Financial Analysis Murataliev A.D. Q&A (five minutes)</i>
10:10-10:30 a.m.	Education in numbers – government statistics
Speaker	<i>National Statistical Committee of the Kyrgyz Republic Q&A (five minutes)</i>
10:30-10:45 a.m.	Coffee break
10:45-11:30 a.m.	Group discussion What is the best way to track progress in implementation of action plans? How can we ensure budgetary needs for education are covered and funds are spent efficiently? <i>Each group's discussion questions should be documented and presented to moderators.</i>
SESSION 1 Overview of school education (Part 1)	
Moderators	<i>MES KR, Deputy Minister Ashymbaeva T.A. UNESCO, specialist of the programme "Education" Sulaymanova Aisulu</i>

<p>11:30 a.m.-noon</p> <p><i>Speakers</i></p>	<p>Review of implementation of 2021-2023 action plan for implementation of Education Development in Kyrgyz Republic for 2021-2040 in terms of school education</p> <p>What has been achieved and not achieved? Why?</p> <p>Focus: access to quality school education, education quality assessment system, book publishing and digitization of school education</p> <p><i>Head of the School Education Policy and Book Publishing Department, Umralieva S.K.</i></p> <p><i>Representative of the World Bank, ADB</i></p>
<p>Noon-1 p.m.</p>	<p>Group discussion (discussion of what worked and what did not work in 2021-2022 and the reasons why)</p> <ul style="list-style-type: none"> • Positive examples, lessons learned • What should be a priority area for reform? • What are contributions of the state, private sector, NGOs, civil society, and development partners? <p><i>Each group will present the results of the discussion (in the last 20 minutes).</i></p>
<p>1-2 p.m.</p>	<p>Lunch</p>
<p>SESSION 2 Review of school education (Part 2)</p>	
<p><i>Moderators</i></p>	<p><i>MES KR, Deputy Minister Ashymbaeva T.A.</i></p> <p><i>UNICEF, Head of Education, Tomoya Sonoda</i></p>
<p>2-2:30 p.m.</p> <p><i>Speakers</i></p>	<p>Review of the implementation of 2021-2023 action plan for implementation of Development of Education in Kyrgyz Republic for 2021-2040 in terms of school education</p> <p>What has been achieved and not achieved? Why?</p> <p>Focus: teacher professional development, multilingual education, inclusion, student health, funding</p> <p><i>Head of the School Education Policy and Book Publishing Department, Umralieva S.K.</i></p> <p><i>Representatives of USAID, UNICEF, WB, SOROS and ADB projects</i></p>
<p>2:30-3:45 p.m.</p>	<p>Group discussion (discussion of what worked and what did not work in 2021-2022 and the reasons why)</p> <ul style="list-style-type: none"> • Positive examples, lessons learned • What should be a priority area for reform? • What are contributions of the state, private sector, NGOs, civil society, and development partners? <p><i>Each group will present the results of the discussion (in the last 20 minutes).</i></p>
<p>3:45-4 p.m.</p>	<p>Sum up results of sessions 1, 2; summing up results of first day</p>

DAY 2: DECEMBER 7, WEDNESDAY	
08:30-09:00	Registration (tea/coffee)
SESSION 3 Overview of early childhood education	
Moderators	<i>MES KR, Deputy Minister, Dzhusupbekova N.S. World Bank, Lead Education Specialist Sultanova Gulmira</i>
9-9:15 a.m.	Brainstorm <ul style="list-style-type: none"> Goals and objectives of event and group discussions Online voting on what we know about education <i>UNICEF, Head of Education, Tomoya Sonoda</i>
9:15-9:45 a.m.	Review of implementation of 2021-2023 action plan for implementation of Development of Education in Kyrgyz Republic for 2021-2040 in terms of preschool education What has been achieved and not achieved? Why? Focus: access, standard, training materials, funding <i>Head of the Department of Preschool Education Policy Kasymova N.A. Representatives of UNICEF, WB and SOROS projects</i>
9:45-10:30 a.m.	Group discussion (discussion of what worked and what did not work in 2021-2022 and the reasons why) <ul style="list-style-type: none"> Positive examples, lessons learned What should be a priority area for reform? What are contributions of the state, private sector, NGOs, civil society, and development partners? <i>Each group will document and present the key points of the discussion (in the last 20 minutes).</i>
10:30-10:45 a.m.	Coffee break
SESSION 4 Planning and prioritizing reforms	
Moderators	<i>MES KR, Deputy Minister Dzhusupbekova N.S. UNICEF, Head of Education, Tomoya Sonoda</i>
10:45 a.m.-noon	Project planning in groups for 2024-2026 <ul style="list-style-type: none"> Good practice examples, international experience, new ideas that can be developed in next three-year plan with indication of those responsible (government, private sector, NGOs, civil society, development partners) and indicative year of implementation Prioritization – choose one task you think will transform the situation and explain why it is a priority.
Noon-12:45 p.m.	Theme Group presentations (proposals for 2024-2026 and priority area with rationale) <i>(10 minutes per group)</i>
12:45-1 p.m.	Closing event: Sum up discussion of results of Joint Review of the Education Sector <i>Minister of Education and Science of the Kyrgyz Republic Mambetkunov U.E. UNICEF Representative Christine Jaulmes</i>
1-2 p.m.	Lunch

ANNEX 2.




