



# Completion Report

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Project Number: 38298-023  
Loan Number: 2902  
Grant Number: 0307  
November 2020

## Kyrgyz Republic: Second Vocational Education and Skills Development Project

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Asian Development Bank



## CURRENCY EQUIVALENTS

Currency unit	–	som (Som)
		<b>At Appraisal</b> 1 September 2012
		<b>At Project Completion</b> 30 April 2019
Som1.00	=	\$0.0217
\$1.00	=	Som46.07
SDR1.0	=	\$0.658
		\$0.0143
		Som69.75
		\$0.724

## ABBREVIATIONS

ADB	–	Asian Development Bank
APVE	–	Agency for Primary Vocational Education
CBT	–	competence-based training
DMF	–	design and monitoring framework
MIS	–	management information system
GAP	–	gender action plan
ILO	–	International Labor Organization
MOES	–	Ministry of Education and Science
NPSDC	–	National Professional Skills Development Council
PCF	–	per capita financing
PIU	–	project implementation unit
RRMC	–	Republican Research and Methodology Center
SDF	–	Skills Development Fund
TTQF	–	teachers training qualifications framework
TVET	–	technical and vocational education and training
UNESCO	–	United Nations Educational, Scientific, and Cultural Organization

## NOTES

- (i) The fiscal year (FY) of the Government of the Kyrgyz Republic and its agencies ends on 31 December. FY2019 ends on 31 December 2019.
- (ii) In this report, “\$” refers to the United States dollar.

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## BASIC DATA

### A. Loan and Grant Identification

1.	Country	Kyrgyz Republic
2.	Loan number and financing source	2902-KGZ (Concessional Ordinary Capital Resources)
	Grant number and financing source	0307-KGZ (Asian Development Fund)
3.	Project title	Second Vocational Education and Skills Development Project
4.	Borrower/Recipient	Government of the Kyrgyz Republic
5.	Executing agency	Agency for Primary Vocational Education
6.	Amount of loan	SDR6,634,000 (\$10,000,000 equivalent)
	Amount of grant	\$10,000,000
7.	Financing modality	Sector financing (loan and grant project)

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### B. Loan and Grant Data

1.	Appraisal <sup>a</sup>	
	– Date started	17 May 2012
	– Date completed	1 June 2012
2.	Loan and grant negotiations	
	– Date started	23 August 2012
	– Date completed	23 August 2012
3.	Date of Board approval	28 September 2012
4.	Date of financing agreement	20 December 2012
5.	Date of loan and grant effectiveness	
	– In financing agreement	20 March 2013
	– Actual	1 July 2013
	– Number of extensions	1
6.	Project completion date	
	– Appraisal	30 September 2017
	– Actual	30 April 2019
7.	Loan and Grant closing date	
	– In financing agreement	31 March 2018
	– Actual	30 September 2019
	– Number of extensions	1
8.	Financial closing date	
	– Actual	30 September 2019
9.	Terms of loan	
	– Interest rate	1% (during the grace period and 1.5% thereafter)
	– Maturity (number of years)	32
	– Grace period (number of years)	8

a. Only the Reconnaissance Mission from 17 May to 1 June 2012 was conducted for this project.



## 10. Disbursements

## a. Dates – Loan 2902 and Grant 0307

<b>Initial Disbursements</b> L2902: 12 September 2013 G0307: 12 September 2013	<b>Final Disbursements</b> L2902: 10 May 2019 G0307: 3 September 2019	<b>Time Interval</b> L2902: 68 months G0307: 71.74 months
<b>Effective Date</b> 1 July 2013	<b>Actual Closing Date</b> 30 September 2019	<b>Time Interval</b> 75.02 months

## b. Amount (SDR million) – Loan 2902

<b>Category</b>	<b>Original Allocation (1)</b>	<b>Increased during Implementation (2)</b>	<b>Canceled during Implementation (3)</b>	<b>Last Revised Allocation (4 = 1 + 2 – 3)</b>	<b>Amount Disbursed (5)</b>	<b>Undisbursed Balance (6 = 4–5)</b>
01. Equipment, furniture and materials	5.35	0.79		6.13	5.87	0.26
02. Interest charge	0.23			0.23	0.08	0.14
03. Unallocated	1.06	(0.79)		0.27		0.27
<b>Total</b>	<b>6.63</b>	<b>0.00</b>	<b>0.00</b>	<b>6.63</b>	<b>5.96</b>	<b>0.67</b>

## c. Amount (\$ million) – Loan 2902

<b>Category</b>	<b>Original Allocation (1)</b>	<b>Increased during Implementation (2)</b>	<b>Canceled during Implementation (3)</b>	<b>Last Revised Allocation (4 = 1 + 2 – 3)</b>	<b>Amount Disbursed (5)</b>	<b>Undisbursed Balance (6 = 4–5)</b>
01. Equipment, furniture and materials	8.10	0.44		8.54	8.19	0.35
02. Interest charge	0.30			0.30	0.12	0.18
03. Unallocated Advance account	1.60	(0.44)		1.16		1.16
<b>Total</b>	<b>10.00</b>	<b>0.00</b>	<b>0.00</b>	<b>10.00</b>	<b>8.30</b>	<b>1.70</b>

## d. Amount (\$ million) – Grant 0307

<b>Category</b>	<b>Original Allocation (1)</b>	<b>Increased during Implementation (2)</b>	<b>Canceled during Implementation (3)</b>	<b>Last Revised Allocation (4 = 1 + 2 – 3)</b>	<b>Amount Disbursed (5)</b>	<b>Undisbursed Balance (6 = 4–5)</b>
3101 Consulting services	1.93	0.75		2.67	2.53	0.15
3201 Civil works	4.14	0.31		4.45	4.37	0.08
3501 Skills development funds	1.68	0.02		1.70	1.64	0.06





3801 Training	1.24	(0.75)		0.50	0.40	0.10
3901 Project management	0.57	(0.14)		0.44	0.40	0.04
3902 Operation and maintenance	0.23	0.01		0.24	0.24	0.00
Unallocated	0.21	(0.21)		-		
<b>Total</b>	<b>10.00</b>	<b>0.00</b>	<b>0.00</b>	<b>10.00</b>	<b>9.57</b>	<b>0.43</b>

### C. Project Data

#### 1. Project cost (\$ million)

Cost	Appraisal Estimate	Actual
Foreign exchange cost	20.00	17.87
Local currency cost	3.50	3.65
<b>Total</b>	<b>23.50</b>	<b>21.52</b>

#### 2. Financing plan (\$ million)

Cost	Appraisal Estimate	Actual
Implementation cost		
Borrower financed	3.50	3.65
ADB financed	19.66	17.75
Other external financing		-
<b>Total implementation cost</b>	<b>23.16</b>	<b>21.40</b>
Interest during construction costs		
Borrower financed		
ADB financed	0.34	0.12
Other external financing		
<b>Total interest during construction cost</b>	<b>23.50</b>	<b>0.12</b>

#### 3. Cost breakdown by project component (\$ million)

Component	Appraisal Estimate	Actual
1. Equipment, Furniture and Materials	8.06	8.19
2. Civil Works	4.14	4.37
3. Trainings	1.24	0.40
4. Skills Development Fund (SDF)	1.68	1.64
5. Consulting Services	1.93	2.53
6. Recurrent Costs	0.81	0.64
6.A Project Management	0.57	0.40
6.B. Operations and Maintenance	0.23	0.24
7. Unallocated Funds	1.81	0.00
8. Financial Charges During Implementation	0.34	0.12
<b>Total:</b>	<b>20.00</b>	<b>17.87</b>

Note: Numbers may not sum precisely because of rounding.

#### 4. Project schedule

Item	Appraisal Estimate	Actual
Date of contract with consultants		
(i) Completion of engineering designs	Q3 2013	Q3 2014
(ii) Start of operations	Q4 2013	Q4 2014
Civil works contract		
Date of award	Q1 2015	27 January 2015
Completion of work	Q1 2019	25 April 2019
Equipment and supplies		
Dates		



First procurement	Q2 2013	17 November 2013
Last procurement	Q2 2018	20 December 2018
Completion of equipment installation		

## 5. Project performance report ratings

### Implementation Period

### Single Project Rating

From 1 July 2013 to 31 December 2013	On Track
From 1 January 2014 to 31 December 2014	On Track
From 1 January 2015 to 31 December 2015	On Track
From 1 January 2016 to 31 December 2016	On Track
From 1 January 2017 to 31 December 2017	On Track
From 1 January 2018 to 31 December 2018	On Track
From 1 January 2019 to 30 April 2019	On Track

### D. Data on Asian Development Bank Missions

Name of Mission	Date	No. of Persons	No. of Person-Days	Specialization of Members <sup>a</sup>
Reconnaissance Mission	17 May–1 June 2012	7	11	a, 2c, 2d, j, k
Proposed Fact-Finding Mission <sup>b</sup>	16–19 July 2012	4	3	a, b, c, d
Loan/Grant Inception Mission	24–30 September 2013	2	6	c, d
Loan/Grant Review Mission	14–19 November 2013	4	5	a, c, d, e
Loan/Grant Review Mission	9–17 October 2014	3	8	e, c, d
Loan/Grant Midterm Review Mission	20–27 April 2015	5	7	e, c, d, f, g
Loan/Grant Review Mission	18–26 November 2015	2	8	e, c
Loan/Grant Review Mission	25–29 April 2016	2	4	e, c
Loan/Grant Review Mission	28 November–14 December 2016 <sup>c</sup>	5	13	g, b, c, d, h
Loan/Grant Review Mission	12–30 June 2017 <sup>d</sup>	2	14	c, d
Loan/Grant Review Mission	18–20 July 2018	3	3	c, d, i
Project Completion Review Mission	15–19 April 2019	3	15	c, d, l

<sup>a</sup> a = financial sector specialist/mission leader, b = associate project officer, c = project officer, d = project analyst (associate), e = senior education specialist, f = economist, g = education specialist, h = director, i = gender consultant, j = programs officer, k = senior counsel; l = project completion review consultant.

<sup>b</sup> The mission was conducted via video conference.

<sup>c</sup> 28 November–6 December and 8–14 December 2016.

<sup>d</sup> The mission was conducted intermittently during 12–30 June 2017 with the wrap-up meeting on 21 July 2017.

Note: Saturday and Sunday are not counted during the mission. The reconnaissance mission included support by the staff of the Kyrgyz Resident Mission.

## I. PROJECT DESCRIPTION

1. The Asian Development Bank (ADB) provided a loan of \$10 million and a grant of \$10 million to the Kyrgyz Republic to finance the Second Vocational Education and Skills Development Project. The impact of the project was inclusive growth through greater employment opportunities for graduates of technical and vocational education and training (TVET). The outcome was stronger quality, relevance, and efficiency of and more equitable access to TVET. The project had four outputs: (i) the primary TVET system rationalized and the TVET system modernized; (ii) TVET teaching and learning environments improved; (iii) curriculum, teaching, and learning materials for TVET developed; and (iv) the quality of TVET delivery strengthened. ADB approved the project on 28 September 2012<sup>1</sup> and it became effective on 1 July 2013. The original completion date was 30 September 2017 and the original closing date was 31 March 2018. The project was extended once and closed on 30 April 2019.

2. At appraisal, the government's Medium-Term Development Program 2012–2014 forecast an average annual GDP growth rate of 6%, based on the robust expansion of seven priority sectors of economy.<sup>2</sup> These sectors were expected to drive the economy and create jobs for the growing number of unemployed youth (17.1% of women and 12.2% of men in 2010). One of the constraints on economic growth was a shortage of skilled labor caused by a disparity between graduates' skills and labor market needs. The project was to help reduce this disparity by modernizing the TVET system in the seven sectors and working with employers to select priority occupations and determine the skills required to meet the needs of the labor market.

## II. DESIGN AND IMPLEMENTATION

### A. Project Design and Formulation

3. The project's objective was aligned with the government's development objectives and education policies, and ADB's country partnership strategy for the Kyrgyz Republic.<sup>3</sup> Like ADB's preceding Vocational Education and Skills Development Project, the project was a sector support investment with a balance between policy reform, sector capacity development, and infrastructure improvement.<sup>4</sup> Complementing the project was the ADB-financed Investment Climate Improvement Program, which included a provision to adopt the policy actions on TVET reforms.<sup>5</sup> As part of that program, the government established the National Professional Skills Development Council (NPSDC) on 26 March 2012. The NPSDC provided a framework for policy makers and employers to ensure that efforts to develop technical and vocational skills were coordinated and relevant to market needs. The Agency for Primary Vocational Education (APVE), under the Ministry of Education and Science (MOES), was the NPSDC Secretariat.

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<sup>1</sup> ADB. 2012. *Report and Recommendation of the President to the Board of Directors: Proposed Loan and Grant to the Kyrgyz Republic for the Second Vocational Education and Skills Development Project*. Manila.

<sup>2</sup> Government of the Kyrgyz Republic. 2011. *Medium-Term Development Program of the Kyrgyz Republic for 2012–2014*. Bishkek. The seven priority sectors (construction, mining, energy, tourism, textiles and garment, land transport, and agriculture/agro-processing) constituted 54% of gross domestic product and 63% of formal employment.

<sup>3</sup> ADB. 2007. *Joint Country Support Strategy 2007–2010*. Manila. The project was included in the country operations business plan 2012–2013 (approved in October 2012). <https://www.adb.org/documents/kyrgyz-republic-country-operations-business-plan-2012-2013>.

<sup>4</sup> ADB. 2007. *Report and Recommendations of the President to the Board of Directors: Proposed Asian Development Fund Grant to the Kyrgyz Republic for the Vocational Education and Skills Development Project*. Manila (\$10 million, closed on 31 December 2012).

<sup>5</sup> ADB. 2008. *Report and Recommendations of the President to the Board of Directors: Proposed Asian Development Fund Grant for the Program Cluster, Grant for Subprogram 1, and Grant Assistance to the Kyrgyz Republic for the Investment Climate Improvement Program*. Manila.

4. The project built on the achievements of the preceding project (footnote 4), which initiated reforms in primary TVET. It was prepared on the basis of extensive consultations with the main stakeholders in the government, industry representatives, and development partners. Lessons from the preceding project were incorporated in the design, including the need to mainstream project activities into the APVE to ensure ownership, to support competitive selection of schools, and to factor in internal and external migration when developing TVET interventions. ADB is the lead agency for TVET reform in the country and worked closely with development partners including the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ), the International Labor Organization (ILO), and the European Training Foundation.

## **B. Project Outputs**

5. At completion, all the intended outputs were achieved. The design and monitoring framework (DMF) appears in Appendix 1.

### **1. Output 1: Primary TVET System Rationalized and TVET System Modernized**

6. **The primary TVET system was rationalized.** In June 2017 the MOES approved the Primary TVET System Rationalization Program to improve efficiency, decrease the disparity between TVET outputs and economic demand, and support the government's Regional Development Policy Concept for 2018–2022.<sup>6</sup> The program aimed not only to rationalize primary TVET, but also to improve links between primary and secondary TVET, the labor market, and the regional economy. It also aimed to expand TVET programs for adults.

7. The rationalization program was in line with international best practice, the Sustainable Development Goals, and recommendations from the International Labor Organization (ILO) and the United Nations Educational, Scientific, and Cultural Organization (UNESCO).<sup>7</sup> Two pilot provinces – Chui and Jalal-Abad – launched regional rationalization plans in 2017. The program indicators were monitored, and implementation continues under the follow-on Skills for Inclusive Growth Sector Development Program supported by ADB.<sup>8</sup> The next education development strategy, for 2021–2040, is expected to continue the rationalization program across the country.

8. **The TVET system was modernized.** The project trained management of 59 supported TVET schools and colleges on (i) results-based strategic planning, (ii) operationalization of the school strategic plan, and (iii) monitoring and evaluation. Each school developed and began implementing its 3-year development strategy and its annual operational plan with sex-disaggregated indicators. The project developed and disseminated manuals on strategy and planning, and on monitoring and evaluation. It trained 10 people from TVET schools and two APVE staff members as trainers-of-trainers to provide further support.

