

**Action Plan 2012-2014 for the implementation of the  
Education Development Strategy of the Kyrgyz Republic (2012 - 2020)**

**The purpose is to lay the foundation for result-oriented quality education.**

№	Tasks/Measures	Title of the indicator	Measure ment units	Basic year (2011)	Intermediate indicators (annual)			Final indicators and targets (2014)	Respons ible	Funding sources
					2012	2013	2014			
<b>1.</b>	<b>Preschool Education</b>									
<b>1.1.</b>	<b>Task 1. Increased coverage of children of age 5-6 years (including children with special needs) by school preparation program through the existing network of general education institutions</b>									
<b>1.1.1.</b>	Open and gradually equip classes for children's preschool preparation	Numbers of class set (desk, chairs, tables, teaching and program material allowing for peculiarities of children of 5-6 years)	Class set	1365	1365	1500	1700	1700 classes	MoES, FTI project (subject to agreement)	Republic an budget and the Catalytic Fund (FTI Project) (subject to agreement), UNICEF (subject to agreement)
<b>1.1.2.</b>	Equip classrooms for children's preschool preparation	Numbers of class set including teachers' manuals, reading books, development games, illustrative material	Class set	-	2133			2133 classes	MoES, FTI project (subject to agreement)	Catalytic Fund (FTI Project) (subject to agreement)
<b>1.1.3.</b>	Introduce preschool preparation program for children	Number of children covered by preschool preparation programs	Person	70000	75000	80000	85000	85000	MoES, MinFin	Republic an budget
<b>1.1.4.</b>	In-service teacher training via courses and	Number of primary	Person	1000	3200	1000	1000	6200 (total for	MoES,	Republic

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	trainings for implementation of preschool education programs	school teachers who underwent training						2011-2014)	UNICEF (subject to agreement)	an budget and UNICEF (subject to agreement)
<b>1.1.5.</b>	Develop normative legal documents and adoption of amendments to existing normative legal acts to ensure mandatory state-funded preschool preparation	The state standard “Preschool education and childcare”, developments of the following drafts: - “Model regulations on Shift-based preschool educational organizations”, - “Model regulations on preschool educational organizations”, - “Regulations on preschool preparation”	Availability	-	Development	Availability	Availability	Normative legal framework is formulated to ensure mandatory state-funded preschool preparation	MoES, UNICEF (subject to agreement)	Republic an budget and UNICEF (development) (subject to agreement)
<b>1.1.6.</b>	Analysis of preschool education preparation services	Number of children who underwent examination in terms of preparedness to school after finishing preschool preparation	Person	2730	3000	3400	3800	3800	MoES, UNICEF (subject to agreement)	Republic an budget, UNICEF (subject to agreement)
<b>1.2.</b>	<b>Task 2. Maintaining the existing network of state preschool educational organizations (PSEO)</b>									
<b>1.2.1.</b>	Implement the State standard for preschool education (including inclusive education)	The number of PSEOs with state standard introduced	Units	780	810	820	830	830	MoES, LSG (subject to agreement), MinFin	Republic an budget

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		Aggregate budget expenditures for PSEOs according to the Medium-term budget framework	Mln. som	1234,6	3497,5	3775,2	4113,7	4113,7	MoES, LSG (subject to agreement), MinFin	Republic an budget
<b>1.2.2.</b>	In-service teacher training in state PSEOs via courses and trainings	The number of teachers who have undergone training	Person	104	117	130	156	507	Kyrgyz Academy of Education (KAE)	Republic an budget
		Development of the performance evaluation system of workers of preschool organizations	Availability	-	Develop ment	Appro bation	Roll-out	Performance evaluation system of workers of preschool organizations developed	KAE	Republic an budget
<b>1.2.3.</b>	Construct a model building of a standard state PSEO	Construction of a new PSEO with account of individual needs of children	Units	-	-	1	-	A new PSEO with account of individual needs of children is constructed	MoES, MinFin, State Agency for construction and regional development under the Government KR	Republic an budget
<b>1.3.</b>	<b>Task 3. Expansion of variable PSEOs</b>									
<b>1.3.1.</b>	Develop a regulatory framework for roll-out of variable models of PSEOs and programs for children of 3-5 years old	The number of new organizations - variable models of preschool education and programs	Units	279	15	20	25	304 (total for 2011-2014)	MoES, UNICEF (subject to	Republic an budget, UNICEF