List of JSR participants

(6-7 December 2022)

РЕГИСТРАЦИОННЫЙ СПИСОК участников Совместного обзора сектора образования на 6-7 декабря 2022 года

№	Фамилия	Имя	сектор	группа	Организация	Роспись
1	Мамбетакунов	Уланбек Эсенбекович	гос		Министерство образования и науки КР	
2	Ашымбаева	Токтобугу Абасовна	гос		Министерство образования и науки КР	
3	Джусупбекова	Надира Сынташевна	гос		Министерство образования и науки КР	
4	Ибраев	Алмаз Орозакунуович	гос		Министерство образования и науки КР	
5	Жолям	Крестин	ДРСС		ЮНИСЕФ	
6	Сонада	Томоя	ДРСС		ЮНИСЕФ	
7	Абдраева	Айгуль Толоковна	вуз	качество	КГУ им Арабаева	
8	Абдураимова	Анара Хабибовна	ГО	финансы	Ассоциация директоров школ	
9	Абдылдаева	Гульшан Кушлековна	гос	доступ	Министерство образования и науки КР	
10	Айгуль	Каримова	вуз	учитель	the Institute of Education, AUCA	
11	Айнекенова	Анара Ранатовна	гос	качество	ОРП МОН КР	
12	Алибаева	Элизабет Девис	вуз	учитель	АУЦА	
13	Алиева	Жылдыз	гос	финансы	Министерство финансов КР	
14	Алишев	Марлен	ДРСС	цифра	ЮНИСЕФ	
15	Аманбаева	Элмира	ГО	финансы	Фонд. соц. интеграции	
16	Аманова	Жазгул	гос	финансы	Министерство финансов КР	
17	Аматов	Толеген	гос	цифра	ГУ Жаны Китеп	
18	Апышева	Айзада Ишенбековна	гос	качество	Министерство образования и науки КР	
19	Арстанбекова	Айнұра Жаңыбековна	гос	учитель	Управление образования мэрии г.Бишкек	
20	Артыкбаева	Гульмира Эрматовна	гос	качество	РИПКПР	
21	Асанбаева	Бермет	гос	доступ	КАО	
22	Асанбаева	Гулзада Жумалиевна	гос	цифра	Министерство образования и науки КР	
23	Атаева	Сайрагуль	школа	доступ	УВК-гимназия №69 им Т.Сатылганова	
24	Ахмедова	Чынара	НПО	доступ	Айжан ОФ г.Баткен	
25	Бакиева	Нуржамал Абдуманалповна	гос	качество	КАО	
26	Баширова	Масума	НПО	доступ	Ассоциация Развития Образования в Кыргызстане	
27	Бегалиева	Аида Каныбековна	гос	учитель	Министерство образования и науки КР	
28	Бойко	Евгения Владимировна	гос	доступ	Министерство образования и науки КР	

Сайманова М.Орота
Т.Аманбаева
Аманбаева Бермет
Аманбаева Гулзада
Аманбаева Сайрагуль
Аманбаева Чынара
Аманбаева Нуржамал
Аманбаева Масума
Аманбаева Аида
Аманбаева Евгения

29	Ботобаева	Гульнара	ДРСС	качество	Представительство ЕС	
30	Брызгалова	Ольга Александровна	гос	учитель	Министерство образования и науки КР	
31	Бушерт	Сара	ДРСС	финансы	Сеть развития Фонд Ага Хана	
32	Гульджамал	Жумабекова	школа	финансы	школы Илим", председатель "Союза образовательных учреждений"	
33	Дайырбекова	Гульнара	школа	цифра	школа-креатив Таалим	
34	Дауталиева	Анара Зарылбековна	НПО	качество	Фонд "Таза табигат"	
35	Джамансариев	Аят	гос	финансы	ОРП МОН КР	
36	Джумабаева	Гульзода	ДРСС	учитель	ЮНИСЕФ	
37	Джумагулова	Чинаргуль	ДРСС	доступ	ЮНИСЕФ	
38	Дилдора	Хамидова	ДРСС	финансы	UN Women (ООН Женщины)	
39	Дүйшенова	Жылдыз	НПО	качество	Будущее страны	
40	Дыйканбаева	Сейнеп	НПО	доступ	ОО Родителей детей с инвалидностью АРДИ	
41	Дыйканбаева	Тамара	НПО	доступ	ОО Родителей детей с инвалидностью АРДИ	
42	Дюшеева	Назира Кубанычбековна	гос	учитель	КАО <i>Манаскулово м.п.</i>	
43	Жоробеков	Айдар	школа	качество	Кыргызско-шведская математическая школа	
44	Жумабекова	Тамара	НПО	доступ	ОО АРДИ	
45	Зарина	Макен	Бизнес	финансы	Фонд Салыкбекова	
46	Зулуев	Бекмурза	вуз	онлайн	ОГПУ	
47	Иванов	Александр	НПО	качество	Фонд поддержки образовательных инициатив	
48	Исаева	Гульнара Рыскуловна	НПО	доступ	Национальный Эразмус+ в КР	
49	Калчаева	Айгуль Муратовна	вуз	финансы	МУЦА	
50	Камалова	Айгуль Эсенбаевна	гос	качество	Министерство образования и науки КР	
51	Каримов	Мырза	вуз	учитель	Университет Центральной Азии	
52	Касымалиев	Мурат	школа	цифра	Школа лицей №5	
53	Касымов	Эрденет	дошкола	финансы	Центр государственно-частного партнерства	
54	Касимова	Нурзида Абабакировна	гос	доступ	Министерство образования и науки КР	
55	Касимова	Екатерина	дошкола	цифра	детский сад Светоч, школа Абытурменг	
56	Кендирбаева	Доктуркуль	НПО	доступ	Фонд Инициатива Розы Отунбаевой	
57	Кенешчоро кызы	Салтанат	дошкола	доступ	ДОО № 3 Октябрьского района	
58	Кенжебаева	Мианара	школа	доступ	ОФ Точка роста	