9. **The NPSDC and sector councils were supported.** The NPSDC—which consisted of representatives from related ministries, local government, employers, and vocational school staff—was established as an advisory council for project-led reforms. It reviewed and approved

<sup>6</sup> Government of the Kyrgyz Republic. 2017. *The Concept on the Regional Development*. Bishkek. Approved by Government Decree 194 on 31 March 2017.

<sup>7</sup> ILO. 2004. *Human Resource Development Recommendation*. Geneva; UNESCO, 2001. *Revised recommendations on vocational education*. Paris; EU Council. 2009. *Strategic framework for European cooperation in education and training 2020*. Strasbourg; UNDP. Sustainable Development Goals. <http://www.undp.org/SDGs>.

<sup>8</sup> ADB. 2017. *Report and Recommendations of the President to the Board of Directors: Skills for Inclusive Growth Program Development Program*. Manila.

the national standards on vocational skills, amended policies to expand the role of public-private partnerships in TVET, guided the work of the Skills Development Fund (SDF), and oversaw project implementation.

10. Seven sector councils—one per priority sector—were established to support the NPSDC. They reviewed and approved the list of 45 priority occupations to be supported under the project, as well as occupational standards, teaching materials for those occupations, and technical specifications for the training equipment. Their engagement varied from sector to sector, but generally industry representatives were not active, and the councils remained largely a project-led effort. To ensure effective and sustainable industry partnerships, the APVE initiated direct partnerships with 11 local business associations, which promoted active cooperation between the vocational schools and employers. These partnerships facilitated employer surveys, master classes, job fairs for graduates, and workshops.

11. **Per capita financing in TVET was implemented.** The project developed a per capita financing framework for primary TVET with provisions for consumables and utilities. It piloted the framework in 20 primary TVET schools in Bishkek, Chui and Naryn regions in 2016. After the successful completion of the pilots, the government decided to expand per capita financing to all primary TVET schools in the country starting in the 2018–2019 academic year. This approach optimized resources, improved the remuneration scheme for the teachers and the staff incentive fund, and allocated resources to cover consumable supplies for training (such as fabric for courses for seamstresses and food for courses for cooks). All rates for (out-of-budget) commercial training, including those under the SDF, need to be consistent with the per capita financing formula.

12. **A TVET management information system was established.** A management information system (MIS) for primary TVET is operational, connecting all primary TVET schools and the Republican Research and Methodology Center (RRMC). TVET school staff now enter data on infrastructure, hardware, and gender of students and staff directly in the MIS. The project developed an MIS user manual and staff instructions, and trained 361 end users. It updated the APVE's local network, procured computers connected them to broadband internet, and improved accounting by installing accounting software in systems at all supported schools. It also upgraded the website of the APVE.<sup>9</sup> The establishment of the MIS resulted in the abolishment of quarterly business trips by school administrators to the APVE main office in Bishkek.

13. **Income-generating activities were strengthened.** The project supported a review of income-generating policies and opportunities for primary vocational schools, developed a manual on revenue generation for the schools, and trained school management in non-budgetary revenue generation and accounting. The MOES initiated a policy dialogue with key stakeholders about allowing the schools to retain their revenues. By the end of the project, supported schools have increased their extra-budgetary income from 10% to 30% on average.

14. **Four model centers were established.** Savings from the project loan and grant were used to pilot an in-house, work-based learning model, developed by the project. Under this model, students provide real services in the market, thereby (i) strengthening students' practical skills, (ii) developing their client-oriented entrepreneurship skills, and (iii) allowing schools to earn income and achieve financial sustainability. Four model centers—two in rural areas for agriculture machinery repair services and another two in urban settings for automobile repair services—were established in rehabilitated, fully equipped workshops. The model centers were registered as

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<sup>9</sup> <http://www.kesip.kg>. *Kesip* means “profession” in Kyrgyz.

independent legal bodies under the vocational schools to enable them to operate separate accounts from the school. All four centers began operations in 2019.

**15. The Skills Development Fund was established.** The project developed the SDF as a quick-response mechanism for short-term courses to develop skills demanded by local employers and by students. Instituting the SDF took more time and resources than envisaged. It began operation in December 2016 after a 3-year delay for extensive preparatory work and adjustments to improve the initial design. The SDF delivered relevant, good-quality short courses with the close involvement of employers. In total, 81 vocational schools (76 primary and 5 secondary) participated in the SDF. During 2016–2018, the SDF trained 17,503 people, of which 8,576 (49%) were women and 477 had disabilities. The SDF exceeded the overall target of 15,000 people trained with at least 30% of women. Of 20,726 applicants, 46.5% were selected by employers. The employment rate of SDF graduates was 75% in 2017 and 77% in 2018, which is considered high and indicates the high quality and relevance of the courses. Institutionalization of the SDF was included as a policy action under the Skills for Inclusive Growth Sector Development Program<sup>10</sup> and the Promoting Economic Diversification Program.<sup>11</sup> The government has registered the SDF as a legal body under the Ministry of Labor and Social Development.

**16. TVET schools started tracing their graduates.** The project supported the implementation of tracer studies in all primary vocational schools, using a special electronic platform based on the European Training Foundation’s methodology. The project trained 448 school staff members to carry out tracer studies in their schools. The APVE published the results of the studies on its website, which has an online survey form (para. 9). According to the 2017 report, 82% of graduates (72% of women and 88% of men) obtained employment within 6 months of graduating from TVET schools.<sup>12</sup> The major challenges in implementing the tracer studies were locating alumni after graduation, given the high labor outmigration rate, and covering the cost of telephone calls required to reach alumni. The APVE uses the acquired data, disaggregated by gender and region, in its publications and reports.<sup>13</sup>

**17. Social marketing and career guidance activities were conducted.** The project supported the APVE in developing a guidebook on social marketing in the TVET system as well as video lessons that were posted on the APVE’s website.<sup>14</sup> Audio and video clips presenting occupations in the priority sectors were broadcast on national television and radio channels. The materials aimed to address prevailing gender stereotypes and biases, influencing the choice of occupation and employment by girls and boys. The project trained 81 TVET school staff members on career guidance and 26 trainers on social marketing. It developed posters, flyers, and video materials on career guidance in the Kyrgyz and Russian languages and disseminated them among the country’s youth.

<sup>10</sup> ADB. 2019. *Report and Recommendation of the President: Proposed Grants for Strengthening Education System Sector Development Program for the Kyrgyz Republic*. Manila.

<sup>11</sup> ADB. 2019. *Report and Recommendation of the President to the Board of Directors: Proposed Grant for the Promoting Economic Diversification Program for the Kyrgyz Republic*. Manila.

<sup>12</sup> Tracer studies. [www.ts.kesip.kg](http://www.ts.kesip.kg).

<sup>13</sup> The TVET newspaper of Vocational Education and Training, under the Ministry of Education and Science of the Kyrgyz Republic. <http://kesip.kg/ru/145>.

<sup>14</sup> APVE. 2017. *The Guidebook on Social Marketing in the TVET System*. [www.distant.kesip.kg](http://www.distant.kesip.kg).



## 2. Output 2: TVET Teaching and Learning Environments Improved

18. **Vocational schools and colleges were rehabilitated.** The government identified 42 vocational schools and 18 colleges to rehabilitate under the project<sup>15</sup>. One school was dropped in the course of implementation as its building was deemed obsolete. In all, the project rehabilitated 306 classrooms and workshops (against the planned 260), 60 computer classrooms, and 33 dormitories (against the planned 30). In addition, the project replaced roofs in 15 schools and windows in 3. The rehabilitation made access for students with disabilities easier by installing ramps at building entrances and handrails in restrooms.

19. **Vocational schools and colleges received training equipment, furniture, and computers.** All rehabilitated classrooms and workshops were equipped with sets of training equipment for selected occupations. All rehabilitated TVET schools and colleges and the RRMC were equipped with computer classrooms, with 14 computer sets per class. The project provided a computer, a 4G modem, and licenses for the MIS and 1C accounting software program to each of the 99 TVET schools in the country as well as to the APVE's central office. All rehabilitated classrooms and computer rooms received furniture sufficient for a teacher and 24 students. The dormitories of 33 vocational schools received furniture for 616 rooms and 2,740 sets of bedding.

## 3. Output 3: Curriculum, Teaching, and Learning Materials for TVET Developed

20. **Competence-based standards and assessment procedures were developed and implemented.** The project developed and implemented curricula and learning materials, and assessment and certification procedures. It developed 45 occupational standards,<sup>16</sup> 26 competence-based training (CBT) curricula<sup>17</sup> for primary TVET and 15 CBT curricula for secondary TVET. These modular CBT curricula were successfully piloted at 16 TVET schools and 18 colleges in the 2017/2018 school year, involving 669 primary and 607 secondary TVET students. As a result of the pilots, 33 modular CBT courses were adopted and rolled out nationwide. The RRMC and 59 TVET institutions received 94 sets of textbooks, including 14 textbooks translated into the Kyrgyz language.<sup>18</sup> Country-wide, the project trained 256 independent assessment specialists. In the 2017/2018 academic year, 12 TVET schools piloted competence-based assessment at graduation for 19 occupations, certifying 322 (75.6%) of 426 participating students.

## 4. Output 4: Quality of TVET Delivery Strengthened

21. **The framework for teachers' training qualifications was developed.** No TVET teachers' qualification framework (TTQF) existed before the project, implying that no career ladder or tools to measure performance existed, and few advancement opportunities for TVET teachers. The project developed occupational standards for TVET teachers and the TTQF and piloted them in project-supported TVET schools. The TTQF covers five pedagogical areas: (i) teaching, (ii) learning assessment, (iii) social partnership, (iv) compliance with formal requirements, and (v) leadership, communication, intercultural interaction, and IT skills.

<sup>15</sup> Primary TVET institutions are referred as TVET schools, and secondary TVET – as colleges. In total project has supported 59 TVET institutions.

<sup>16</sup> Initially, the project design identified 45 occupations for which to develop standards; however, during implementation the APVE decided to develop standards for 45 qualifications, as some occupations comprised several qualifications.

<sup>17</sup> 26 primary vocational education competence-based curriculum for 30 qualifications were approved in July 2018

<sup>18</sup> 15 secondary vocational education competence-based curriculum were approved in May 2018. Textbooks in Kyrgyz language are for several priority occupations, including cook, tailor, plumber, welder, electrician, etc.

22. The project also developed tools to assess the competence of TVET teachers and instructors, along with detailed guidelines for conducting assessments. In 2016, the APVE assessed the competence of 943 TVET teachers at the project-supported schools and found that more than 60% required improvement of skills in all five areas of pedagogical competence. In 2017, the newly developed program trained 440 primary and 163 secondary teachers (47% of them women) for the level 1 qualification. In 2018, the APVE conducted a national roundtable with the representatives of the Parliament Committee on Social Issues, the Ministry of Labor and Social Development, the MOES, universities, and vocational schools to discuss the results of the pilot. The roundtable participants recommended national roll-out of the TTQF.

23. The project analyzed the use of information and communication technology (ICT) in primary TVET and assessed the readiness of TVET teachers for e-learning; the assessment showed that they had extremely low ICT skills. The project developed e-learning courses on ICT skills and a teachers' guide for designing and implementing such courses. All e-courses and manuals were posted on the distance learning platform (footnote 9). Forty-four primary TVET teachers and two RRMC staff were trained in developing e-courses.

### **C. Project Costs and Financing**

24. To finance the project, the government requested a loan equivalent to SDR6,634,000 from ADB's Special Funds resources. The loan has a 32-year term, a grace period of 8 years, and an interest rate of 1.0% per year during the grace period and 1.5% per year thereafter. Other terms and conditions are set forth in the financing agreement. In addition, the government requested a grant not exceeding \$10 million from ADB's Special Funds resources. At completion, the actual project cost was \$21.52 million, or 91.6% of the estimated costs. ADB's actual expenditure was \$17.87 million (\$9.57 million from the grant, and SDR5.96 million—equivalent to \$8.30 million— from the loan), or 89.4% of planned expenditures. The government's actual expenditure was \$3.65 million, or 104.43% of the estimate. The final project costs and financing plan appear in Appendix 2.

### **D. Disbursements**

25. During implementation the original disbursement projections set at the time of project effectiveness were updated to reflect the actual costs of procurement of goods and consulting services. At completion, ADB had disbursed \$17.87 million (\$9.57 million from the grant, and SDR5.96 million—equivalent to \$8.30 million—from loan), or 89.4% of planned expenditures. The government disbursed \$3.65 million, or 104.3% of the estimated cost. The largest share (38%) was disbursed in 2017 and the second largest (28%) in 2018. The loan disbursement was \$8.19 million for the procurement of learning equipment, furniture, and learning materials. The grant disbursement covered (i) \$4.37 million on the civil works, (ii) \$1.64 million on the SDF, (iii) \$2.53 million on the consulting services.<sup>19</sup> Two separate accounts (now called advance accounts but formerly called imprest funds or imprest accounts, according to the ADB *Loan Disbursement Handbook* (2017, as amended from time to time) for the loan and the grant were established. Statement of expenditure procedures were used to reimburse eligible expenditures on ADB-financed activities and to liquidate advances provided to the imprest accounts. The direct payment method was used for larger payments. The completion date of the project was extended from 31 March 2018 to 30 April 2019, with financial closing on 30 September 2019. The details of the actual disbursements appear in Appendix 4.

<sup>19</sup> A discrepancy of \$1,035 is a result of exchange rate volatility.

## E. Project Schedule

26. ADB approved the project on 28 September 2012 and it became effective on 1 July 2013. Implementation was planned for five years, with an original closing date of 31 March 2018. It was extended one time, for 13 months, and closed on 30 April 2019. A longer-than-expected period of mapping schools and selecting vocational institutions to support, followed by a long period of confirming the priority occupations, delayed implementation. All civil works were completed by December 2018. The government requested a 13-month extension to use 4% under the loan and 2% under the grant savings to procure additional civil works and training equipment for the four model centers.

## F. Implementation Arrangements

27. The APVE was the executing agency for the project. A project implementation unit (PIU) was established under the APVE and headed by a PIU manager. The PIU staff and project consultants supported the APVE in implementing the project. The NPSDC served as the project steering committee, providing strategic guidance and monitoring project implementation. The NPSDC, chaired by the vice-prime minister, consisted of representatives of relevant government agencies and employer associations. The APVE served as the secretariat of the NPSDC. School advisory boards, established at all supported TVET institutions, included representatives of local industries, government, and communities. Overall, implementation arrangements were adequate to deliver the project outputs and achieve the project outcome.

## G. Consultant Recruitment and Procurement

28. **Consulting services.** The project design envisioned 37 person-months of international consultants and 447 person-months of national consultants. Upon completion, the project had used 51 person-months of international consultants and 1,110 person-months of national consultants, recruited using the consultants' qualifications selection method.<sup>20</sup> A substantial increase in national consultant services was necessary to ensure full delivery of all outputs. Changes in implementation arrangements to increase consultant inputs were needed to help deliver all outputs and were approved by ADB. The Helvetas and Marka Audit firms were recruited using the quality and cost-based selection method, and individual consultants were recruited through individual consultant selection, as outlined by the procurement plan. Consultants were recruited following ADB's *Guidelines on the Use of Consultants*.<sup>21</sup>

29. **Goods.** The project procured most goods through national competitive bidding and shopping, in accordance with the procurement plan. Four lots of training equipment were procured through international competitive bidding procedures. The PIU procurement specialists made necessary adjustments to the procurement plan to combine similar types of training equipment and materials. Overall, the quality of the learning equipment and materials supplied was satisfactory, and when required, the suppliers replaced defective parts in a timely manner. The APVE, jointly with Helvetas, fielded missions to monitor the delivery, installation, and quality of training equipment at schools. All goods were procured following ADB *Procurement Guidelines*.<sup>22</sup> The PCR mission observed that the APVE and the schools ensured proper inventory

<sup>20</sup> A memo for a minor change to a project (i) adjusting DMF indicators, (ii) adjusting recruitment of additional consulting services and procurement arrangements, and (iii) reallocating grant proceeds was approved on 15 October 2015.