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		for 3 to 5 years old children							agreement), Aga-Khan Foundation (subject to agreement)	(subject to agreement), Aga-Khan Foundation (subject to agreement)
1.3.2.	Training and retraining of HR for implementation of programs for preschool education in PSEOs of variable type	The number of teachers who have undergone training	Person	-	50	70	100	220	MoES, Aga-Khan Foundation (subject to agreement), UNICEF (subject to agreement)	Republic an budget, Aga Khan Foundation (subject to agreement), and UNICEF (subject to agreement)
1.3.3.	Analysis of preschool education services in organizations of variable type	Coverage of children by variable PSEOs	Person	12000	12600	12800	13000	13000	MoES, UNICEF (subject to agreement), Aga-Khan Foundation (subject to	Republic an budget, UNICEF (subject to agreement), Aga Khan Foundation

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									agreement)	(subject to agreement)
1.3.4.	Develop a mechanism to provide financial grants to LSG bodies to create community-based kindergartens allowing for age peculiarities of children	Normative legal acts on a mechanism of financing alternative preschool organizations	Units	-	-	Development	Roll-out	Normative legal acts on financing alternative preschool organizations are developed	MoES, LSG bodies (subject to agreement), UNICEF (subject to agreement), Aga Khan Foundation (subject to agreement), Aga-Khan Foundation (subject to agreement)	Republic an budget, and UNICEF (subject to agreement), Aga Khan Foundation (subject to agreement)
1.3.5.	Information campaign in support of the development of accessible PSEOs of variable type through mass media and propaganda materials	TV programs, books	Number of TV programs according to agreement with TV companies	-	To be determined	To be determined	To be determined	Information campaign held	MoES, Aga-Khan Foundation (subject to agreement), UNICEF (subject to agreement)	Aga-Khan Foundation (subject to agreement), UNICEF (subject to agreement)
1.4.	<b>Task 4. Extension of the network of state preschool educational organizations</b>									

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1.4.1.	Transfer of variative PEOs to state budget funding	Number of variative PEOs being switched to state budget	Units	--	20	30	40	90	MoES, LSG (subject to agreement), MinFin	Republican budget
		Number of groups per 1 PEO	Units	--	5	5	5	5	MoES, LSG (subject to agreement)	Republican budget
		Number of children in 1 group	Persons	--	10	10	10	10	MoES, LSG (subject to agreement)	Republican budget
		Number of children per 1 PEO	Persons	--	50	50	50	50	MoES, LSG (subject to agreement)	Republican budget
		Number of children in all new PEOs	Persons	--	1 000	1 500	2 000	4 500 (total for 2012-2014)	MoES, LSG (subject to agreement)	Republican budget
		Budget costs per 1 child	Thousand som	--	19,1	19,3	19,4	19,4	MoES, LSG (subject to agreement), MinFin	Republican budget

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		Budget financing need	Thousand som	--	19,1	28,9	38,9	87,0 (total for 2012-2014)	MoES, LSG (subject to agreement), MinFin	Republic an budget
<b>2.</b>	<b>School education</b>									
<b>2.1.</b>	<b>Task 1. Maintenance of the network in accordance with standards</b>									
<b>2.1.1.</b>	Conduct comprehensive inventory of the network of public general educational organizations (GEOs) at the level of ayil okmotu, city, district, region, and the Kyrgyz Republic	Inventory of the GEOs network	% of schools where inventory was held, in accordance with the transition to Per Capita Financing (PCF)	32,7%	42,7%	62,7%	100%	Inventory of schools held	MoES, Rayon and City Education Departments, LSG bodies (subject to agreement)	Republic an budget, local budget
<b>2.1.2.</b>	Optimization of network and organizational structure of the school system in the context of PCF introduction	Preparing a draft normative document	Availability	-	Availability	Application of normative legal act	Application of normative legal act	Network optimization is based on normative documentation	MoES, Rayon and City Education Departments, LSG bodies (subject to agreement) (subject to agreement)	Republic an budget, local budget