Анна Манаскулова

Novotel

Bishkek City Center, 16 Manas Ave.

59	Кермалиева	Чолпон Кенешбековна	гос	онлайн	Таласский областной методический кабинет	
60	Кожобеков	Кудайберди Гапаралиевич	вуз	цифра	ОшГУ	
61	Коч	Хелен	DPCC	учитель	GIZ	
62	Кузнецова	Лариса Владимировна	НПО	онлайн	ОО "Международный альянс развития инклюзивного образования в ЦА", г. Ош, ул. Ленина 306	
63	Куйсеев	Эрик	DPCC	финансы	ВПП ООН	
64	Курбанова	Чинара Осмоновна	гос	качество	Республиканский научно-практический центр "Окуу китеби"	
65	Курбанова	Аида	НПО	финансы	ОФ Гражданское участие ЦПГО	
66	Курманалиев	Максат Ишенбиевич	гос	онлайн	Иссык-Кульский областной институт образования	
67	Кусеинова	Айнура Суйндуковна	гос	онлайн	Министерство образования и науки КР	
68	Кызаева	Асель Макеновна	гос	доступ	Министерство экономики КР	
69	Мамбетова	Салтанат Сталбековна	гос	доступ	Министерство образования и науки КР	
70	Мамытов	Касымбек Ниязалиевич	гос	онлайн	Нарынский областной методический центр образования	
71	Марченко	Лариса		качество	консультант ЕК	
72	Матанов	Жакшылык	школа	доступ	Intellect school	
73	Минбаева	Гульзира	НПО	цифра	Khan Academy chapter in Kyrgyzstan	
74	Мирзоев	Шухрат		онлайн	консультант ЮНИСЕФ	
75	Мураталиев	Азиз	гос	финансы	Министерство образования и науки КР	
76	Мурзахмедова	Гульнара Мурзаалиевна	ГО	качество	Совет ректоров вузов	
77	Надирбекова	Анара	НПО	доступ	Фонд Евразия Центральной Азии	
78	Назарбаева	Майрамкан Токтогуловна	гос	учитель	Министерство образования и науки КР	
79	Назарбекова	Гульнара Джусупбековна	НПО	качество	Лингва	
80	Назарбекова	Гульнара		финансы		
81	Найманбаев	Азамат Багдатович	гос	учитель	Министерство образования и науки КР	
82	Ниязова	Айнагуль Маликовна	гос	цифра	КАО	

качество образования КР.

Айсулу Иманбаева

Бакаева

83	Нурбаев	Абдывахан			цифра					
84	Омуров	Нурлан	бизнес		цифра					
85	Осипова	Наталья	школа		качество				Гимназия им. Пушкина, Токмок	
86	Осмонова	Алмагуль	НПО		цифра				Фонд "Таалим-Форум"	
87	Пак	Татьяна Петровна	школа		учитель				Частная Школа Билимкана	
88	Расулова	Гульмира	дошкола		качество				Зам.директора по УВР	
89	Рыскулуева	Фарида							консультант ЮНИСЕФ	
90	Рыспаева	Чолпон	школа		учитель				гимназия №68	
91	Садыкбек кызы	Жайна	ГО		учитель				Студенческое объединение (КГУ Арабаева)	
92	Саркулова	Мадина	НПО		качество				НКО "Институт развития молодежи "	
93	Сатарбаева	Турум Абдукаимовна	гос		финансы				Сокулукский районный отдел образования	
94	Сатинбаева	Акмарал	НПО		онлайн				ОО "Youth of Osh"	
95	Солтобаев	Азизбек	НПО		цифра				Интернет сообщество КР	
96	Сосницкая	Лариса Анатольевна	ГО		цифра				Гор центр творчества школьников "Кыргызстан балдары"	
97	Сулайманов	Зафарбек	НПО		доступ				Фонд образовательных инициатив	
98	Сулайманова	Айсүлү	ДРСС		качество				ЮНЕСКО	
99	Султанов	Ильгиз	гос		цифра				Министерство образования и науки КР	
100	Султанов	Раимбек Карагулович	гос		онлайн				Чуйский областной методический кабинет	
101	Султанова	Гульмира	ДРСС		доступ				Всемирный Банк	
102	Тажыбай	Алмаз	НПО		финансы				Аналитический центр "Талдоо"	
103	Тилешалиев	Нурбек	ДРСС		финансы				Кластерный офис ЮНЕСКО (Алматы)	
104	Токтомаматов	Алмазбек Даткабекович	гос		учитель				РИПКППР	
105	Токтосунов	Акылбек Адешович	гос		онлайн				Джалал-Абадским областным методическим центром образования	
106	Толбаева	Гулжан	ДРСС		учитель				ЮСАИД	
107	Турдубаева	Гульмира Мамаевна	гос		онлайн				Ошский областной институт образования	
108	Турдубекова	Назгул			финансы					
109	Туркевич	Наталья Владимировна	школа		финансы				Авторская школа - комплекс г.Бишкек	
110	Узбекова	Жылдыз Сатаровна	гос		учитель				ОРП MDH КР	
111	Уманкулова	Онолкан	НПО		качество				Агентство по гарантии качества в сфере образования "EdNet"	