<sup>21</sup> ADB. 2007. *Guidelines on the Use of Consultants by the Asian Development Bank and its Borrowers*. Manila. These guidelines were applied because the project was approved before 1 July 2017, when that publication was revised.

<sup>22</sup> ADB. 2010. *Procurement Guidelines*, as amended from time to time. Manila.

management and maintenance arrangements for the furniture and equipment procured. The list of contracts under the loan and the grant appears in Appendix 7.

30. **Civil works.** There were three packages for the rehabilitation of primary vocational schools, with 27 contracts in all for rehabilitation works. Procurement for all packages used national competitive bidding. The bidding process followed ADB's *Procurement Guidelines* (2010, as amended from time to time).

## H. Gender Equity

31. The project included gender indicators and targets in three of the four outputs. It also had a gender action plan (GAP) to improve the gender responsiveness of the project. The GAP consisted of 16 activities and 12 targets. All the activities were implemented and 11 of the targets achieved, in addition to those in the DMF. Sex-disaggregated data were collected for primary and secondary TVET. Research activities under the project included a separate analysis to study and report on the disparities in job opportunities between male and female graduates. Training included 55% female participants; 45% of the residents of the rehabilitated dormitories were girls, and 49% of the short-course trainees under the SDF were women. The project developed and disseminated gender-sensitive career guidance materials and conducted social marketing campaigns. The video, audio and print materials prepared as a part of the social marketing campaign addressed gender stereotypes in TVET and employment choice. They were widely disseminated through various channels: broadcasted on national television, the radio, and social media and distributed to students and employers through primary and secondary vocational schools. The PIU team and the project gender consultant implemented the GAP; in addition, a full-time national gender consultant in the Resident Mission regularly monitored the progress of gender-related actions. The GAP achievements are in Appendix 8.

## I. Safeguards

32. The project safeguards category was C. As the project carried out only minor rehabilitation and repairs of school buildings and facilities, it entailed no land acquisition and produced no negative environmental or resettlement impacts. The project activities did not affect ethnic minorities.

## J. Monitoring and Reporting

33. All 22 loan and grant conditions and covenants were complied with. Detail on the status of compliance with grant covenants appear in Appendix 6. The APVE and the PIU monitored project performance using indicators outlined in the DMF. The government's project completion report included useful information on implementation, impact, outcome, lessons, and recommendations.

34. At fact-finding, the financial management, reporting, and monitoring systems of the APVE, the executing agency, were satisfactory. ADB's financial management requirements for implementing agencies were met. The PIU adequately monitored the project advance (imprest) account, maintained the advance fund disbursements, and followed the ADB *Loan Disbursement Handbook* procedures.<sup>23</sup> Marka Audit was recruited in 2013 to audit the project financial statements and provide a management letter to the APVE every year. All audit reports had

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<sup>23</sup> ADB. 2017. *Loan Disbursement Handbook*. Manila. At approval, ADB's *Loan Disbursement Handbook* (2012, as amended from time to time) guidelines were applied because the project was approved before 1 July 2017.

unqualified opinions and, except for one delayed disclosure for FY2015, were submitted on time and disclosed on ADB's website.

### III. EVALUATION OF PERFORMANCE

#### A. Relevance

35. The project is rated *relevant*. The design of the project was relevant to addressing the shortage of skilled labor that restricted the country's inclusive economic growth, and it was fully aligned with the country's Education Development Strategy 2020 objectives.<sup>24</sup> The project was also in line with ADB's country partnership strategy for the Kyrgyz Republic, 2013–2017.<sup>25</sup> At completion, the project design remained relevant to the objectives of the National Sustainable Development Strategy for 2018–2040, which emphasizes a competitive economy and human capital development.<sup>26</sup>

36. The project modality was appropriate to support the TVET sector and facilitate sector reforms. It ensured strong ownership of the reforms by the MOES and the APVE and helped build their institutional capacity.

37. Overall, the performance indicators in the project DMF were relevant and appropriate for evaluating the project performance achievements of the outputs and outcome. The baseline data on the performance indicators did not cite a source; thus, at completion the data available on the National Statistics Committee website for 2010 and 2017 differed slightly from the baseline data outlined in the DMF. The targets of the outcome performance indicators in participation in short courses (to be doubled) were rather optimistic, as overall participation by adults and out-of-school youth in short courses increased, but male participation did not double. One possible explanation for the low rate of male participation in short courses was the demographic trend of male laborers migrating from the country.

38. The project had several transformative effects, including the successful implementation of the SDF, the implementation of the TTQF with its modern qualifications, and greater relevance of TVET. Another transformative initiative was the establishment of the four model centers for skills development. These initiatives helped improve the quality, relevance, and efficiency of the TVET system. The positive structural changes and institutional links were the most prominent achievements. The project introduced new institutional practices and implemented them effectively. This work included setting up mechanisms to engage employers, providing arrangements for vocational schools to generate income, introducing the national modular CBT curriculum, and establishing per capita financing for TVET. These will be long-term determinants of the progress of TVET in the country.

#### B. Effectiveness

39. The project is rated *effective* in achieving its expected outputs and outcome. All project output performance targets were achieved or exceeded and contributed to achieving the outcome.

40. At project completion, almost all outcome performance targets were met or exceeded. The performance targets for the enrollment rate in the primary vocational schools, the increased

<sup>24</sup> Government of the Kyrgyz Republic. *The Education Development Strategy 2020 (EDS 2012–2020) of the Kyrgyz Republic*. Bishkek. 2012.

<sup>25</sup> ADB. 2013. *Kyrgyz Republic: The Country Partnership Strategy 2013-2017*. Manila.

<sup>26</sup> Government of the Kyrgyz Republic. 2018. *The National Sustainable Development Strategy for 2018–2040*. Bishkek.

employment rate of graduates of primary vocational schools and graduates of short courses, and the average share of revenue from income-generating activities were achieved. The average pass rate in independent competency assessment of graduates for all supported vocational schools reached 75.6% in 2017, exceeding the target of 70%. The average share of revenue from income-generating activities in project-supported vocational schools increased to 30% in 2018, exceeding the target of 25%. Secondary vocational schools are making progress towards their enrollment performance targets, having doubled the number of female students and almost doubled the number of male students.

41. Enrollment in long-term courses at the secondary vocational schools more than doubled, exceeding the target. The overall number of students grew from 5,382 in 2010 to 13,845 in 2018 (1,243 female and 4,139 male students in 2010, to 3,967 female and 9,878 male students in 2018). The enrollment of female and male students at the primary TVET schools was lower compared to the baseline data.<sup>27</sup> Attendance at short courses increased from 16,068 students in 2010 to 22,155 students in 2017. At primary vocational schools, the number of female students increased from 4,104 in 2010 to 9,245 in 2017, and at secondary vocational schools the number increased from 717 in 2010 to 1,021 in 2017.

42. The project GAP was fully implemented, and monitoring reports with sex-disaggregated data were disclosed regularly. All GAP activities were implemented, and 11 of 12 gender performance targets were achieved. The business plans had action plans aimed at improving the access of girls and women to vocational education, with a target of an annual increase of 2% for female students. Specific actions under the plan included ensuring gender-equitable recruitment of teachers and professional mentors. Under the TTQF, 603 teachers (47% of them women) were trained and received an NPSDC professional development certificate. Where girls from remote areas enrolled in subsidized education were provided with dormitories free of charge, 45% of the students living in dormitories were female (about 8,000 per year). In short courses under the SDF, 17,503 people were trained (exceeding the target of 15,000), of whom 49.4% were women (exceeding the target of 40%). The post-training employment rate of the SDF graduates was above 75%, which included 6,486 women. The main sectors employing women were light industry, the food industry, information and communication, information technology, and services. The career guidance, gender-sensitive marketing campaigns, and gender-sensitive audio and video materials on TVET were developed according to the GAP and broadcast nationwide.<sup>28</sup> The GAP achievements are described in Appendix 8.

### C. Efficiency

43. The project is rated *efficient*. Its achievements in rationalizing and modernizing the TVET system resulted in a more efficient system with better links between primary and secondary TVET and more employer involvement in matching vocational school graduates with labor market demands. The initial exercise on vocational school mapping took longer than expected but did not delay the overall implementation schedule. The project-supported activities of civil works and provision of training equipment were implemented upon the selection of the 59 vocational schools.

44. The project did not incur cost overruns. Savings under the project were about 3% or \$578,500, which included 4% under the loan and 2% under the grant. There was one 13-month

<sup>27</sup> The inconsistencies of the baseline data available for the impact and outcome performance indicators are included in the DMF.

<sup>28</sup> For instance, the social advertisement for television on career choices used images of women as plumbers to address gender stereotypes, while men were pictured as cooks to influence them choosing the previously female-dominated culinary training.

extension to allow completion of the project activities as planned. During that period, the savings were used for (i) civil works in 17 secondary vocational schools, (ii) four large workshops for vocational schools, and (iii) training equipment for 30 workshops and 9 training classes.

45. The project undertook a re-estimation of the cost-benefit analysis (the economic internal rate of return). This was difficult, as the estimation at appraisal contained flaws. In particular, (i) the wage premium was applied to only the first year after graduation instead of a worker's lifetime, and (ii) the calculation of benefits included the initial years of implementation, before the project had a chance to influence the skills of students. These flaws were addressed in the re-estimation. In addition, some of the enrollment figures used for appraisal differed considerably from those supplied by the government at completion. Aside from enrollment figures up to 2020, most assumptions from appraisal could not be substituted with actual data, thus reducing the usefulness of the re-estimation. A key issue is the wage premiums for quality improvement. These were set in the re-estimation at 3% for short courses and 5% for long courses (for appraisal, the figures used were between 11% and 14% even though they were stated then as being between 20% and 30%). Neither the wage premium assumptions used at appraisal nor those used for the re-estimation were based on actual data. The re-estimated economic internal rate of return was calculated as 23.5%, against the estimate of 20.8% at appraisal.

#### **D. Sustainability**

46. The project is rated *most likely sustainable*. The government has given priority to improving youth employability, particularly for youth from poor families, and decreasing adult unemployment. The state budget for the TVET system is about 6% of education funding.

47. The capacity of the APVE to carry on the reform agenda is sustainable. The sustainability of the institutional reforms under the project were ensured by the attainment of strong ownership of modernizing and rationalizing the TVET system, with the introduction of per capita financing for the efficient use of infrastructure and staff resources, and by implementing an entrepreneurial management approach to increasing revenue generation by vocational schools, for cost-effective improvement of TVET. The institutional sustainability of the reforms is supported through the guidance provided by the NPSDC and through established partnerships with the employer associations, which serve as an advisory board to ensure the relevance of vocational education reforms and policies.

48. The project led to an overall increase in school budgets of 30%. Sustainability of the improvements in the quality of vocational training was institutionalized by a ministerial decree on implementing the national procedures on CBT and modular CBT curricula, the related assessment of graduates, and the TTQF. GIZ expressed interest in linking the CBT materials of their TVET program with the CBT materials developed by the project to ensure the complementarity and sustainability of efforts. The SDF is operational and covers the pre-qualified public vocational schools, which set a level of competition for the provision of the best services in vocational skills training.

49. The rehabilitated infrastructure of the vocational schools is sustainable as the schools now have more self-generated funds to finance operation and maintenance costs.<sup>29</sup> Improving

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<sup>29</sup> The COVID-19 pandemic has created a budget deficit that will temporarily affect the budget allocations to TVET. Capacity built in recent years on school management, financial planning and management, strategic planning, entrepreneurship, and income-generation serve as sustainability factors in the new challenging environment. With the project support, the TVET system is better prepared to face such challenges.

teaching quality and learning environments, strengthening cooperation with industries, and developing entrepreneurship skills remain priorities for the TVET sector and are being supported by the follow-up ADB project.<sup>30</sup>

## E. Development Impact

50. **Economic impact.** According to the 2017 tracer studies, 81.3% of graduates were employed 6–9 months after completing the training.<sup>31</sup> Primary vocational school principals and employers interviewed by the project completion mission indicated that the quality of graduates' professional skills had improved, which led to higher demand for the qualified labor force by employers and higher wages for the graduates. The national statistics noted an increase in the number of girls and women in male-dominated TVET courses: the number of female students increased up to 5% in machines maintenance, transport maintenance and geodesy and cartography (from 2014 to 2018).<sup>32</sup> They can thus pursue jobs with higher wages than in traditional women-dominated occupations. The project created greater financial autonomy and sustainability by improving the vocational schools' capacity to generate non-state-budget revenues, particularly by mobilizing resources from training fees to cover training and materials.

51. **Social impact.** The project benefited poor and socially disadvantaged students, girls, the rural population, youth, and disabled people by improving their employment skills through good-quality TVET. Each year about 70% of students enrolled in the primary and secondary vocational schools are from poor families and otherwise would not be able to acquire skills for employment; they are supported with a state stipend. The design and implementation of the GAP made it possible to tackle gender disparities in access to TVET and in the employment opportunities of TVET graduates by addressing gender stereotypes in teaching and learning materials, marketing activities and materials, and strengthening the capacity of relevant staff (APVE staff, management and teachers in primary and secondary TVET schools, advisory boards and sectoral councils), as well as by providing access to dormitories to those in need. The rehabilitation work at all the primary and vocational schools installed ramps for students with disabilities as well as special furniture and equipment.

52. **Institutional impact.** The project implemented several comprehensive reforms in the TVET system, which are being supported further by the follow-on project (footnote 30), and introduced relevant innovations. The capacity of staff at the APVE, the RRMC, and vocational schools was strengthened so they can provide modern vocational training that is responsive to labor market needs. The SDF was institutionalized and has the flexibility to respond to employers' needs for skilled labor. The four new model centers on professional skills serve as centers of excellence for equipping the vocational school graduates with professional skills; they also provide facilities for income-generating activities. In an interview with the project completion mission, two principals of the primary vocational schools pointed out that the model centers have boosted ownership and their confidence to provide modern and adequately equipped TVET training that is based on competencies required by the labor market. The project increased the potential for income-generating activities at primary and secondary vocational schools by training staff on strategic planning and business plan development, with a focus on raising additional resources for the school budget.

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<sup>30</sup> ADB. 2017. *Report and Recommendation of the President to the Board of Director for Proposed Grants (0552 program and 0553 project) to the Kyrgyz Republic: Skills for Inclusive Growth Sector Development Program*, Manila.

<sup>31</sup> With the primary vocational schools, the APVE conducted a tracer study of 16,237 students who graduated in 2017; 7,901 responded to the survey questions, representing 49% of all graduates.

<sup>32</sup> Women and Men in the Kyrgyz Republic. National Statistics Committee 2014–2018.



53. All these impacts are attributable to the project, as its design and implementation was comprehensive and covered qualitative changes. The project strengthened the capacity of vocational schools' and colleges' staff and teachers and provided quantitative support with considerable rehabilitation of 59 TVET institutions in the country. The project's development impact is rated *highly satisfactory*.

#### **F. Performance of the Borrower and the Executing Agency**

54. The performance of the borrower and the executing agency is rated *satisfactory*. The APVE demonstrated full ownership of project activities, as this was the second project on TVET implemented in the country. The APVE's management and staff responsibly and actively participated in project activities and provided necessary guidance. The project director remained the same throughout the implementation period, ensuring continuity. The PIU manager was replaced three times during 2013–2015, but these changes did not substantially delay project implementation. The PIU staff performed their functions with dedication and commitment. The government complied with all project covenants. The few instances of delayed allocation of government counterpart financing were discussed in a timely manner with the Ministry of Finance during project review missions and quarterly portfolio reviews and resolved without affecting implementation.<sup>33</sup>

#### **G. Performance of the Asian Development Bank**

55. ADB's overall performance is rated *satisfactory*. Staff continuity at the Kyrgyz Resident Mission was better maintained than at ADB headquarters, particularly in 2016 when the project was delegated to the Resident Mission to oversee implementation. Resident Mission staff facilitated frequent interactions with the Ministry of Finance, the MOES, and the APVE on project implementation issues; provided required approvals in a timely manner; and ensured closer policy dialogue with the government and development partners. ADB has been a lead development partner in TVET. During the project period, ADB fielded 10 review missions to monitor and review project implementation. In 2017, at the request of the government, ADB extended the loan for 13 months to allow time to complete all planned activities.