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									nt)	
		Changing schools' status	% of schools that changed their status	-	-	1%	2%	Optimization of the network accomplished	MoES, Rayon and City Education Department, LSG bodies (subject to agreement)	Republican budget, local budget
		Acts of state registration of buildings of educational organizations and lands	% of schools that have acts of state registration of buildings and land	%	To be identified	To be identified	To be identified	All educational organizations have acts of state registration of buildings and lands	LSG (subject to agreement), Rayon and City Education Department, State registration service (subject to agreement)	Local budget
<b>2.1.3.</b>	Support school infrastructure, additional and extra-school education through the provision of funds from the republican and local budgets for current and overhaul repair services based on an assessment of technical condition	Conduct of current repair	% of schools repaired	100%	100%	100%	100%	All the KR schools have had current repairs	MoES, Rayon and City Education	Republican budget, local budget



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									Departments, LSG bodies (subject to agreement)	
		Total funds for the conduct of current repair in schools	Million soms	100	100	100	100	100 million soms are allocated annually for the conduct of current repair in schools of the KR	MoES, Rayon and City Education Department, MinFin, LSG bodies (subject to agreement)	Republican budget, local budget
		Conduct of overhaul maintenance	% of schools repaired	Taking into account technical condition	Taking into account technical condition	Taking into account technical condition	Taking into account technical condition	Buildings of schools and extra-school organizations that require overhaul repair have been repaired	MoES, Rayon and City Education Department, LSG bodies (subject to agreement)	Republican budget, local budget
		Total amount necessary for the conduct of capital repair in schools	Million soms	10 Million soms	700 - need	700 - need	700 - need	Annually the amount of funds is identified that is	MoES, Rayon and City	Republican budget,

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				allocated				allocated for the conduct of capital repair in order to decrease obsolete and failing stock of schools	Education Department, MinFin, LSG bodies (subject to agreement)	local budget, other sources of financing
		Analysis of the current situation of schools and proposals submitted to the Government office of the KR on efficient use of allocated funds for capital repair	Units	Data collection	Preparation of analytic materials and proposals	Plan	Plan	A long-term plan of building and repair of education objects. Efficient use of funds allocated for capital repair of schools	MoES, Rayon and City Education Department, MinFin, LSG bodies (subject to agreement)	Republican budget, local budget
		Total amount necessary to provide schools with study furniture and update of existing furniture	Millions	8 millions allocated	500 - need	500 - need	500 - need	Annually the amount of funds is identified that is allocated for the purchase and transportation of furniture to schools	MoES, Rayon and City Education Department, MinFin, LSG bodies (subject to agreement)	Republican budget, local budget, other sources of financing

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2.1.4.	Develop ICT infrastructure in schools by supplying schools with computers	Number of pupils per 1 computer (on average throughout the country)	1:1	57/1	55/1	52/1	50/1	50/1	MoES, Rayon and City Education Departments, LSG bodies (subject to agreement)	Republic and local budgets and schools' own funds with the support of donors
		Percentage of schools that use the Internet in teaching process	%	2,4% (32 schools)	2,4%	3%	5%	5%	MoES, Rayon and City Education Departments, LSG bodies (subject to agreement)	Republic and local budgets and schools' own funds
		Infrastructure project "100 innovative interactive schools – annually"	units	--	100 schools	100 schools	100 schools	300 schools are provided with interactive equipment (interactive blackboards, laboratories, classrooms for nature & science subjects	MoES, Rayon and City Education Departments, MinFin	192 mln som annually out of the republic an budget
<b>2.2.</b>	<b>Task 2. Modernization of education content taking into account the competence-based approach</b>									

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2.2.1.	Launch education based on the curriculum, starting with the 2011/12 academic year, from the 1 <sup>st</sup> grade of general education school to ensure pupils acquire key (information, social communication, organization and problem solving) and subject competences	% of schools provided with methodologies for grade 1.  % of schools provided with methodologies for grades 2-4.	%  %	95%  0	100%  100%	100%  100%	100%  100%	100% of the Kyrgyz Republic schools provided by methodologies for 1 <sup>st</sup> grade. 100% of the Kyrgyz Republic schools provided by methodologies for grades 2-4.	MoES, Rayon and City Education Departments	Republic an budget and donor funds
2.2.2.	Develop and approve subject curricula for grades 5-9 and curriculum for grades 5-11 as part of a new learning format introduced in the schools of Kyrgyzstan from 2011/12 school year.	The number of subject curricula	Units	-	16	18	20	20 subject curricula developed. A special focus to be made on increasing the level of Kyrgyz, Russian and English languages' command	MoES, KAE	Republic an budget, also World Bank (subject to agreement) and Euro Commission (probably via SWAp) (subject to agreement)
		A new framework curriculum developed	Availability of framework curriculum	0	1	Availability	Availability	The curriculum was developed and was used to finalize the curriculum for grades 5-9 and preparing methodologies	MoES, KAE	Republic an budget