РЕГИСТРАЦИОННЫЙ СПИСОК участников Совместного обзора сектора образования на 6-7 декабря 2022 года

№	Фамилия	Имя	сектор	группа	Организация	Роспись
1	Мамбеткунов	Уланбек Эсенбекович	гос		Министерство образования и науки КР	
2	Ашымбаева	Токтобубу Абасовна	гос		Министерство образования и науки КР	
3	Джусупбекова	Надира Сынташевна	гос		Министерство образования и науки КР	
4	Ибраев	Алмаз Орозакунунович	гос		Министерство образования и науки КР	
5	Жолям	Кристин	ДРСС		ЮНИСЕФ	
6	Сонада	Томоя	ДРСС		ЮНИСЕФ	
7	Абдраева	Айгуль Толоковна	вуз	качество	КГУ им Арабаева	
8	Абдураимова	Анара Хабибовна	ГО	финансы	Ассоциация директоров школ	
9	Абдылдаева	Гульшан Кушпековна	гос	доступ	Министерство образования и науки КР	
10	Айгуль	Каримова	вуз	учитель	the Institute of Education, AUCA	
11	Айнекенова	Анара Ранатовна	гос	качество	ОРП МОН КР	
12	Алибаева	Элизабет Девис	вуз	учитель	АУЦА	
13	Алиева	Жылдыз	гос	финансы	Министерство финансов КР	
14	Алишев	Марлен	ДРСС	цифра	ЮНИСЕФ	
15	Аманбаева	Элмира	ГО	финансы	Фонд, соц. интеграции	
16	Аманова	Жазгул	гос	финансы	Министерство финансов КР	
17	Аматов	Толеген	гос	цифра	ГУ Жаны Китеп	
18	Апышева	Айзада Ишенбековна	гос	качество	Министерство образования и науки КР	
19	Арстанбекова	Айнура Жаныбековна	гос	учитель	Управление образования мэрии г. Бишкек	
20	Артыкбаева	Гульмира Эрматовна	гос	качество	РИКППР	
21	Асанбаева	Бермет	гос	доступ	КАО	
22	Асанбаева	Гулзада Жумалиевна	гос	цифра	Министерство образования и науки КР	
23	Атаева	Сайрагуль	школа	доступ	УВК-гимназия №69 им Т. Сатылганова	
24	Ахмедова	Чынара	НПО	доступ	Айжан Оф г. Баткен	
25	Бакиева	Нуржамал Абдуманапповна	гос	качество	КАО	
26	Баширова	Масума	НПО	доступ	Ассоциация Развития Образования в Кыргызстане	
27	Бегалиева	Аида Каныбековна	гос	учитель	Министерство образования и науки КР	
28	Бойко	Евгения Владимировна	гос	доступ	Министерство образования и науки КР	