#### **H. Performance of Consultants, Contractors, and Suppliers**

56. The implementation of and outputs from consultants, contractors and suppliers were *satisfactory*.

#### **I. Overall Assessment**

57. The project is preliminarily rated *relevant, effective, efficient, and most likely sustainable*. Overall, the project is rated *successful*. Its design remains *relevant* and is responsive to development needs. ADB is supporting the TVET system with a follow-on project (footnote 30). The outcome performance targets were exceeded, with only one—the enrollment target for primary TVET female students—affected by data inconsistency in the original DMF. All project output targets were achieved and several exceeded. The main output achievements of the project were (i) the successful introduction of the CBT methodology for priority occupations, with a CBT curriculum and CBT assessment of graduates; (ii) the improvement of the teaching and learning environment in 60 primary and secondary vocational schools, and the establishment of four model centers for professional skills development at the primary vocational schools; (iv) the

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<sup>33</sup> Actual government counterpart financing constituted 104.3% of original estimate.

establishment and operationalization of the SDF; (v) the implementation of per capita financing in the TVET system; and (vi) the development and implementation of the TTQF. The GAP was fully implemented. All loan covenants were complied with. The project is rated *efficient*. The project was implemented with one extension to allow time to use savings and support the four model centers. There were no cost overruns or substantial delays. The project is rated as *most likely sustainable*, with all the institutional, social, and financial provisions in place.

<b>Overall Ratings</b>	
<b>Criteria</b>	<b>Rating</b>
Relevance	Relevant
Effectiveness	Effective
Efficiency	Efficient
Sustainability	Most likely sustainable
<b>Overall Assessment</b>	<b>Successful</b>
Development impact	Highly satisfactory
Borrower and executing agency	Satisfactory
Performance of ADB	Satisfactory

ADB = Asian Development Bank.  
Source: Asian Development Bank.

#### **IV. ISSUES, LESSONS, AND RECOMMENDATIONS**

##### **A. Issues and Lessons**

58. The project had too many activities and deliverables. Establishing the SDF, implementing CBT and per capita financing, developing the MIS, rehabilitating and equipping 59 TVET institutions—each was a big task, requiring significant human and time resources, sometimes beyond the project horizon. Although the project successfully completed all planned activities, a narrower scope would have enabled the delivery of more solid, complete results.

59. The project-facilitated sector councils were neither effective nor sustainable as an instrument for industry-TVET partnership. Members were not interested in providing continuous dedicated (unpaid) input, but the scheme required intensive engagement. The APVE's decision to discontinue supporting sector councils and establish partnerships with active business associations improved both the effectiveness and the likelihood of sustainability of the initiative.

60. The SDF design and business processes, their roll-out, and their evolution can be a model for countries in the region that do not yet have such schemes. Setting up a new institution posed numerous challenges and took more time and resources than originally envisaged, yet still yielded better-than-expected results.

##### **B. Recommendations**

61. The pilot model centers introduced under the project have shown a positive link between financial autonomy, quality of training, and self-generated income. Vocational schools should be allowed to maintain and independently administer their own accounts in commercial banks, as an incentive to increase self-generated income and to enable investment in infrastructure and training, and in retention of qualified staff.

62. TVET schools require full financing under the approved per capita financing scheme and close APVE guidance on increasing the efficiency of expenditures. It is critical to fully finance the

procurement of consumable training materials, which are essential in TVET. Rates for (out-of-budget) commercial training, including those under the SDF, must be consistent with the per capita financing formula.

63. **Further action and follow-up.** Further support should be provided to support the reform agenda through the implementation of the CBT modules, the CBT curriculum and assessment, and the TTQF for both primary and secondary TVET. CBT has been piloted and proven its efficiency under the project, yet it has not become the mainstream way of training throughout the TVET system. Continuous methodological support to schools and teachers is needed to ensure that expansion, which will take several more years. Similarly, the TTQF roll-out will eventually require revision of teacher salary schemes. That requires continuous commitment by the government and consistency in corresponding policies.

64. The government should consider outsourcing certain functions of the current Employment Service under the Ministry of Labor and Social Development and the APVE to the SDF. The SDF has proven its effectiveness in assessing training needs, pre-qualifying providers, developing modules and commissioning and controlling the quality of the training.

65. **Timing of the project performance evaluation report.** A thematic evaluation study on skills development and employability by the Independent Evaluation Department of ADB could cover the two Vocational Education and Skills Development Project projects on an example of ADB's long-term support for TVET in developing member countries in Central Asia. To gauge the sustainability of the project, if a thorough review of the project is considered, the project performance evaluation report could be prepared in 2021.

## DESIGN AND MONITORING FRAMEWORK

Design Summary	Performance Indicators and Targets	Project Achievements																																																
<p><b>Impact</b> Inclusive Growth Through Improved Employment Opportunities for TVET Graduates</p>	<p>Number of workers in labor force with formal TVET qualifications increased by 25% for males and urban graduates and 30% for females and rural graduates from 2010 to 2020. 2010 baseline:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>PVE</th> <th>SVE</th> </tr> </thead> <tbody> <tr> <td>Urban</td> <td>9.2%</td> <td>11.2%</td> </tr> <tr> <td>Rural</td> <td>5.7%</td> <td>6.8%</td> </tr> <tr> <td>Male</td> <td>8.3%</td> <td>5.7%</td> </tr> <tr> <td>Female</td> <td>4.5%</td> <td>11.3%</td> </tr> </tbody> </table>		PVE	SVE	Urban	9.2%	11.2%	Rural	5.7%	6.8%	Male	8.3%	5.7%	Female	4.5%	11.3%	<p>In 2017, the number of workers with formal TVET qualifications was 17.6% (423,7 thousand people), 16,3% of males and 20,8% - females, 21.7% - urban sector and 15.8% rural sector:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>PVE</th> <th>SVE</th> </tr> </thead> <tbody> <tr> <td>Urban</td> <td>7.7</td> <td>14.2</td> </tr> <tr> <td>Rural</td> <td>7.3</td> <td>8.5</td> </tr> <tr> <td>Male</td> <td>8.8</td> <td>7.5</td> </tr> <tr> <td>Female</td> <td>5.2</td> <td>15.6</td> </tr> </tbody> </table>		PVE	SVE	Urban	7.7	14.2	Rural	7.3	8.5	Male	8.8	7.5	Female	5.2	15.6																		
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Female	5.2	15.6																																																
<p><b>Outcome</b> Enhanced Quality and Relevance, Efficiency and More Equal Access to TVET</p>	<p>Enrollment in vocational schools increased:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>PVE</th> <th>SVE</th> </tr> </thead> <tbody> <tr> <td>2010</td> <td></td> <td></td> </tr> <tr> <td>Male</td> <td>22,491</td> <td>4,139</td> </tr> <tr> <td>Female</td> <td>9,615</td> <td>1,243</td> </tr> <tr> <td>2017</td> <td></td> <td></td> </tr> <tr> <td>Male</td> <td>27,500</td> <td>5,384</td> </tr> <tr> <td>Female</td> <td>12,500</td> <td>1,616</td> </tr> </tbody> </table> <p>Average pass rate in ICA of graduates for all supported vocational schools will reach 70% in 2017 (no baseline available). Share of revenue from income generating activities in project supported vocational schools increased from 10% to 25% of total revenue by 2017.</p> <p>Number of adults and out-of-school youth, attending short courses provided by project VSs, doubled by 2017.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>2010 baseline :</th> <th>PVE</th> <th>SVE</th> </tr> </thead> <tbody> <tr> <td>Male</td> <td>9,575</td> <td>1,672</td> </tr> <tr> <td>Female</td> <td>4,104</td> <td>717</td> </tr> </tbody> </table>		PVE	SVE	2010			Male	22,491	4,139	Female	9,615	1,243	2017			Male	27,500	5,384	Female	12,500	1,616	2010 baseline :	PVE	SVE	Male	9,575	1,672	Female	4,104	717	<p>In 2018, the number of students was 43,715 (13,845 in 18 project SVSs and 29,870 in 98 PVSs):</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>PVE</th> <th>SVE</th> </tr> </thead> <tbody> <tr> <td>Male</td> <td>20,904</td> <td>9,878</td> </tr> <tr> <td>Female</td> <td>8,966</td> <td>3,967</td> </tr> </tbody> </table> <p>75.6% of 12 PVS graduates passed ICA in 2018.</p> <p>The average share of revenue from income-generating activities was 30% of total revenues (41 PVSs -14% and 18 SVSs -64%) in 2018.</p> <p>In 2017, the number of short-term training students was 22,155 (SVSs - 1,916 and PVSs – 20,239).</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>PVE</th> <th>SVE</th> </tr> </thead> <tbody> <tr> <td>Male</td> <td>10,994</td> <td>895</td> </tr> <tr> <td>Female</td> <td>9,245</td> <td>1021</td> </tr> </tbody> </table>		PVE	SVE	Male	20,904	9,878	Female	8,966	3,967		PVE	SVE	Male	10,994	895	Female	9,245	1021
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<p><b>Outputs</b> 1. Primary TVET System Rationalized and TVET System Modernized</p>	<p>Rationalization strategy for primary TVET approved and implemented in line with the action plan.</p> <p>Council meets as often as necessary to coordinate national skills development with the support of APVE and sector councils.</p> <p>All PVSs prepare annual gender sensitive business plans and report quarterly through MIS since the fourth quarter (Q4) of 2016.</p> <p>TVET Year Book and tracer study findings published annually with data disaggregated by gender/region.</p>	<p>TVET System Rationalization Program was approved by MOES Order until 2021, and Action Plan for 2018 was approved by MOES order on 29 June 2017. Action Plan Implementation Report was submitted to APVE in December 2018.</p> <p>NPSDC meetings (incl. PSC) took place on March 5, 2014, April 6 and December 23, 2016, 4 August 4, 2017, February 28, 2018 and April 15-21, 2019.</p> <p>All PVSs have 3-year development strategies and annual operational plans with sex-disaggregated indicators to ensure equity of a) access to vocational education for girls and b) recruitment of teachers. All PVSs quarterly submit statistical reports to APVE through MIS since January 2017.</p> <p>The PVE and SVE yearbooks were published in 2015. Tracer study was introduced in all PVSs,</p>																																																

	<p>15,000 disadvantaged young people and adults (at least 30% females) took SDF trainings by Q3 2017.</p> <p>Annual gender sensitive marketing campaign organized and career guidance materials provided to all incoming and graduating students of supported vocational schools.</p> <p>All supported vocational schools set up advisory boards by Q3 2016.</p>	<p>and consolidated reports for 2016 and 2017 with data disaggregated by sex/region and was published on APVE website.</p> <p>SDF trained 17503 young people and adults, of which 49,4% were females (2017-2018).</p> <p>TV and radio channels annually broadcasted gender-sensitive promotional videos about working professions. Booklets and posters were conveyed to project schools for distribution</p> <p>All PVSs (98) and SVS (27) set up advisory boards in 2015.</p>
<p>2. TVET Teaching and Learning Environments Improved</p>	<p>260 workrooms and 60 computer classrooms of supported vocational schools were rehabilitated and equipped by Q3 2017, of them 70% of PVSs are located outside of Bishkek and Osh.</p> <p>By Q3 2017, access for people with disabilities improved in 260 workrooms and 60 computer classrooms.</p> <p>30 dormitories in supported vocational schools rehabilitated by Q3 2017 (at least 30% dormitories for females).</p> <p>50,000 students benefitted from new and improved educational facilities (at least 30% females).</p>	<p>306 workrooms, classrooms and 60 computer classrooms in 59 project schools were rehabilitated and equipped. 82.5% of schools are located outside of Bishkek and Osh cities. Additionally, 4 training and production centers were repaired and equipped (39 workrooms/classes), 15 PVSs had their roofs and windows repaired.</p> <p>Entrances to 41 school buildings were equipped with wheelchair ramps and handrails for people with disabilities.</p> <p>33 dormitories were rehabilitated (with 45% of female residents).</p> <p>71,465 students (33% females) benefited from new and improved buildings and facilities.</p>
<p>3. Curricula, Teaching and Learning Materials for TVET Developed</p>	<p>By Q3 2016, APVE approved guidelines and procedures for using a competency-based learning methodology.</p> <p>New occupational standards for 45 qualifications in 7 priority economic sectors were developed by SC and published by Q3 2017.</p> <p>270 competency assessors (6 per qualification) were trained by Q3 2017.</p> <p>Occupational standards, curricula and training materials for 45 qualifications were printed out and distributed to project vocational schools by Q3 2017.</p>	<p>Five (5) guidelines for developing and implementing competency-based learning for PVE and SVE were approved by APVE and MOES in 2017-2018.</p> <p>Occupational standards for 45 PVE/SVE priority occupations were developed and approved by NPSDC in August 2017.</p> <p>256 competency assessors were trained in partnership the Chamber of Commerce and Industry, and certificates were issued in Q2 2018, 28% of them were employers (39% of females).</p> <p>Occupational standards, training programs and materials for 45 qualifications were translated into Kyrgyz language, published and distributed throughout PVS (APVE) and SVS (MOES) in Q1 2019.</p> <p>RRMC libraries, 41 PVSs and 18 SVSs received textbooks (94 titles) and 14 textbooks in Kyrgyz language.</p>

	Libraries were equipped with contemporary learning and training aids and self-study materials.	
4. Quality of TVET Training Delivery Enhanced	<p>540 school directors, deputies, administrators and teachers of vocational schools took in-country training (at least 40% of females) by Q3 2017.</p> <p>At least 300 teachers out of 540 were trained to develop curriculum and training materials by Q3 2017.</p> <p>Professional requirements for TVET teachers were developed and 600 teachers were certified according to the new professional requirements (at least 40% of females) by Q3 2017.</p>	<p>4564 people (2600 women) from PVSs, SVSs, RRMC, APVE and MOES participated in various project-supported trainings (sector councils, PCF, tracer study, school advisory boards, MIS, income generation, career guidance/social marketing, CBT, strategic planning, TTQF, e-learning).</p> <p>353 teachers (of whom 282 were female teachers) were trained to develop competency-based training programs and materials for Q1 2018.</p> <p>Three-level teacher qualification occupational standards for PVE/SVE were developed and approved by MOES in 2017. 603 teachers and masters (440 PVE and 163 SVE (42% of them were women) were certified by RRMC for participating in TTQF 1<sup>st</sup> level professional development training programs.</p>

APVE = The Agency for the Primary Vocational Education of the Kyrgyz Republic; CBT = competence-based training; ICA = independent competency assessment; PIU = Project Implementation Unit; PVE = primary vocational education; PVS = primary vocational schools; SVE = secondary vocational education; SVS = secondary vocational schools; RRMC = Republican Research and Methodology Center; SDF = Skills Development Fund; TTQF = teachers training qualifications framework.

Source: Asian Development Bank.