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2.2.3.	Develop the subject curriculum and methodologies for the subject "Technology" for grades 5-9	Availability of subject curriculum and methodologies on the subject "Technology" 5-9	Units	0	1	Availability	Availability	Subject curriculum and methodologies for the subject "Technology" 5-9 is designed	MoES, GIZ (subject to agreement)	GIZ (subject to agreement)
2.2.4.	Equip the pilot school classrooms for the subject of 'Technology'	The percentage of pilot schools that were equipped	%	0	50%	100%	100%	100% of pilot schools have equipped rooms for the subject 'Technology'	MoES, GIZ (subject to agreement)	GIZ (subject to agreement)
2.2.5.	In-service training courses for teachers of the "Technology" subject	Number of teachers of pilot schools covered by in-service training courses for the "Technology" subject	Person	To be determined	On factual basis	On factual basis	On factual basis	Teachers of pilot schools are covered by in-service training courses for the "Technology" subject	MoES, KAE, GIZ (subject to agreement)	GIZ (subject to agreement)
2.2.6.	Conduct career guidance activities	The number of pilot schools involved in the professional guidance work	Units	-	7	7	7	7 pilot schools are involved in the professional guidance activity	MoES, GIZ (subject to agreement)	GIZ (subject to agreement)
2.2.7.	Develop and submit to the collegium the subject curricula at the basic and profile levels for grades 10-11	Subject curricula developed and submitted to the collegium for the basic level for grades 10-11	Number of curricula for the basic level in 7 educational areas	3	4	6	0	Developed and approved 13 subject curricula for all educational areas at the basic level	MoES, KAE	Republic an budget and Soros Foundation - Kyrgyzstan (subject to agreement)

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		Developed and submitted to the collegium subject curricula for the profile level	The number of curricula for areas for profiling	0	4	8	4	Developed and approved 16 curricula for all areas of profiling	MoES, KAE	Republic an budget and Soros Foundation - Kyrgyzstan (subject to agreement)
		A set of elective courses for profile classes is developed and recommended	The number of elective courses	0	2	2	3	Developed 7 general elective courses for all areas of profiling	MoES, KAE	Republic an budget, Soros Foundation - Kyrgyzstan (subject to agreement) and USAID (subject to agreement)
<b>2.2.8.</b>	Publish and deliver to schools methodologies (methodical sets, MS) for subject curricula for grade 5	Percentage of schools that have MSs for subject curricula for grade 5	%	0	0	0	100 %	Methodical sets for subject curricula for grade 5 are published, delivered to 100% of the schools	MoES	Republic an budget, and World Bank funds

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2.2.9.	Analyze the regulatory framework and recommendations for its improvement with account of the goals and objectives of multicultural and multilingual education and also in accordance with international obligations, to begin piloting models of multilingual education	Availability of analysis and recommendations	Units	-	Availability	Availability	Availability	Analysis and recommendations prepared	MoES, KAE, HEIs	Republic an budget
		The number of schools that are piloting models of multilingual education	Units	12	12	-	-	Piloting of models conducted in 12 schools, recommendations made on the roll out of models in schools of the Kyrgyz Republic	MoES, Centre of social integration (subject to agreement)	OSCE (subject to agreement)
2.2.10.	Appropriate mechanisms of forming safe educational space in 8 pilot schools	The number of pilot schools involved.  The number of trainings.  Technical provision of trainings, production of printing materials.	Units  Units  Availability	-	8  To be identified	-	-	Mechanisms of forming safe educational space are designed to be rolled out in schools of the KR	MoES, UNICEF (subject to agreement)	UNICEF (subject to agreement)
2.2.11.	Develop the local system of assessment of the command of state language (Kyrgyz) - KYRGYZTEST	Normative legal framework for the introduction of the system of assessment of the command of Kyrgyz language (KYRGYZTEST)	Units	--	Development	Approval	Introduction	Normative legal framework for the introduction of the system of assessment of the command of Kyrgyz language (KYRGYZTEST) is developed, the	MoES, National testing centre	Republic an budget - 1,9 mln som in 2012 (to be self-funded starting