7 декабря

Сайрагуль
Ахмедова

	Уметбаева	Дамира	ДРСС	качество	ВПП ООН	Подпись
112	Уметбаева	Дамира	ДРСС	качество	Министерство образования и науки КР	
113	Умралиева	Самара Кыдырбаева	гос	качество	Министерство образования и науки КР	
114	Фадина	Антонина	дошкола	учитель	детский сад	
115	Хамзина	Сауле	ДРСС	качество	RTI (Oksh Keremet) ЮСАИД	
116	Цой	Тамара		учитель		
117	Чемберлен	Луиз	ДРСС	учитель	ПРООН	
118	Шарапова	Жибек		цифра		
119	Шаршенбай	Нурлан	гос	цифра	Министерство образования и науки КР	
120	Эльдар	Абакиров		качество		
121	Эралиев	Жаныбек Акылбекович	бизнес	качество	ОФ Билмкана	
122	Эркебаев	Осмон Мажитович	гос	онлайн	Баткенский областной методический кабинет	
123	Эшмуратова	Зейнеб Таджиевна	ГО	онлайн	Сеть организаций по ЛОВЗ "Жанырык"	
124	Язов	Александр	школа	качество	Учебно-воспитательный комплекс "Олимп" город Ош	
125	Усенова	Трышары		качество	Капаста Программы ЕС Саямчи	
126	Арабаева	Туралбер			С РЭУ билим	
127	Aline	Алине	GPE		GPE secretariat	
128	KHAn	Muhammad Taria	GPE			
129	Жеңүсөба	Алмира Исмаиловна	бизнес			
130	Mohammad	Mirza K. Isrb				
131	Кабалыбаева	Алжан	UNICEF			
132	Brigida	Cristina	UNICEF			
133	Асабаба	Рамисан	UNICEF			
134	Токтоналиева	Резина	USAID	кач.	Deputy Rep.	
135	Ашрапова	Салине			Deputy Rep.	
136	Иришова	Али Сагын	USAID			
137	Алпарысов	Алпарыс	USAID			
138	Урманов	Мунгу	USAID			
139	Окумушев	Искандер	USAID			
140	Аман	Даир	USAID			
141	Аманжол	Аманжол	USAID			
142	Гүндөба	Сейит	USAID			
143	Аманжол	Аманжол	USAID			
144	Аманжол	Аманжол	USAID			

	Ботобаева	Гульнара	ДРСС	качество	Представительство ЕС
29	Ботобаева	Гульнара	ДРСС	качество	Представительство ЕС
30	Брызгалова	Ольга Александровна	гос	учитель	Министерство образования и науки КР
31	Бушерт	Сара	ДРСС	финансы	Сеть развития Фонд Ага Хана
32	Гульджемал	Жумабекова	школа	финансы	школы Илим", председатель "Союза образовательных учреждений"
33	Дайырбекова	Гульнара	школа	цифра	школа-креатив Таалим
34	Даугалиева	Анара Зарылбековна	НПО	качество	Фонд "Таза табигат"
35	Джамансариев	Аят	гос	финансы	ОРП МОН КР
36	Джумабаева	Гульзода	ДРСС	учитель	ЮНИСЕФ
37	Джумагулова	Чинаргуль	ДРСС	доступ	ЮНИСЕФ
38	Дилдора	Хамидова	ДРСС	финансы	UN Women (ООН Женщины)
39	Дуйшенова	Жылдыз	НПО	качество	Будущее страны
40	Дыйканбаева	Сейнеп	НПО	доступ	ОО Родителей детей с инвалидностью АРДИ
41	Дыйканбаева	Тамара	НПО	доступ	ОО Родителей детей с инвалидностью АРДИ
42	Дюшеева	Назира Кубанычбековна	гос	учитель	КАО
43	Жоробеков	Айдар	школа	качество	Кыргызско-шведская математическая школа
44	Жумабекова	Тамара	НПО	доступ	Фонд Салымбекова
45	Зарина	Макен	бизнес	финансы	ОГПУ
46	Зулуев	Бекмурза	вуз	онлайн	Фонд поддержки образовательных инициатив
47	Иванов	Александр	НПО	качество	Национальный Эразмус+ в КР
48	Исаева	Гульнара Рыскуловна	НПО	доступ	МУЦА
49	Калчакеева	Айгуль Муратовна	вуз	финансы	Министерство образования и науки КР
50	Камалова	Айгуль Эсенбаевна	гос	качество	Университет Центральной Азии
51	Каримов	Мырза	вуз	учитель	Школа лицей №5
52	Касымалиев	Мурат	школа	цифра	Центр государственно-частного партнерства
53	Касымов	Эрденет	дошкола	финансы	Министерство образования и науки КР
54	Касымова	Нурзида Абабакировна	гос	доступ	детский сад Светоч, школа Абитуриент
55	Касымова	Екатерина	дошкола	цифра	Фонд Инициатива Розы Отунбаевой
56	Кендирбаева	Доктуркуль	НПО	доступ	ДОО № 3 Октябрьского района
57	Кенешчоро кызы	Салтанат	дошкола	доступ	
58	Кенжебаева	Минара	школа	доступ	ОФ Точка роста