**PROJECT COST AT APPRAISAL AND ACTUAL**  
(\$ million)

Item	Appraisal Estimate			Actual		
	Foreign Exchange	Local Currency	Total Cost	Foreign Exchange	Local Currency	Total Cost
<b>A. Base Costs</b>						
1. Materials	0.39	0.07	<b>0.46</b>	8.19	0.07	<b>8.26</b>
2. Furniture	1.10	0.21	<b>1.31</b>	0.00	0.12	<b>0.12</b>
3. Civil Works/Rehabilitation	4.14	0.79	<b>4.93</b>	4.37	0.84	<b>5.20</b>
4. Equipment	6.57	1.25	<b>7.82</b>	0.00	1.36	<b>1.36</b>
5. Consulting Services	1.93	0.45	<b>2.38</b>	2.53	0.48	<b>3.01</b>
6a. Training	1.24	0.24	<b>1.48</b>	0.40	0.08	<b>0.47</b>
6b. Skills Development Fund	1.68	0.32	<b>2.00</b>	1.64	0.31	<b>1.96</b>
<b>Subtotal (A)</b>	17.05	<b>3.33</b>	<b>20.38</b>	17.12	<b>3.27</b>	<b>20.38</b>
<b>B. Recurrent Costs</b>						
1. Project Management	0.57	0.13	<b>0.70</b>	0.40	0.31	<b>0.71</b>
2. Operations and Maintenance	0.23	0.04	<b>0.27</b>	0.24	0.07	<b>0.31</b>
<b>Subtotal (B)</b>	0.81	<b>0.17</b>	<b>0.98</b>	0.64	<b>0.38</b>	<b>1.02</b>
<b>Subtotal (A+B)</b>	17.86	<b>3.50</b>	<b>21.36</b>	17.75	<b>3.65</b>	<b>21.40</b>
<b>C. Contingencies</b>	1.80		<b>1.80</b>	0.00		<b>0.00</b>
<b>D. Financing Charge During Implementation</b>	0.34		<b>0.34</b>	0.12		<b>0.12</b>
<b>Total (A+B+C+D)</b>	20.00	<b>3.50</b>	<b>23.50</b>	17.87	<b>3.65</b>	<b>21.52</b>

**PROJECT COST BY FINANCIER**  
**Table A3.1. Project Cost at Appraisal by Financier**  
(\$ million)

Item	ADB Loan		ADB Grant		Government		Total Cost	
	Amount	% of Cost Category	Amount	% of Cost Category	Amount	% of Cost Category	Amount	Taxes and Duties
	{A}	{A/D}	{B}	{B/D}	{C}	{C/D}	{D}	{E}
<b>A. Investment Costs</b>								
1. Equipment, Furniture and Materials	8.06	84	0	0	1.53	16	9.59	0
2. Civil Works	0	0	4.13	84	0.79	16	4.93	0
3. Trainings	0	0	1.24	84	0.24	16	1.48	0
4. Skills Development Fund	0	0	1.68	84	0.32	16	2.00	0
5. Consulting Services	0	0	1.93	84	0.45	16	2.38	0.395
<b>Subtotal (A)</b>	<b>8.06</b>	<b>40</b>	<b>8.99</b>	<b>44</b>	<b>3.33</b>	<b>16</b>	<b>20.38</b>	<b>0</b>
<b>B. 6. Recurrent Costs</b>								
6.A Project Management	0	0	0.57	81	0.13	19	0.70	0.122
6.B. Operations and Maintenance	0	0	0.23	84	0.04	16	0.27	0
<b>Subtotal (B)</b>	<b>0</b>	<b>0</b>	<b>0.81</b>	<b>82</b>	<b>0.17</b>	<b>18</b>	<b>0.98</b>	<b>0</b>
<b>Total (A+B)</b>	<b>8.06</b>	<b>38</b>	<b>9.80</b>	<b>46</b>	<b>3.50</b>	<b>16</b>	<b>21.36</b>	<b>0</b>
<b>C. 7. Unallocated Funds</b>	1.60	88	0.20	12	0	0	1.80	0
<b>D. 8. Financing Charges During Implementation</b>	0.34	100		0	0	0	0.34	0
<b>Total Project Cost (A+B+C+D)</b>	<b>10.00</b>		<b>10.00</b>		<b>3.50</b>		<b>23.50</b>	
<b>Total %:</b>		<b>42.56</b>		<b>42.55</b>		<b>14.90</b>		<b>100%</b>

Note: Numbers may not sum precisely because of rounding.

ADB = Asian Development Bank.

Source: Asian Development Bank.



**Table A3.2. Project Cost at Completion by Financier**  
(\$ million)

Item	ADB Loan		ADB Grant		Government		Total Cost	
	Amount	% of Cost Category	Amount	% of Cost Category	Amount	% of Cost Category	Amount	Taxes and Duties
	{A}	{A/D}	{B}	{B/D}	{C}	{C/D}	{D}	{E}
<b>A. Investment Costs</b>								
1. Equipment, furniture and materials	8.19	99	0	0	1.56	16	9.75	0
2. Civil works	0	0	4.37	84	0.84	16	5.20	0
3. Trainings	0	0	0.40	84	0.08	16	0.47	0
4. Skills Development Fund	0	0	1.64	84	0.31	16	1.96	0
5. Consulting Services	0	0	2.53	84	0.48	16	3.01	0.55
	<b>8.19</b>	<b>40</b>	<b>8.93</b>	<b>44</b>	<b>3.27</b>	<b>16</b>	<b>20.38</b>	<b>0</b>
<b>B. 6. Recurrent Costs</b>								
6.A Project Management	0	0	0.40	56	0.31	44	0.71	0.09
6.B. Operations and Maintenance	0	0	0.24	77	0.07	23	0.31	0
	<b>0</b>	<b>0</b>	<b>0.64</b>	<b>62</b>	<b>0.38</b>	<b>38</b>	<b>1.02</b>	<b>0</b>
	<b>8.19</b>	<b>38</b>	<b>9.57</b>	<b>45</b>	<b>3.65</b>	<b>17</b>	<b>21.40</b>	<b>0</b>
<b>C. 7. Unallocated Funds</b>								<b>0</b>
Advance account								
<b>D. 8. Financial Charges During Implementation</b>	<b>0.12</b>	<b>100</b>		<b>0</b>	<b>0</b>	<b>0</b>	<b>0.12</b>	<b>0</b>
<b>Total Project Cost (A+B+C+D)</b>	<b>8.30</b>		<b>9.57</b>		<b>3.65</b>		<b>21.52</b>	
<b>Total Project Cost %</b>		<b>38.58</b>		<b>44.46</b>		<b>16.96</b>		<b>100%</b>

Note: Numbers may not sum precisely because of rounding.

ADB = Asian Development Bank.

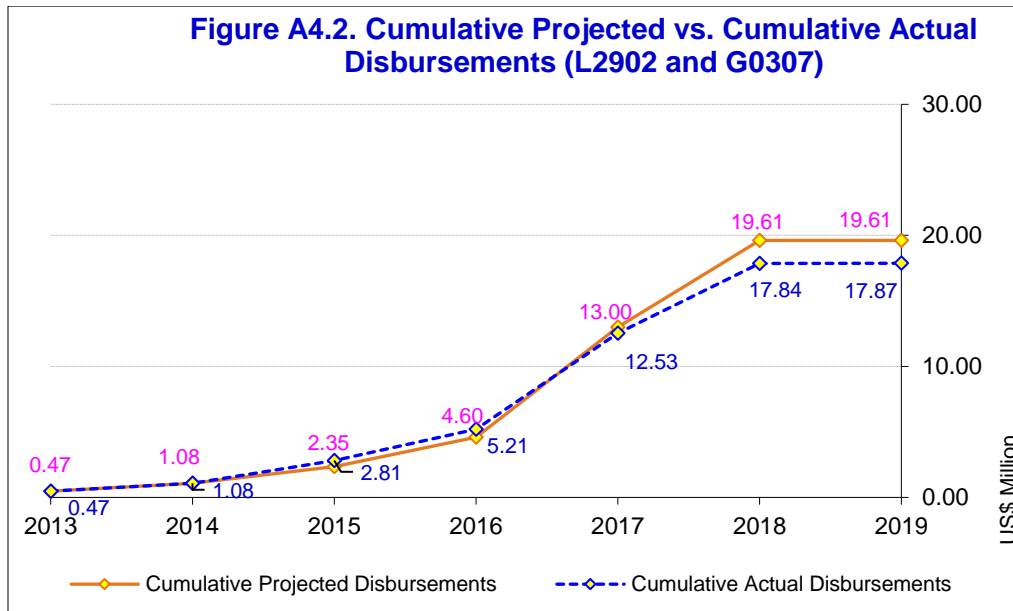
Source: Asian Development Bank.

### DISBURSEMENT OF ADB LOAN AND GRANT PROCEEDS

**Table A4.1: Annual and Cumulative Disbursement of ADB Proceeds**  
(\$ million)

Year	Loan Annual Disbursement		Grant Annual Disbursement		Total Cumulative Disbursement	
	Amount (000 USD)	% of Total	Amount (000 USD)	% of Total	Amount (000 USD)	% of Total
2013	0.100	1	0.374	4	0.000	3
2014	0.939	0	0.609	6	0.474	6
2015	0.172	2	1.557	16	1.084	16
2016	1.196	14	1.204	13	2.814	29
2017	3.869	47	3.442	36	5.214	70
2018	2.936	35	2.381	25	12.526	100
2019	0.026	0	0.000	0	17.844	100
<b>Итого</b>	<b>8.302</b>	<b>100%</b>	<b>9.568</b>	<b>100%</b>	<b>17.870</b>	<b>100%</b>

Note: Numbers may not sum precisely because of rounding.  
ADB = Asian Development Bank.  
Source: Asian Development Bank.



## CONTRACT AWARDS OF ADB LOAN AND GRANT PROCEEDS

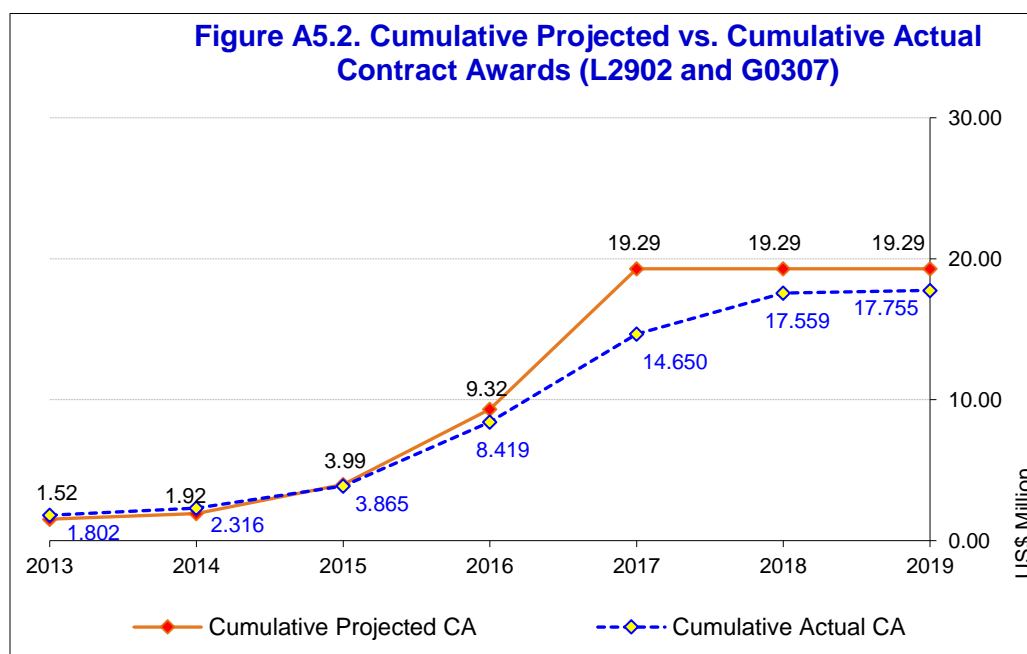
**Table A5.1: Annual and Cumulative ADB Contract Award**  
(\$ million)

Year	Annual Award of ADB Loan Contract		Annual Award of ADB Grant Contract		Cumulative Contract Award	
	Amount (000 USD)	% of Total	Amount (000 USD)	% of Total	Amount (000 USD)	% of Total
2013	0.015	0	1.786	18	1.802	10
2014	0.000	0	0.513	5	2.315	13
2015	0.267	3	1.281	13	3.865	22
2016	2.451	30	2.102	21	8.419	47
2017	3.973	48	2.258	23	14.650	83
2018	1.281	15	1.626	17	17.559	99
2019	0.195	2	0	3	17.754	100
<b>Total</b>	<b>8.185</b>	<b>100%</b>	<b>9.568</b>	<b>100%</b>	<b>17.754</b>	<b>100%</b>

Note: Numbers may not sum precisely because of rounding.

ADB = Asian Development Bank.

Source: Asian Development Bank.



**Table A5.3: Contract Awards and Disbursements Projections Changes**

<b>Projection Changes</b>	<b>Date</b>	<b>Reason</b>
Version 1 (Project Effectiveness)	1-Jul-2013	
Version 2 (as of Dec-31-2013)	Modified Date 17-Mar-2014	Actualized (Annual)
Version 3 (as of Apr-02-2014)	Modified Date 27-Mar-2014	OSFMD memo of 7 Mar 2014 requesting RDs to input realistic contract award and disbursement projections in eOps, which will be locked by 31 Mar 2014.
Version 4 (as of Dec-31-2014)	Modified Date 18-Feb-2015	Actualized (Annual)
Version 5 (as of Oct-28-2015)	Modified Date 28-Oct-2015	Revised baseline projections based on memo of 22 Oct 2015 approved by OSFMD DG after a Mid-term review conducted and minor change to a project requested
Version 6 (as of Dec-31-2015)	Modified Date 10-Feb-2016	Actualized (Annual)
Version 7 (as of Apr-26-2016)	Modified Date 21-Mar-2016	Based on email from OSFMD on bank-wide exercise to clean up all contract award and disbursement projections and unlocking eOps for revisions from 1 to 21 Mar 2016.
Version 8 (as of Dec-31-2016)	Modified Date 27-Feb-2017	Actualized (Annual)
Version 9 (as of Mar-28-2017)	Modified Date 27-Mar-2017	CWSS memo of 22 Mar 2017 approved by DG OSFMD based on approval of loan and grant extension from 31 Mar 2018 to 30 Apr 2019.
Version 10 (as of Dec-31-2017)	Modified Date 15-Feb-2018	Actualized (Annual)
Version 12 (Partial Cancellation - Oct-17-2019)	Modified Date 15-Feb-2019	Adjusted (Partial Cancellation)
Version 13 (Product Closing - Oct-17-2019)	Modified Date 17-Oct-2019	Adjusted (Product Closing)

## STATUS OF COMPLIANCE WITH LOAN AND GRANT COVENANTS

Covenants	Reference in Financing Agreement	Status
1. The Beneficiary shall (i) maintain separate accounts and records for the Project; (ii) prepare annual financial statements for the Project in accordance with accounting principles acceptable to ADB; (iii) have such financial statements audited annually by independent auditors whose qualifications, experience and terms of reference are acceptable to ADB, in accordance with international standards for auditing or the national equivalent acceptable to ADB; (iv) as part of each such audit, the auditors prepare a report (which includes the auditors' opinion on the financial statements, use of the Loan and the Grant proceeds and compliance with the financial covenants of this Financing Agreement as well as on the use of the procedures for the imprest accounts and statement of expenditures) and a management letter (which sets out the deficiencies in the internal control of the Project that were identified in the course of the audit, if any); and (v) furnish to ADB, no later than 6 months after the end of each related fiscal year, copies of such audited financial statements, audit report and management letter, all in the English language, and such other information concerning these documents and the audit thereof as ADB shall from time to time reasonably request.	Section 4.02 (a).	Complied.
2. ADB shall disclose the annual audited financial statements for the Project and the opinion of the auditors on the financial statements within 30 days of the date of their receipt by posting them on ADB's website.	Section 4.02 (b).	Complied.
3. The Beneficiary shall enable ADB, upon ADB's request, to discuss the financial statements for the Project and the Beneficiary's financial affairs where they relate to the Project with the auditors appointed pursuant to Article IV, Section 4.02 (a) (iii) of the financing agreements, and shall authorize and require any representative of such auditors to participate in any such discussions requested by ADB. This is provided that such discussions shall be conducted only in the presence of an authorized officer of the Beneficiary, unless the Beneficiary shall otherwise agree.	FA, Section 4.02 (c).	Complied.
4. The Beneficiary shall enable ADB's representatives to inspect the Project, the Goods and Works, and any relevant records and documents.	Section 4.03.	Complied.
<b>PROJECT IMPLEMENTATION AND PROJECT OBJECTS OPERATION</b> 5. Agency for vocational education or any successor thereto shall be Executing agency, responsible for the carrying out of the Project.	Section 1.03 (m).	Complied.
6. The Beneficiary shall ensure that the Project is implemented in accordance with the detailed arrangements set forth in the PAM. Any subsequent change to the PAM shall become effective only after approval of such change by the Beneficiary and ADB. In the event of any discrepancy between the PAM and Financing Agreement, the provisions of Financing Agreement shall prevail.	Schedule 5, para.1.	Complied.