59	Кермалиева	Чолпон Кенешбековна	гос	онлайн	Таласский областной методический кабинет	
60	Кожобеков	Кудайберди Гапаралиевич	вуз	цифра	ОшГУ	
61	Коч	Хелен	ДРСС	учитель	GIZ	
62	Кузнецова	Лариса Владимировна	НПО	онлайн	ОО "Международный альянс развития инклюзивного образования в ЦА", г. Ош, ул. Ленина 306	✓
63	Куйкеев	Эрик	ДРСС	финансы	ВПП ООН	
64	Курбанова	Чинара Осмоновна	гос	качество	Республиканский научно-практический центр "Окуу китеби"	
65	Курбанова	Аида	НПО	финансы	Оф Гражданское участие ЦПГО	
66	Курманалиев	Максат Ишенбиевич	гос	онлайн	Иссык-Кульский областной институт образования	✓
67	Кусеинова	Айнура Суйндужовна	гос	онлайн	Министерство образования и науки КР	
68	Кызаева	Асель Макеновна	гос	доступ	Министерство экономики КР	
69	Мамбетова	Салтанат Сталбековна	гос	доступ	Министерство образования и науки КР	
70	Мамытов	Касымбек Ниязалиевич	гос	онлайн	Нарынский областной методический центр образования	✓
71	Марченко	Лариса		качество	консультант ЕК	
72	Матанов	Жакшылык	школа	доступ	Intellect school	
73	Минбаева	Гульзире	НПО	цифра	Khan Academy chapter in Kyrgyzstan	
74	Мирзоев	Шухрат		онлайн	консультант ЮНИСЕФ	✓
75	Мураталиев	Азиз	гос	финансы	Министерство образования и науки КР	
76	Мурзахмедова	Гульнара Мурзалиевна	ГО	качество	Совет ректоров вузов	
77	Надирбекова	Анара	НПО	доступ	Фонд Евразия Центральной Азии	
78	Назарбаева	Майрамкан Токтогуловна	гос	учитель	Министерство образования и науки КР	
79	Назарбекова	Гульнара Джусулбековна	НПО	качество	Лингва	
80	Назарбекова	Гульнара		финансы		
81	Найманбаев	Азамат Багдатович	гос	учитель	Министерство образования и науки КР	
82	Ниязова	Айнагуль Маликовна	гос	цифра	КАО	

83	Нурбаев	Абдывахал				цифра		
84	Омуров	Нурлан	бизнес			цифра		
85	Осипова	Наталья	школа			качество	Гимназия им. Пушкина, Токмок	
86	Осмонова	Алмагуль	НПО			цифра	Фонд "Таалим-Форум"	
87	Пак	Татьяна Петровна	школа			учитель	Частная Школа Билимкана	
88	Расулова	Гульмира	дошкола			качество	Зам. Директора по УВР	
89	Рыскулуева	Фарида	школа			учитель	консультант ЮНИСЕФ	
90	Рыспаева	Чолпон	школа			учитель	гимназия №68	
91	Садыкбек кызы	Жайна	ГО			учитель	Студенческое объединение (КГУ Арабаева)	
92	Саркулова	Мадина	НПО			качество	НКО "Институт развития молодежи"	
93	Сатарбаева	Турум Абдукаимовна	гос			финансы	Сокулукский районный отдел образования	
94	Сатинбаева	Акмарал	НПО			онлайн	ОО "Youth of Osh"	
95	Солтобаев	Азизбек	НПО			цифра	Интернет сообщество КР	
96	Сосницкая	Лариса Анатольевна	ГО			цифра	Гор центр творчества школьников "Кыргызстан балдары"	
97	Сулайманов	Зафарбек	НПО			доступ	Фонд образовательных инициатив	
98	Сулайманова	Айсулу	ДРСС			качество	ЮНЕСКО	
99	Султанов	Ильгиз	гос			цифра	Министерство образования и науки КР	
100	Султанов	Раимбек Карагулович	гос			онлайн	Чуйский областной методический кабинет	
101	Султанова	Гульмира	ДРСС			доступ	Всемирный Банк	
102	Тажыбай	Алмаз	НПО			финансы	Аналитический центр "Талдоо"	
103	Тилешалиев	Нурбек	ДРСС			онлайн	Мастерский офис ЮНЕСКО (Алматы)	
104	Токтомаматов	Алмазбек Даткабекович	гос			учитель	РИПКППР	
105	Токтосунов	Акылбек Адешович	гос			онлайн	Джалал-Абадским областным методическим центром образования	
106	Толбаева	Гулжан	ДРСС			учитель	ЮСАИД	
107	Турдубаева	Гульмира Мамаевна	гос			онлайн	Ошский областной институт образования	
108	Турдубекова	Назгул				финансы		
109	Туркевич	Наталья Владимировна	школа			финансы	Авторская школа - комплекс г. Бишкек	
110	Узбекова	Жылдыз Сатаровна	гос			учитель	ОРП МОН КР	
111	Уманкулова	Онолкан	НПО			качество	Агентство по гарантии качества в сфере образования "EdNet"	

Шумперова Э.И.

		Дамира	ДРСС	качество	ВПП ООН	
112	Уметбаева	Дамира	ДРСС	качество	ВПП ООН	<i>[Signature]</i>
113	Умралиева	Самара Кыдырмаева	гос	качество	Министерство образования и науки КР	
114	Фадина	Антонина	дошкола	участие	детский сад	
115	Хамзина	Сауле	ДРСС	качество	РТИ (Okui Keremet) ЮСАИД	<i>[Signature]</i>
116	Цой	Тамара		участие		
117	Чемберлен	Луиз	ДРСС	участие	ПРООН	
118	Шарапова	Жибек		цифра		
119	Шаршенбай уулу	Нурлан	гос	цифра	Министерство образования и науки КР	<i>[Signature]</i>
120	Эльдар	Абакиров		качество		
121	Эралиев	Жаныбек Акылбекович	бизнес	качество	Оф Билимана	
122	Эркебаев	Осмон Мажитович	гос	онлайн	Баткенский областной методический кабинет	
123	Эшмуратова	Зейнеб Таджиевна	ГО	онлайн	Сеть организаций по ЛОВЗ "Жангырык"	
124	Язов	Александр	школа	качество	Учебно-воспитательный комплекс "Олимп" город Ош	<i>[Signature]</i>
125	Урмаганова	Динара	НОН		НОН	<i>[Signature]</i>
126	Мирзагай Какагы	Мохаммад	15/11/18			
127	Адил М	Мидат Садыр	Сек. Дир.			<i>[Signature]</i>
128	Субанчиева	Айнура Садыр	Сек. Дир.		МОЕ РК	<i>[Signature]</i>
129	Сыргалиева	Саркыс			ОА "Бердигерсе Сайым"	<i>[Signature]</i>
130	Тарапова	Аманжол	ТМД		ГРЕ Secretariat	<i>[Signature]</i>
131	Итан	Мухаммад ТАРИД	GRE			<i>[Signature]</i>
132	Ташенбаева	Кут Билгис	ДРСС		Фонд Ава Келем	<i>[Signature]</i>
133	Саржанбекова	Назгул	Секретарь			<i>[Signature]</i>
134	Ахметбекова	А.С.	Секретарь			<i>[Signature]</i>
135	Джонгарова	А.С.	МОН			<i>[Signature]</i>
136	Ахмедовна		Секретарь			<i>[Signature]</i>
137	Бикматов	А.С.	Учредитель		УНМОК	<i>[Signature]</i>
138						
139						
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ANNEX 3.

TOR for Joint Sector Review in Kyrgyzstan

Introduction

The Ministry of Education and Science (MoES) in the Kyrgyz Republic, along with sector partners, has leveraged resources and expertise to advance education reforms in line with the 2021-2040 Education Development Programme (EDP) and its 2021-2023 action plans. The EDP is one of the strategic guiding documents for the education sector, yet there is no sector-level mechanism to monitor and evaluate progress towards its outcomes and target. Considering a Local Education Group (LEG) is not in place (as of October 2022), the Education Working Group under the Development Partners Coordination Council (DPCC) framework serves as the sector coordination mechanism. Education Working Group members consist of more than 10 agencies, including Aga Khan Foundation, Asian Development Bank, European Union, USAID, UNESCO, UNICEF, and World Bank, amongst others. Whilst MoES seeks to mobilize resources from existing and emerging donors, it is increasingly critical to strengthen joint education planning and accountability and reflect on what works, and what does not, for greater equity, learning outcomes, gender and inclusiveness, digitization, skills development, financing and efficiency, and peacebuilding. Against this backdrop, the Joint Sector Review (JSR) serves as a relevant platform where MoES and education stakeholders can get together and discuss policy alignment, coordination and accountability towards the operationalization of EDP. This is the country's first JSR, even though there are no common results frameworks or monitoring systems in place in the sector. Consulting with MoES and GPE, we decided to organize JSR in a relatively "lighter" version, keeping expectations medium (not too high); it would still be a good step forward when all education stakeholders get together in JSR to listen to each other and discuss how we can better work together.

Objectives of Joint Sector Review in Kyrgyzstan

The central aim of JSR is to form common understandings amongst MoES and stakeholders, regarding an overview of education situations, priority areas, challenges and ways forward in line with national plans. We encourage MoES to lead and drive the sessions. The specific objectives to achieve through the JSR are as follows:

- Present up-to-date national education status (selected key indicators only)
- Review programmatic and financial progress against specific targets set in 2021-2023 action plans of EDP
- Review progress made at provincial level for implementation of EDP, if any
- Take stock of good practice and lessons learned regarding achievements made against 2021-2023 action plans
- Agree on timeline and actions taken to tackle priority areas for remainder of 2022-2023

- Discuss and agree on methodology of formulating post-2021-2023 action plans of EDP

Presentations to be delivered

- Up-to-date key education indicators for 2017-2021 (MoES/NSC)
- EDP progress update (KPI and results) against action plans for 2021-2023 (MoES)
- Latest education budget in 2021-2023 (MoES/MOF)
- Thematic updates (TBC)

Outputs of the JSR

Outputs of the JSR will be presented to the last session of the second day of JSR, when MoES representatives and heads of select agencies are expected to be present. Outputs will be documented in an Aide Memoire, developed jointly by the MoES and JSR committee. This will be published on the MoES website.

JSR agenda (in attachment 1)

ANNEX 4.