Covenants	Reference in Financing Agreement	Status
<p><b>Steering committee</b> 7. National Professional Skills Development Council shall serve as the project steering committee and provide strategic guidance and monitor project implementation. The Council is chaired by the Vice Prime Minister (Social Affairs) and consists of representatives from the government, employers and employees. The Project steering committee will meet as required.</p>	Project Design, para. 18.	Complied. Revised NPSDC membership decree was issued on October 24, 2017.
<p><b>Project Implementation Unit</b> 8. The project will be implemented through a project implementing unit (PIU), headed by a project manager who will be responsible for overall implementation.</p>	Project Design, para 19.	Complied.
<p><b>Government counterpart allocation</b> 9. The Beneficiary shall (a) make available all counterpart funds required for the project and (b) for each fiscal year, make adequate budgetary allocations as required to support timely and effective project implementation.</p>	Schedule 5, para.11.	Complied. Government's share was 16% for the following budget items: "Works", "Training", "Skills Development Fund", "Consulting Services", "Activity and Maintenance", and 19% for project management. Despite certain delays those were fully financed.
<p><b>Skills Development Fund</b> 10. The Beneficiary shall ensure that (a) SDF is implemented in accordance with an operation manual acceptable to ADB and (b) annual training plans (identifying the skills demands by labor markets, the required training programs, the number of trainees required and the costs of each training program) are prepared for each year of the Project implementation in consultation with key stakeholders, including relevant ministries and agencies, employers, training providers, non-government organizations and labor organizations.</p>	Schedule 5, para 9.	Complied. (a) SDF Operation Manual was approved by ADB, considered at NPSDC session and endorsed by MOES order. (b) Steering and Selection committees, which include representatives of ministries and employers were established for SDF. In 2017-2018, SDF trained 17503 people by request of employers and individual applicants (49,4% of females).
<p><b>Selection Committee</b> 11. The Beneficiary shall, within one month of the effective date, establish a selection committee comprising representatives of sector councils, which are members of the NPSDC, for selecting (a) proposals for SDF financing, and (b) PVSs and SVSs for rehabilitation and provision of equipment under the Project (see paragraph 12 below).  12. The Beneficiary shall ensure that</p>	Schedule 5, para 8.  Schedule 5, para 10.	Complied.  Complied.

Covenants	Reference in Financing Agreement	Status
<p>(a) within 2 months of the Effective Date, clear guidelines for selecting schools based on evaluation of schools' program improvement plans are developed and agreed with ADB; and</p> <p>(b) all PVSs and SVSs in the seven priority sectors (<i>construction, mining, energy, tourism, textile and garment, land transportation, agriculture and agro-processing</i>) are invited to submit their program improvement plans to the selection committee referred to in paragraph 11 above; and</p> <p>(c) at least 70% of PVSs selected by the committee are located outside Bishkek and Osh.</p>		
<p><b>Safeguards</b></p> <p>13. The Beneficiary shall ensure that the Project does not have any environmental, indigenous peoples or involuntary resettlement impacts, all within the meaning of the Safeguard Policy Statement, and specifically that all rehabilitation works under the Project are undertaken within the existing PVS facilities that do not require any land acquisition. In the event that any unanticipated risks or impacts arise during the construction, implementation or operation of the Project, the Beneficiary shall</p> <p>(a) promptly inform ADB of the occurrence of such risks and impacts, and (b) take all steps required to ensure that the Project complies with the applicable laws and regulations of the Beneficiary and with the Safeguard Policy Statement.</p>	Schedule 5, para.2.	Complied.
<p><b>Prohibited investments</b></p> <p>14. The Beneficiary shall ensure that no proceeds of the Grant and the Loan are used to finance any activity included in the list of prohibited investment activities provided in Appendix 5 of the Safeguard Policy Statement.</p>	Schedule 5, para.3.	Complied.
<p><b>Labor standards</b></p> <p>15. The Beneficiary shall ensure that the core labor standards and the Beneficiary's applicable laws and regulations are complied with during Project implementation. The Beneficiary shall include specific provisions in the bidding documents and contracts financed under the Project requiring that the contractors, other provider of goods and services and their subcontractors: (a) comply with the Beneficiary's applicable labor law and regulations and incorporate applicable workplace occupational safety norms; (b) do not use child labor; (c) do not discriminate workers in respect of employment and occupation by providing, inter alia, equal pay for men and women or people from different ethnic groups for work of equal value, and to the extent possible, employing women and local people, including disadvantaged people, living in the Project area, provided that the requirements for efficiency are adequately met; (d) do not use forced labor; (e) allow freedom of association and effectively recognize the right to collective bargaining; and (f) disseminate, or engage appropriate service providers to disseminate, information on the risks of sexually transmitted diseases, including HIV/AIDS, to the employees of contractors engaged under the Project and to members of the local communities surrounding the Project area, particularly women. The Beneficiary shall strictly monitor compliance with the labor standards and provide ADB with regular reports.</p> <p>17. The Beneficiary shall strictly monitor compliance with the labor standards and provide ADB with regular reports.</p>	Schedule 5, para. 4.	Complied.
<p><b>Gender and development/gender action plan (GAP)</b></p> <p>16. The Beneficiary shall ensure that</p> <p>(a) the GAP is implemented in accordance with its terms;</p>	Schedule 5, para. 6.	Complied.

Covenants	Reference in Financing Agreement	Status
<p>(b) the bidding documents and contracts include relevant provisions for contractors to comply with the measures set forth in the GAP;</p> <p>(c) adequate resources are allocated for the implementation of the GAP; and</p> <p>(d) key gender outcome and output targets are monitored regularly and achieved, including, but not limited to:</p> <p>(i) at least 30% of SDF trainees are females;</p> <p>(f) at least 40% of teachers attending in-country training programs are female;</p> <p>(g) monitoring and evaluation data is disaggregated by sex and ethnicity.</p> <p><b>In-Country and Overseas Training</b></p> <p>17. The Beneficiary shall ensure that selection for in country and overseas training programs awarded under the Project conform to the transparent, objective and verifiable selection criteria acceptable to ADB, and the award of any such training is distributed equitably across gender and geographic areas.</p>	Schedule 5, para. 7.	<p>About 55% of SDF training participants were female.</p> <p>Complied with for in-country training. <i>Note:</i> Overseas trainings were removed from the project design during ADB mid-term review mission (20-27 April 2015).</p>
<p><b>Governance and anticorruption</b></p> <p>18. The Beneficiary shall (i) comply with ADB's Anticorruption Policy(1998, as amended to date) and acknowledge that ADB reserves the right to investigate directly, or through its agents, any alleged corrupt, fraudulent, collusive or coercive practice relating to the Project; and (ii) cooperate with any such investigation and extend all necessary assistance for satisfactory completion of such investigation.</p>	Schedule 5, para. 12.	Complied.
<p>19. The Beneficiary shall ensure that the anticorruption provisions acceptable to ADB are included in all bidding documents and contracts, including provisions specifying the right of ADB to audit and examine the records and accounts of the executing and implementing agencies and all contractors, suppliers, consultants, and other service providers as they relate to the Project.</p>	Schedule 5, para. 13.	Complied.
<p>20. The Beneficiary shall ensure the website of the Agency is duly maintained and information in relation to the Project is regularly updated, including information on the SDF and annual training plans; schools rehabilitation selection process; in-country and overseas training opportunities and selection process and criteria; other procurement activities, including the names of the winning bidders, basic details on the adopted bidding procedures, amounts of the contracts awarded, the list of goods and/or services purchased, and their intended and actual utilization.</p>	Schedule 5, para. 14.	<p>Complied.</p> <p>Information about the project is regularly updated on APVE website <a href="http://www.kesip.kg">www.kesip.kg</a> SDF website <a href="http://www.frn.kesip.kg">www.frn.kesip.kg</a> was developed and is regularly updated. Bidding results, including names of successful bidders and awarded contract amounts, are available on <a href="http://www.kesip.kg">www.kesip.kg</a></p>
<p><b>Review</b></p> <p>21. ADB and the EA shall jointly review project implementation semi annually/annually as the case may be. The midterm review shall</p> <p>(i) review the scope, design, and implementation arrangements of the Project;</p>	FA, PAM, para. 116.	Complied.



Covenants	Reference in Financing Agreement	Status
(ii) identify any changes required since the time of the project appraisal; (iii) assess progress of project implementation against performance indicators; (iv) establish compliance with the covenants of the Grant Agreement; and (v) if necessary, recommend changes in the design or implementation arrangements.		
<b>Reporting</b> 22. The Beneficiary shall ensure APSVE will provide ADB with (i) quarterly progress reports in a format consistent with ADB's project performance reporting system; (ii) consolidated annual reports including (a) progress achieved by output as measured through the indicator's performance targets, (b) key implementation issues and solutions; (c) updated procurement plan and (d) updated implementation plan for next 12 months; and (iii) a project completion report within 6 months of physical completion of the Project.	Project Design, para. 117.	Complied.

ADB = Asian Development Bank; APVE = The Agency for the Primary Vocational Education of the Kyrgyz Republic; CBT = competence-based training; PAM = Project Administration Memorandum; PIU = Project Implementation Unit; PVE = primary vocational education; PVS = primary vocational schools; SVE = secondary vocational education; SVS = secondary vocational schools; RRMCC = Republican Research and Methodology Center; SDF = Skills Development Fund; TTQF = teachers training qualifications framework.

Source: Asian Development Bank.

**LIST OF CONTRACTS UNDER LOAN AND GRANT  
Loan 2902-KGZ (Amounts in \$ as of 26 May 2020)**

Contract			Contract Name	Address	Procurement Modes
No.	Amount	Date			
<u>0001</u>	8,402.18	17 Oct 2013	VARIOUS	Various Kyrgyz Republic	SHOPPING
<u>0002</u>	7,321.10	11 Nov 2013	VARIOUS	Various Kyrgyz Republic	SHOPPING
<u>0003</u>	553.11	23 Dec 2013	ITEAM LLC	5A, Baytik-baatyra st. Bishkek, Kyrgyz Republic	SHOPPING
<u>0004</u>	15,803.14	16 Jul 2014	AT EMPIRE LLC	115 Ibraimova st., Bishkek Kyrgyz Republic	SHOPPING
<u>0005</u>	27,794.62	18 Jun 2015	ITEAM LLC	Bishkek, Kyrgyz Republic	SHOPPING
<u>0006</u>	155,599.70	31 Jul 2015	JV FORMASCIA LEADING FIRM ALARM SYSTEM LLC	Bishkek, Kyrgyz Republic	NAT'L COMP BIDDING
<u>0007</u>	60,811.23	31 Jul 2015	JV FORMASCIA LEADING FIRM OF ALARM SYTEM LLC	2B Scelinogradskaya st., Bishkek, Kyrgyz Republic	NAT'L COMP BIDDING
<u>0008</u>	5,343.33	23 Apr 2015	EDEM-PRINT LLC	119/1, Matrosova St. Bishkek, Kyrgyz Republic	SHOPPING
<u>0009</u>	37,758.00	03 Feb 2016	AT EMPIRE LLC	115 Ibraimova Str, Bishkek, Kyrgyz Republic	SHOPPING
<u>0010</u>	14,981.41	03 Feb 2016	AT EMPIRE LLC	115 Ibraimova Str, Bishkek, Kyrgyz Republic	SHOPPING
<u>0011</u>	70,285.11	29 Jan 2016	ADALPRINT LLC	88/1 Suvanberdieva Str, Bishkek, Kyrgyz Republic	SHOPPING
<u>0012</u>	53,009.82	28 Mar 2016	SENSOR BUSINESS SOLUTIONS WITH SAPATOFT LLC	Bishkek, Kyrgyz Republic	SHOPPING
<u>0013</u>	481,957.56	22 Jun 2016	ULTRA X LTD	Bishkek, Kyrgyz Republic	INT'L COMP BIDDING
<u>0014</u>	466,116.62	16 Jun 2016	AT EMPIRE LLC	Bishkek, Kyrgyz Republic	INT'L COMP BIDDING
<u>0015</u>	17,434.04	30 Aug 2016	MOSCOW GLOBAL CITY	Bishkek, Kyrgyz Republic	SHOPPING
<u>0016</u>	118,518.96	21 Jun 2016	INTER ALLIANCE	Bishkek, Kyrgyz Republic	INT'L COMP BIDDING
<u>0017</u>	31,411.38	18 Nov 2016	MEGABOARD LLC	Bishkek, Kyrgyz Republic	SHOPPING
<u>0018</u>	1,157,382.48	18 Nov 2016	AT EMPIRE (CONSORTIUM)	Bishkek, Kyrgyz Republic	INT'L COMP BIDDING
<u>0019</u>	5,742.39	30 Aug 2016	IE SHAMRAEVA V.U.	Bishkek, Kyrgyz Republic	SHOPPING

<u>0020</u>	331,960.51	14 Apr 2017	JV WOOD PREMIUM LLC AND AI-KOL KURULUSH LLC	Bishkek, Kyrgyz Republic	NAT'L COMP BIDDING
<u>0021</u>	7,071.70	10 Nov 2016	CITY PRINT LLC	Bishkek, Kyrgyz Republic	SHOPPING
<u>0022</u>	1,515,511.28	19 Jul 2017	CONSORTIUM AT EMPIRE LLC+YTO INTERN.LTD+	Bishkek, Kyrgyz Republic	INT'L COMP BIDDING
<u>0023</u>	67,524.79	01 Nov 2017	LLC SINOBASE	Bishkek, Kyrgyz Republic	SHOPPING
<u>0024</u>	46,723.95	31 Oct 2017	CITY PRINT LLC	Bishkek, Kyrgyz Republic	SHOPPING
<u>0025</u>	0.00	01 Nov 2017	LLC SINOBASE	Bishkek, Kyrgyz Republic	SHOPPING
<u>0026</u>	0.00	31 Oct 2017	CITY PRINT LLC	Bishkek, Kyrgyz Republic	SHOPPING
<u>0027</u>	1,857,531.74	28 Nov 2017	CONSORTIUM AT EMPIRE LLC+YTO INTERNATIONAL LT	Bishkek, Kyrgyz Republic	INT'L COMP BIDDING
<u>0028</u>	157,423.56	02 Nov 2017	LLC PROGRESS CONSULTING	Bishkek, Kyrgyz Republic	NAT'L COMP BIDDING
<u>0029</u>	105,186.46	30 Dec 2017	ARCUS LLC	Bishkek, Kyrgyz Republic	NAT'L COMP BIDDING
<u>0030</u>	29,065.74	30 Dec 2017	VRS LLC	Bishkek, Kyrgyz Republic	NAT'L COMP BIDDING
<u>0031</u>	71,754.77	13 Mar 2018	VRS LLC	Bishkek, Kyrgyz Republic	SHOPPING
<u>0032</u>	834,523.22	01 Aug 2018	CONS AT EMPIRE LLC AND YTO INTERNATIONAL LTD	Bishkek, Kyrgyz Republic	INT'L COMP BIDDING
<u>0033</u>	268,085.41	01 Aug 2018	CONSORTIUM LOVOL HEAVY INDUSTRY CO	Bishkek, Shopokova Street, Kyrgyz Republic	INT'L COMP BIDDING
<u>0034</u>	19,869.35	26 Oct 2018	YUKPROM KOMPANY LLC	Bishkek, Kyrgyz Republic	SHOPPING
<u>0035</u>	20,061.90	29 Oct 2018	TEKOPRO LLC	Bishkek, Kyrgyz Republic	SHOPPING
<u>0036</u>	27,515.03	10 Oct 2018	IZADATELSTVO KENESH	Bishkek, Kyrgyz Republic	SHOPPING
<u>0037</u>	37,439.40	10 Oct 2018	IZDATELSTVO KENESH	Bishkek, Kyrgyz Republic	SHOPPING
<u>0038</u>	35,153.03	10 Oct 2018	VRS COMPANY LLC	Bishkek, Kyrgyz Republic	SHOPPING
<u>0039</u>	17,110.93	29 Oct 2018	COMPUTER SALON AYKOMP PE USHUROVA	Bishkek, Kyrgyz Republic	SHOPPING

## Grant 0307-KGZ (Amounts in \$ as of 26 May 2020)

Contract			Contract Name	Address	Procurement Mode
No.	Amount	Date			
<u>G10229</u>	251,602.95	12 Sep 2014	PIU SALARY	Bishkek, Kyrgyz Republic	OTHERS
<u>G10578</u>	1,483,399.37	19 Nov 2013	HELVETAS SWISS INTERCOOPERATION	Bishkek, Kyrgyz Republic	OTHERS
<u>G10603</u>	36,522.33	09 Jun 2015	HARRY ABRILLO	Bishkek, Kyrgyz Republic	OTHERS
<u>G11088</u>	6,350.30	03 Feb 2014	JYLDYZ RAIMJANOVA	Bishkek, Kyrgyz Republic	OTHERS
<u>G11089</u>	4,781.64	03 Feb 2014	ABDYLDABEK CHYNGYSHOV	Bishkek, Kyrgyz Republic	OTHERS
<u>G11090</u>	15,742.10	03 Feb 2014	DANIAR MUSURALIEV	Bishkek, Kyrgyz Republic	OTHERS
<u>G11091</u>	1,269.83	06 Feb 2014	CHYNGYZ ISAKOV	Bishkek, Kyrgyz Republic	OTHERS
<u>G11481</u>	181,093.25	27 Mar 2014	PIU (TRAININGS)	Bishkek, Kyrgyz Republic	OTHERS
<u>G11482</u>	176,326.49	07 May 2014	PIU (O&M)	Bishkek, Kyrgyz Republic	OTHERS
<u>G11510</u>	53,819.26	08 May 2014	AIGUL ESHTAEVA	504b, 111 Turusbekov Str Bishkek, Kyrgyz Republic	OTHERS
<u>G11516</u>	9,117.64	08 May 2014	BURZHUBAEV TEMIR	Bishkek, Kyrgyz Republic Kyrgyz Republic	OTHERS
<u>G11517</u>	6,269.94	08 May 2014	AYAT DJAMANSARIEV	Bishkek, Kyrgyz Republic Kyrgyz Republic	OTHERS
<u>G11829</u>	39,395.38	20 Jan 2017	VLADIMIR GASSKOV	Geneva, Switzerland	OTHERS
<u>G12315</u>	34,453.53	01 Sep 2014	MEERIM DUISHENALIEVA	Bishkek, Kyrgyz Republic	OTHERS
<u>G12950</u>	106,906.07	05 Aug 2015	BI INTERIOR SERVICE	Bishkek, Kyrgyz Republic	NAT'L COMP BIDDING
<u>G12951</u>	238,762.86	05 Mar 2015	AK TILEK M LLC	Bishkek, Kyrgyz Republic	NAT'L COMP BIDDING
<u>G12952</u>	166,500.69	05 Mar 2015	OSHAIIYKURULUSH AL MANAT	Bishkek, Kyrgyz Republic	NAT'L COMP BIDDING
<u>G12953</u>	133,861.72	05 Mar 2015	KUBAI LLC	Bishkek, Kyrgyz Republic	NAT'L COMP BIDDING
<u>G12954</u>	35,680.80	05 Mar 2015	BIYIK KG LLC	Bishkek, Kyrgyz Republic	NAT'L COMP BIDDING
<u>G12955</u>	143,336.38	05 Mar 2015	RODNIK LLC	Bishkek, Kyrgyz Republic	NAT'L COMP BIDDING
<u>G12956</u>	122,655.22	05 Mar 2015	SHER KURULUSH LLC	Bishkek, Kyrgyz Republic	NAT'L COMP BIDDING

<u>G12957</u>	118,268.98	05 Mar 2015	ARHSTROYINVEST LLC	Bishkek, Kyrgyz Republic	NAT'L COMP BIDDING
<u>G12971</u>	8,358.00	17 Feb 2015	MEDIA GROUP TUMAR	Bishkek Kyrgyz Republic	OTHERS
<u>G12996</u>	60,276.05	24 Mar 2015	LLC MARKA AUDIT	Bishkek, Kyrgyz Republic	OTHERS
<u>G13536</u>	10,401.45	26 Jun 2015	RODNIK LLC	2, Lermontava St., Bishkek, Kyrgyz Republic CJSC BTA bank 1190011000195285	LIMTD INT'L BIDDING
<u>G13634</u>	33,712.85	23 Jul 2015	VLADIMIR GASSKOV	Long Island City, New York, USA Switzerland	OTHERS
<u>G13653</u>	25,716.81	20 Jan 2017	MICHAEL FORTIN	Canada	OTHERS
<u>G13729</u>	1,388.19	27 Jul 2015	IBRAIMOV TAMERLAN	Bishkek, Kyrgyz Republic	OTHERS
<u>G13877</u>	24,348.44	22 Oct 2015	GIOVANNI CRISONA	Pistoia Italy	OTHERS
<u>G13903</u>	42,552.26	16 Sep 2015	PETER GLEN SHORT	Wembley, Australia	OTHERS
<u>G14043</u>	866.80	12 Oct 2015	ZAMIRBEK SHAYIKOV	Bishkek, Kyrgyz Republic	OTHERS
<u>G14587</u>	78,234.49	05 Feb 2016	VLADIMIR GASSKOV	Switzerland	OTHERS
<u>G14596</u>	179,793.56	29 Jan 2016	ARSHTROINVEST LLC	Bishkek, Kyrgyz Republic	NAT'L COMP BIDDING
<u>G14597</u>	154,095.99	01 Feb 2016	SHER KURULUSH LLC	Bishkek, Kyrgyz Republic	NAT'L COMP BIDDING
<u>G14642</u>	6,929.42	10 Feb 2016	CHRISTIAN STUEER	Jorg van Iaiming str. 24, 83123 Amerang Germany	OTHERS
<u>G14653</u>	131,502.46	17 Feb 2016	THEA SIPRASHVILI	18 Bukhaidze Str Tbilisi 0102, Georgia	OTHERS
<u>G14682</u>	2,501.87	17 Feb 2016	BEKTENALIEV AKIMBEK	Bishkek, Kyrgyz Republic	OTHERS
<u>G14763</u>	29,049.05	11 Mar 2016	PATRICK CUMMINGS	Australia	OTHERS
<u>G14764</u>	5,996.44	17 Feb 2016	NINA SHESTAKOVA	Bishkek, Kyrgyz Republic	OTHERS
<u>G14788</u>	5,844.13	22 Feb 2016	IDISIROV ALMAZBEK	Bishkek, Kyrgyz Republic	OTHERS
<u>G14863</u>	19,913.07	22 Mar 2016	ATAI AIDARALIEV	Bishkek, Kyrgyz Republic	OTHERS
<u>G15001</u>	3,815.66	26 Apr 2016	AZAMAT TALANTBEK UULU	Bishkek, Kyrgyz Republic	OTHERS
<u>G15130</u>	17,517.21	10 May 2016	AIDA AZHIHODZHOEVA	Bishkek, Kyrgyz Republic	OTHERS
<u>G15535</u>	18,332.52	20 Jun 2016	SADYKOV BEKBOSUN	Totokul Kyrgyz Republic	OTHERS
<u>G15536</u>	18,659.72	21 Jun 2016	UMARBEV AZIZZHAN	Djalai-abad, Kyrgyz Republic	OTHERS
<u>G15537</u>	4,576.36	06 Jun 2016	DJAPARKULOV TALALBEK	Bishkek Bishkek, Kyrgyz Republic	OTHERS
<u>G15539</u>	18,612.43	20 Jun 2016	SATYBALDIEVA NAZGUL	Talas oblast Bishkek, Kyrgyz Republic	OTHERS
<u>G15540</u>	18,224.54	20 Jun 2016	ERMEKBAEVA GULNARA	Batken oblast Kyrgyz Republic	OTHERS
<u>G15541</u>	18,556.40	18 Jun 2016	KOJOEV ERNEST	Osh oblast Kyrgyz Republic	OTHERS
<u>G15542</u>	8,742.59	17 Jun 2016	TURSUNBAEV BEISHENBEK	Naryn oblast Kyrgyz Republic	OTHERS

<u>G15543</u>	21,806.44	01 Jun 2016	OROZAIIEVA AKIMA	Bishkek city Kyrgyz Republic	OTHERS
<u>G15544</u>	11,859.92	25 May 2016	HAITMATOVA ADIBAHON	Osh Kyrgyz Republic	OTHERS
<u>G15545</u>	15,341.05	01 Jun 2016	BINAZAROVA AIYM	Chui oblast Kyrgyz Republic	OTHERS
<u>G16159</u>	2,499.68	14 Sep 2016	DYIKANOV BOLOT	Bishkek, Kyrgyz Republic	OTHERS
<u>G16160</u>	215,734.03	09 Sep 2016	LLC SHER KURULUSH	Bishkek, Kyrgyz Republic	OTHERS
<u>G16161</u>	164,319.89	19 Sep 2016	LLC AVANGARD	Bishkek, Kyrgyz Republic	OTHERS
<u>G16163</u>	186,900.58	09 Sep 2016	LLC TKK PERSPECTIVA	Bishkek, Kyrgyz Republic	OTHERS
<u>G16165</u>	202,001.10	09 Sep 2016	LLC ARHSTROYINVEST	Bishkek, Kyrgyz Republic	OTHERS
<u>G16166</u>	133,829.46	09 Sep 2016	LLC BIOR	Bishkek, Kyrgyz Republic	OTHERS
<u>G16241</u>	19,100.36	04 Aug 2016	NAZGUL MYRZALIEVA	Bishkek, Kyrgyz Republic	OTHERS
<u>G16258</u>	28,421.41	19 Apr 2016	RYSALIEVA SYMBAT	Bishkek, Kyrgyz Republic	OTHERS
<u>G16259</u>	25,052.55	19 Apr 2016	ZHUMAGULOVA JIBEK	Bishkek, Kyrgyz Republic	OTHERS
<u>G16260</u>	25,057.56	19 Apr 2016	ZAVGORODNIAIA TATIANA	Bishkek, Kyrgyz Republic	OTHERS
<u>G16407</u>	303,058.08	18 Nov 2016	SDF TRAINING PROVIDERS	Bishkek, Kyrgyz Republic	OTHERS
<u>G16672</u>	31,781.09	05 Jan 2017	SDF MARKETING PLAN	Bishkek Kyrgyz Republic	OTHERS
<u>G16811</u>	494,305.10	31 Jan 2017	JV LLC AVANGARD AND CO AND LLC MASYAIYLKURULU	Masy village, Nooken Kyrgyz Republic	OTHERS
<u>G16812</u>	390,460.32	31 Jan 2017	LLC BIOR	Bishkek, Kyrgyz Republic	OTHERS
<u>G17022</u>	2,213.49	03 Apr 2017	NURBOLOT MURATOV	Bishkek, Kyrgyz Republic	OTHERS
<u>G17201</u>	2,697.97	26 Dec 2016	RUSLAN AITBAEV	Bishkek, Kyrgyz Republic	OTHERS
<u>G17202</u>	215,477.58	03 Jan 2017	TRAINING FOR 2017	Bishkek, Kyrgyz Republic	OTHERS
<u>G17300</u>	4,882.99	01 Feb 2017	OLGA NIYZALIEVA	Bishkek, Kyrgyz Republic	OTHERS
<u>G17309</u>	6,799.71	22 Feb 2017	GULNARA RAKHMATTULAEVA	Bishkek, Kyrgyz Republic	OTHERS
<u>G17321</u>	23,518.59	05 Jun 2017	VARIOUS	Various Kyrgyz Republic	OTHERS
<u>G17322</u>	148,145.57	02 Jun 2017	VARIOUS	Various Kyrgyz Republic	OTHERS
<u>G17351</u>	14,595.17	22 May 2017	RYSBEK AKYNBEKOV	Bishkek, Kyrgyz Republic	OTHERS
<u>G17496</u>	786,653.81	29 Jun 2017	VARIOUS	Various Kyrgyz Republic	OTHERS
<u>G17870</u>	1,904.99	11 Sep 2017	DANIYAR ZHAKYPOV	Bishkek Kyrgyz Republic	OTHERS
<u>G17871</u>	14,403.01	24 Aug 2017	NURLAN AIDIEV	Bishkek Kyrgyz Republic	OTHERS
<u>G18339</u>	7,977.93	16 Nov 2017	TAGAI DOOLOTBAEV	Bishkek Kyrgyz Republic	OTHERS
<u>G18442</u>	21,292.59	22 Nov 2017	KAREN KHUDOYAN	Republic of Armenia,	OTHERS
<u>G18856</u>	6,259.72	12 Feb 2018	KARAGUL KYZY CHOLPON	Bishkek, Kyrgyz Republic	OTHERS
<u>G18897</u>	8,165.59	14 Dec 2017	RAKHMATULLAEVA GULNARA	Bishkek, Kyrgyz Republic	OTHERS

<u>G18899</u>	2,558.10	01 Feb 2018	AZIMBEK SAGYNBAEV	Bishkek, Kyrgyz Republic	OTHERS
<u>G18900</u>	2,477.50	25 Jan 2018	ZAREMA ASKAROVA	Bishkek, Kyrgyz Republic	OTHERS
<u>G19097</u>	347,276.21	13 Jun 2018	ARKHSTROYINVEST LLC	Bishkek, Kyrgyz Republic	NAT'L COMP BIDDING
<u>G19115</u>	357,380.94	13 Jun 2018	YUG-STROYSERVICE LLC	Bishkek, Kyrgyz Republic	NAT'L COMP BIDDING
<u>G19121</u>	523,506.91	02 Jul 2018	VARIOUS (SDF TRAINING)	Bishkek, Kyrgyz Republic	OTHERS
<u>G19122</u>	12,604.00	01 Jun 2018	VARIOUS (CAREER GUIDANCE AND SOCIAL MARKETING)	Bishkek, Kyrgyz Republic	OTHERS
<u>G19434</u>	4,522.98	02 Jul 2018	JYLDYZ SULTANOVA	Bishkek Kyrgyz Republic	OTHERS
<u>G19541</u>	70,081.12	10 Oct 2018	GRAND PROFIT LLC	Bishkek, Kyrgyz Republic	OTHERS
<u>G19542</u>	60,875.86	10 Oct 2018	AVANGARD AND KO LLC	Jalal Abad Kyrgyz Republic	OTHERS
<u>G19543</u>	77,267.76	10 Oct 2018	AVANGARG AND KO LLC	Nooken oblast, Kyrgyz Republic	OTHERS
<u>G19545</u>	76,650.97	10 Oct 2018	TKK PERSPEKTIVA LLC	Kyrgyz Republic	OTHERS
<u>G19546</u>	77,127.95	10 Oct 2018	BULAN STROY LLC	Kyrgyz Republic	OTHERS
<u>G19765</u>	1,505.37	20 Nov 2018	ILIBEZOVA ELVIRA	Bishkek, Kyrgyz Republic	OTHERS
<u>G19779</u>	2,655.17	18 Oct 2018	AINURA SAGYNOVA	Bishkek, Kyrgyz Republic	OTHERS
<u>G20309</u>	65,883.24	19 Mar 2019	PERSPEKTIVA LLC	Koltsova street 19/3 Bishkek Kyrgyz Republic	OTHERS
<u>G20310</u>	35,126.16	19 Mar 2019	GIDROSTROI	Orozbekova 8 Bishkek Kyrgyz Republic	OTHERS

## GENDER ACTION PLAN

1. The project included gender indicators and targets in 3 out of 4 outputs in the DMF. It had a gender action plan (GAP) to improve the gender-responsiveness of the project. The GAP consisted of 16 activities and 12 targets. The GAP was implemented by a project gender consultant and gender focal point in the APVE. All the GAP activities were implemented and 11 out of 12 targets in the GAP, as well as those in the DMF were achieved. The project draws several lessons on narrowing gender gaps and empowering women by implementing the Skills Development Fund (SDF) as an exemplary and innovative approach applied in the modern TVET system of the Kyrgyz Republic which could be replicated in other countries in Central Asia.