Order of the MoES of KR on the creation of LEG

КЫРГЫЗ РЕСПУБЛИКАСЫНЫН
БИЛИМ БЕРҮҮ ЖАНА ИЛИМ
МИНИСТЕРЛИГИ



МИНИСТЕРСТВО
ОБРАЗОВАНИЯ И НАУКИ
КЫРГЫЗСКОЙ РЕСПУБЛИКИ

**БУЙРУК
ПРИКАЗ**

06.12.2022 № 2660/1

Бишкек ш.
г. Бишкек

**Кыргыз Республикасында билим берүүдөгү маселелер
боюнча Жергиликтүү топту түзүү жөнүндө**

Ачык диалог үчүн коммуникациялык аянтчаны түзүү жана билим берүү системасынын сапатын, жеткиликтүүлүгүн жана инклюзивдүүлүгүн жогорулатуу боюнча бардык кызыкдар тараптардын аракеттерин координациялоо максатында, саясаттын артыкчылыктуу багыттарын биргелешип талкуулоо, ресурстарды мобилизациялоо жана билим берүүдө жүргүзүлүп жаткан реформалардын натыйжаларына баа берүүдө көмөк көрсөтүүгө, **буйрук кылам:**

1. Тиркемеге ылайык мамлекеттик бийлик органдарынын, республикалык жана облустук билим берүү мекемелеринин, педагогдордун кесиптик бирикмелеринин, билим берүү тармагын өнүктүрүү боюнча өнөктөштөрдүн, жарандык жана жеке секторлордун, жаштардын жана ата-энелер коомчулугунун бирикмелеринин өкүлдөрүнөн турган билим берүүдөгү маселелер боюнча жергиликтүү топ түзүлсүн.
2. Эл аралык кызматташтык жана өнөктөштөр менен өз ара аракеттенүү бөлүмү (Апышева А.И.) Билим берүү боюнча Глобалдык өнөктөштүктүн координациялык агенттиги менен биргеликте үч айлык мөөнөттө (макулдашуу боюнча):
 - башкаруунун уюштуруу түзүмүн жана анын мүчөлөрүнүн өз ара аракеттенүүсүн камтыган Кыргыз Республикасында билим берүүдөгү маселелер боюнча жергиликтүү топ жөнүндө жобону даярдасын жана кийинки жыйналышта анын мүчөлөрүнүн бекитүүсүнө киргизсин;
 - 2022-жылдын 6-7-декабрында Билим берүү секторун биргелешип кароо иш-чарасына билим берүүдөгү маселелер боюнча жергиликтүү топтун мүчөлөрүнүн катышуусун уюштурсун.

3. Стратегиялык пландаштыруу, мониторинг жана талдоо бөлүмүнө (Бойко Е.В.)
 - 2024-2026-жылдарга Кыргыз Республикасында билим берүүнү өнүктүрүү программасын ишке ашыруу боюнча Иш-чаралар планынын долбоорун даярдоо үчүн өнүктүрүү боюнча өнөктөштөрдүн Координациялык кеңешинен жакынкы 5 жылда билим берүү тармагынын учурдагы жана пландаштырылган иш-чаралары жөнүндө маалымат чогултулсун.
4. 2022-жылдын 3-июнун №1105/1 Кыргыз Республикасынын Билим берүү жана илим министрлигинин “Кыргыз Республикасынын Билим берүү жана илим министрлигине караштуу Билим берүү тармагын өнүктүрүү боюнча өнөктөштөр менен өз ара аракеттенүү боюнча Консультативдик-координациялык кеңеш жөнүндө” буйругу жокко чыгарылсын.
5. Бул буйруктун аткарылышын көзөмөлдөөнү өзүмө калтырам.

О создании Местной группы по вопросам образования в Кыргызской Республике

В целях формирования коммуникативной платформы для открытого диалога и согласованности действий всех заинтересованных сторон в повышении качества, доступности и инклюзивности системы образования, в целях совместного обсуждения приоритетов политики, мобилизации ресурсов, содействия оценки результатов проводимых реформ, **приказываю:**

1. Создать Местную группу по вопросам образования, включающую представителей государственных органов управления, республиканских и областных институтов образования, профессиональных объединений работников образования, партнеров по развитию в секторе образования, гражданского и частного сектора, и объединений молодежной и родительской общественности, согласно *приложению 1*,
2. Отделу международного сотрудничества и взаимодействия с партнерами (Апышевой А.И.) в месячный срок совместно с Координационным агентством Глобального партнерства по образованию (*по согласованию*):

- подготовить Положение о Местной группе по вопросам образования в Кыргызской Республике, включая организационную структуру управления и взаимодействия ее членов, и представить на одобрение ее членам на очередном собрании;
 - организовать участие членов Местной группы по вопросам образования на мероприятии по Совместному обзору сектора образования 5-6 декабря 2022 года.
3. Отделу стратегического планирования, мониторинга и анализа (Бойко Е.В.) - запросить Координационный совет партнеров по развитию предоставить информацию о текущих и планируемых на ближайшие 5 лет интервенциях в секторе образования в целях подготовки проекта Плана действий по реализации Программы развития образования в Кыргызской Республике на 2024-2026 годы.
 4. Считать утратившим силу приказ "О Консультативно-координационном совете по взаимодействию с партнерами по развитию в области образования при Министерстве образования и науки Кыргызской Республики" от 03.06. 2022 года №1105/1.
 5. Контроль за исполнением настоящего приказа оставляю за собой.

Министр



У.Э. Мамбетакунов

Атк. Султанов И.