2. The SDF is one of the instruments to improve the responsiveness of the TVET to changing needs of the labor market. The project draws several lessons on narrowing gender gaps and empowering women by implementing the Skills Development Fund (SDF) as an exemplary and innovative approach applied in the modern TVET system of the Kyrgyz Republic which could be replicated in other countries in Central Asia:

- Efficiency of smart gender sensitive campaigns that address people's attitudes toward women working in non-traditional careers and attract more women and girls into TVET and especially to better paid non-traditional occupations (involving influencing public figures, vary different communication channels, demonstrating benefits of women's economic empowerment and contribution to the family, society and economy);
- The set up of the SDF – accessibility of free skills training for women and men in every region; short duration of courses with focus on in-demand skills training; flexible schedule of trainings that make the trainings more friendly for girls and women who traditionally have to handle more domestic work than men, especially in rural areas – make the SDF training more attractive for women.
- The gender stereotypes about occupation are still strong, the gender differences in areas that students specialize on still exist. It should be noted, that number of male students in “female” occupations as tailoring and cooking is growing due to increasing demand of these occupations in labor market within and outside Kyrgyzstan. Women are less active in entering “male” occupations. The work on addressing gender stereotypes among students, teaching staff and employers has to be continued

3. The achievements cited in para. 42, including:

- Annual operational plans include sex-disaggregated indicators. These included enrollment and graduation of girls and boys. In addition, the plans included actions that helped achieve an equitable distribution of female and male teachers in vocational schools.
- The SDF benefitted more than 9000 women. The top 5 courses that women were enrolled in included courses for a seamstress, cook, hairdresser, call-center operator, and web-designer. In 2016, 2017 and 2018 cumulatively 6486 women were able to get employment (out of 9137 trained women). The industries where women were mostly employed include a clothing industry with 1510 women; food industry with 1477 women; information & communication 890 women; IT (web-design) 185 women; the service sector 504 women.



- The tracer studies conducted during the project implementation allowed capturing the outcomes of the vocational education for female and male graduates. About 77% of women and men graduates reported that they were able to secure jobs after graduation in 2019 and top 3 sectors where women were employed include seamstress, hairdresser, and cook. The key gender-related data included in the report were number of female and male graduates employed by industry and so the obtained data were used to inform the AVE and management at the vocational schools on improvements in the TVET courses to be made and design initiatives to support women's increased enrollment, better performance in TVET courses both female and male students, and continue working with the industries securing jobs that match the needs of companies. The dormitories were provided for free to the female and male students. The prioritization criteria used for determining the female students who will be housed in dormitories included if a female student comes from the poorest family background, and/or if she is an orphan.

4. All project's gender-related actions (i.e. tracer studies, gender-sensitive promotion campaigns, guidance and counseling, provision of support for training through the SDP, targets for women's enrollment) have helped to increase women's enrollment in TVET courses, especially in non-traditional fields (e.g. IT, machines, transport, energy and etc.) and in sectors that are in-demand and to improve women's employment in sectors with high demand for labor. A positive change in the way the society regarded women who were able to get into non-traditional (i.e. male-dominated) sectors was achieved by social marketing campaigns developed and carried out by the APVE.

5. **Case Study: Gaining Skills for a Better Life** (excerpt from a report "*Together We Deliver. Grants for A Brighter Future. Asian Development Fund*"<sup>34</sup>): Ainura Osmonakunova, a 32-year-old single mother of two, confronts daily challenges in her life. She was born with a physical disability that forced her to leave school in Sokuluk village in the Chuy Region of the Kyrgyz Republic in fifth grade. Unable to find work, she raised her children on a monthly disability allowance of Som3,700 (\$53). Rent consumed the first Som3,000 (\$43). Ainura lacked the skills required to venture into the work force. She struggled to survive. With no other options available, she was forced make the painful decision to send her 11-year-old son away to a government facility where he would get meals and an education for free. Ainura's fortunes began to change when she heard about the free training being offered to disadvantaged youths and adults under the Second Vocational Education and Skills Development Project. She and 11 other women with disabilities from Sokuluk village took part in training in May and June 2018. Their physical disabilities made travel a challenge, so instructors came to them. One year on, Ainura applies the manicurist skills she learned to make Som1,000–Som1,500 (\$14–\$21) a week working at home. "It feels wonderful to earn a living doing something you love," she says. Once she recovers from recent surgery, she expects her home business income to rise to as much as Som1,000 (\$14) a day. Ainura plans to keep building her skills and to pass on her training to other women with disabilities in Sokuluk. "It feels wonderful to earn a living doing something you love. I plan to bring my son home next year, and to use my new skills to help provide him with the education he needs to realize his own life goal—to become an orthopedist and help people like me."

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<sup>34</sup> ADB. 2019. "*Together We Deliver. Grants for A Brighter Future. Asian Development Fund.*" Manila.

<b>Gender Action Plan</b>				
<b>Objective</b>	<b>Activities</b>	<b>Performance Target /Indicators</b>	<b>Achievement at completion</b>	<b>Remarks</b>
<b>Output 1: PVET System Rationalized and TVET System Modernized</b>				
Gender sensitive rationalized PVET and modernized TVET systems are developed	<b>Activity 1.</b> Ensure that 3-year rolling business plans of participating PVSs are gender sensitive.	<b>Target 1.</b> Business plans of PVSs have specific action plans (with activities, target indicators) aimed at reducing gender disparities in access <sup>1</sup> to PVS, and employment opportunities of the graduates.	<b>Activity completed. Target 1 achieved.</b> The business plans included sex-disaggregated indicators such as the enrollment and graduation rate of girls and boys, etc. Also the specific actions under the plan were to ensure equitable for women and men recruitment of teachers and profession mentors. 94 business plans had specific actions plans aimed at improving access of girls and women to vocational education with target of annual increase of 2% . Since 2015 to 2017 the number of girls in PVET has been increasing (by 2.5% in 2015, 6.5% in 2016, and 8.4% in 2017). Number of female teachers in PVET has been around 50% during 2014-2017.	Research is not designed under the project.
	<b>Activity 2.</b> Introduce MIS (operations) in all PVSs with sex-disaggregated data on students (e.g. enrollment, drop-outs, graduation) and teachers (e.g. subjects taught, professional development, salaries).	MIS introduced with sex-disaggregated data collection.	<b>Activity completed.</b> APVE MIS contains sex-specific data on students and PVS staff.	
	<b>Activity 3.</b> Publicize TVET Statistical Bulletin using project data and annual education and labor market surveys regularly with gender analysis of labor market.	TVET Statistical Bulletin published annually starting 2013 including an analysis on disparities in employment opportunities between male and female. courses.	<b>Activity completed.</b> PVE and SVE Yearbooks were published in 2015. In 2016-17 academic year, at the request of the EA and ADB approval, the project helped publish the APVE newspaper “Kesipke Bagyt”. The key gender-related data on number of enrolled girls compare to boys enrolled in male-dominated courses and its analysis led to develop the gender-sensitive social marketing campaigns among the youth. This led to increase enrollment of girls in the TVET courses. Top 5 courses that	

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			women were enrolled in included courses for a seamstress, cook, hairdresser, call-center operator, and web-designer.	
	<b>Activity 4.</b> Conduct annual survey of graduates (50% women and 50% men), who underwent career guidance services <u>on employment and salary</u> and publish TVET Bulletin (Monitor success of career guidance services).	<b>Target 2.</b> Survey is conducted and the results are published in TVET Bulletin.	<b>Activity completed. Target 2 achieved.</b> Tracer study surveys of TVET graduates were conducted. According to the 2017 report 82% (72% for females and 88% for males) of graduates were employed within 6 months of graduating.	Instead of one-time studies, a tracer study system was introduced in all PVSs at the request of EA.
	<b>Activity 5.</b> Design and implement tracer study, including sex disaggregated data, and targets for female employment in <u>the 7 priority sectors</u> .	<b>Target 3.</b> <u>Annual</u> tracer study, including an analysis on the disparities in employment opportunities between male and female graduates, and tracking of targets for female employment in the 7 priority sectors.	<b>Activity completed. Target 3 achieved.</b> Trace study of PVE graduates for 2016 and 2017 was carried out after 9 months, and the consolidated reports are posted on the APVE website <a href="http://www.kesip.kg">www.kesip.kg</a> . About 77% of female and male graduates reported that they were able to secure jobs after graduation in 2019. The data were used by the AVE and PVS to include relevant activities, particularly to increase enrollment of girls.	
	<b>Activity 6.</b> Train 15,000 disadvantaged youths and adults (with at least 30% female) financed by skills development fund.	<b>Target 4.</b> 15,000 disadvantaged youths and adults (training at least 30% female) trained financed by skills development fund.	<b>Activity completed. Target 4 achieved.</b> 17,503 young people and adults were trained by SDF (49.4% of female). The post-training employment rate of the Skills Development Fund was 75% on average. Of 8,646 trained women, 6,486 were employed. The main sectors of employment of women were industries: light industry (seamstress) - 1,510 people; food industry - 1477 people; information and communications - 890 people; IT technologies -185 people (web design); service activities/services - 504 people.	

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	<b>Activity 7.</b> Prepare gender-sensitive career guidance materials to be provided to all incoming and graduating students from PVSs and supported SVSs.	<b>Target 5.</b> Career guidance materials provided to <u>all students</u> and <u>at least to 50% female students</u> .	<b>Activity completed. Target 5 achieved.</b> Career guidance materials in Kyrgyz and Russian were provided to project PVSs and SVSs for distribution to schoolchildren and graduates. Messages and features of the guidance materials addressed gender stereotypes in TVET and included portraying images of women in now male dominated professions, such as an engineer, plumber, car mechanics etc. High quality materials were produced, which received positive feedback from all relevant responsible people from AVE and ADB. A number of students and graduates to whom these materials were distributed varied every year, in average from 2014 to 2018 female students made 30% of all students in PVS and 50% in SVS. All female students received the career guidance materials by 2019.	
	<b>Activity 8.</b> Organize career guidance workshops for female trainees with women representatives.	<b>Target 6.</b> 1 workshop conducted per PVET/SVET in two pilot schools (at least half of participants should be women).	<b>Activity completed. Target 6 achieved.</b> 4 workshops conducted for around 1000 participants, of whom 550 were women participants.(55%).	
	<b>Activity 9.</b> Prepare and implement a gender-sensitive social marketing campaign to promote TVET among secondary school students.	<b>Target 7.</b> Gender inclusive social marketing campaign conducted annually starting 2013.	<b>Activity completed. Target 7 achieved.</b> Gender sensitive audio, <a href="#">promotional videos</a> , print materials targeting girls and their parents to attract girls in non-traditional for them professions were broadcasted nationwide. This included: live broadcast on National TV, Channel 5, Pyramid, Sanat were held along with advertisements of educational institutions on TV channels (ticker line); 2 videos on working professions and on the labor market in Kyrgyzstan were prepared and broadcasted on national TV; 15 audio videos on the promotion of working professions were released on the Tumar	

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			radio station with national outreach; 14 documentary reports on the vocational training were broadcasted on in the EITR national channel in 2 local languages. Posters and calendars were distributed to APVE, pilot schools and other partners.	
	<b>Activity 10.</b> Conduct gender sensitive social marketing campaign amongst employers in the 7 key sectors.	TORs for sector councils and school advisory boards are gender responsive.	<b>Activity completed.</b> In lieu of drafting gender-responsive TORs for sector councils and school advisory boards, the sector councils and school advisory boards (of which the employers are members) representing business associations, construction sector, light (garment industry) tourism, catering, and other sectors, guided the work of SDF, directly and specifically supported the initiative of the Republican Scientific and Methodological Center of the AVE on development of training plans for in-demand sectors. They ensured that there were equitable numbers of female and male students in the following seven (7) selected or priority sectors: (i) clothing/ light industry (ii) construction industry (iii) small hydropower suppliers (iv) tour and travel operations (v) cook (culinary) (v) logistics and suppliers industry.	
<b>Output 2: TVET Teaching and Learning Environments Improved</b>				
TVET teaching and learning environment is conducive for female students	<b>Activity 11.</b> Conduct spot interviews with female students on their needs for dormitories.	Analysis of spot interviews presented to APVE to inform rehabilitation of dormitories.	<b>Activity completed.</b> Analysis was conducted. Findings of PVS mapping were shared with APVE.	NGO ISI conducted spot interviews with around 100 girls during pilot project and its findings were submitted to APVE (RETA 7563).

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	<b>Activity 12.</b> Provide sufficient dormitories for female students with appropriate gender sensitive amenities.	<b>Target 8:</b> At least 30% dormitories for female students rehabilitated by 3Q 2016 have with separate sanitary facilities which are in compliance with state sanitary norms.	<b>Activity completed. Target 8 achieved.</b> 33 dormitories with separate bathrooms were partially rehabilitated (45% of students living in dormitories are female, which are around 8,000 per year). Girls from remote areas enrolled in subsidized education are provided with dormitories free of charge	
<b>Output 3: Curriculum, Teaching and Learning Materials for TVET Developed</b>				
Training material doesn't promote gender stereotypes	<b>Activity 13.</b> Conduct gender analysis of the curriculum and teaching material and assess if gender stereotypes are present in education material.	<b>Target 9.</b> 260 competency assessors (6 per qualification) trained by 2014 (half female)	<b>Activity completed. Target 9 not achieved.</b> 256 competency evaluators were trained in 2018 (39% of female).	
	<b>Activity 14.</b> Ensure that all skills standards manuals and competency-based assessments, and TVET curricula are gender sensitive.	<b>Target 10.</b> All manuals provide positive image of women.	<b>Activity completed. Target 10 achieved.</b> The guidelines developed do not have discriminatory elements and address gender stereotypes. Particularly, the manuals and curricula include appropriate language (no gender bias and stereotypes) and positive images of girls / women in non-traditional occupation.	ADB KYRM Gender Specialist assessed Gender Sensitivity (ADB Mission, July 2018).
	<b>Activity 15.</b> Ensure that all new TVET curricula, teaching and learning materials provide positive images of women working in the selected professions.	<b>Target 11.</b> Gender sensitive competency standards, curriculums and training materials for 45 occupations printed and distributed to <u>all</u> PVVs and assisted SVVs by 3Q 2017.	<b>Activity completed. Target 11 achieved.</b> Occupational standards and training materials that were distributed to all PVVs and SVVs (MOES), do not have discriminatory female elements. In addition, In March 2019, the Strategy for Managing Healthy Lifestyle Skills was approved by the Agency for Vocational Education. The Agency has included a compulsory 24 hour curriculum "the Healthy Life" in the curriculum of vocational schools. The curriculum consists of 7 modules, including issues of gender stereotypes and harassment and violence, communication skills in building equal relations. Issues on the formation of	

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			healthy life are included in the Strategic Plans of the vocational schools.	
<b>Output 4: Quality of Training Delivery Enhanced</b>				
Teaching capacity of female teachers enhanced and their competitiveness in the international labor market strengthened	<b>Activity 16.</b> Strengthen teaching skills of female teachers to meet labor market demands.	<b>Target 12.</b> At least 40% of trained and certified teachers are female masters and teachers certified under the TTQF by 2017.	<b>Activity completed. Target 12 achieved.</b> 603 teachers (of whom 47% are female) took part in TTQF training and received NPSDC professional development certificate.	

ADB = Asian Development Bank; APVE = The Agency for the Primary Vocational Education of the Kyrgyz Republic; CBT = competence-based training; MOES = Ministry of Education and Science; NPSDC = National Professional Skills Development Council; PIU = Project Implementation Unit; PVE = primary vocational education; PVS = primary vocational schools; SVE = secondary vocational education; SVS = secondary vocational schools; RETA = Regional Technical Assistance; RRMC = Republican Research and Methodology Center; SDF = Skills Development Fund; TTQF = teachers training qualifications framework; TVET = technical and vocational education and training.

Source: Asian Development Bank.