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								KYRGYZTEST system is designed at the national testing centre under the MoES		from 2013)
2.2.12.	Organize and conduct in-service teacher training courses of nature & science subjects based on the SEA methods	Number of teachers of pilot schools covered by the training courses based on the SEA methods	Persons	To be identified	De facto	De facto	De facto	Teachers of pilot schools are covered by the training courses based on the SEA methods	MoES, GIZ (subject to agreement)	138,1 thousand USD provided by GIZ (subject to agreement)
2.2.13.	Develop, appropate and analyze tests for natural science subjects	Developed, approbated and analyzed tests for natural subjects	Units	--	Development	Approbation	Analyses	A base of tests on natural subjects is formed in compliance with international experience	MoES, GIZ (subject to agreement)	1,4 thousand USD provided by GIZ (subject to agreement)
2.2.14.	Equip classrooms for natural subjects in pilot schools	Number of equipped classrooms for natural subjects in pilot schools	Units	To be identified	De facto	De facto	De facto	Subject to funding amount provided by GIZ - classrooms for natural subjects in pilot schools are equipped	MoES, GIZ (subject to agreement)	7,8 thousand USD provided by GIZ (subject to agreement)
2.2.15.	Process and publish tests for primary grades	Processed and published tests for primary grades	Units	--	Development	Processing	Publishing	A base of tests for primary grades is formed	MoES, GIZ (subject to agreement)	19,9 thousand USD provided by GIZ



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<b>2.3.</b>	<b>Objective 3. Increased availability of methodic sets (MS) for grades 5-11 students to 70% by 2015</b>									
<b>2.3.1.</b>	Develop a new system of the MS library collection, which allows to re-invest funds in the development and publication of textbooks, educational and methodological literature (the mechanism of parents participation in shaping of the MS library fund).	Regulations on the order of parents participation in shaping the school library collection	Availability	Developed	Approved	Availability	Availability	Regulations on the order of parents participation in shaping the school library collection are approved	MoES, World Bank (subject to agreement)	Republic an budget, and World Bank funds (subject to agreement)
		Make copies of textbooks financed from the republican budget	Million soms	100,00	100,00	100,00	100,00	Annual allocation of 100 mln som helps to ensure educational process is provided with textbooks in school of the KR for 9%	MoES, MinFin	Republic an budget
<b>2.3.2.</b>	Adapt textbooks developed in foreign countries to the local conditions of Kyrgyzstan	Textbooks developed in foreign countries adapted	Number of textbooks adapted	2	3	2	2	9 titles of textbooks on mathematical and natural science are adapted	MoES, KAE, «Russian textbook » foundation (subject to agreement)	Republic an budget and resources of the «Russian textbook » foundation (subject to

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<b>2.4.</b>	<b>Task 4. The introduction of new methods of diagnosis and control over the educational process results at the level of student, class and school as a basis for quality result-oriented education</b>									
<b>2.4.1.</b>	Introduce the uniform standard for teachers on formative assessment in the schools of the Kyrgyz Republic	Formative assessment system introduced in Kyrgyz schools	Number of schools (%)	15%	30%	50%	100%	All schools in the Kyrgyz Republic are using formative and other types of assessment	MoES, KAE, KR Educational organizations	World Bank READ project funds (subject to agreement)
<b>2.4.2.</b>	Develop a common format of exam for grade 9 and its conduct	Developing materials and conducting examinations for grade 9	Number of schools (%)	9 <sup>th</sup> grade – 0	9 <sup>th</sup> grade – 10%	9 <sup>th</sup> grade – 20%	9 <sup>th</sup> grade – 40%	Regulatory and legal documents developed (regulations, instructions, etc.) and test materials	MoES, KAE, National Testing Centre	Republic an budget
<b>2.4.3.</b>	Improve forms of final assessment (Piloting common graduation exam for grade 11)	The number of schools testing procedure of common final exams in grade 11	Units	To be determin ed	De facto	De facto	De facto	Pilot Schools test a common final exams in grade 11 procedure	MoES, KAE, educational organizations KR	World Bank READ project funds (subject to agreement)
<b>2.4.4.</b>	Create additional objective tests of Republican testing for secondary school graduates and its annual renewal	The number of subject tests	Units	10	De facto	De facto	De facto	The number of subject tests increased	MoES, Centre for education assessment and learning methods	Funds of Republic an Testing

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2.4.5.	Develop training modules on new forms of evaluation to improve the psychological and pedagogical competence of 1-11- grade teachers and introduction of it to the system of education	Development of the module on formative and summative assessment	Availability of the module	-	Developed and approved	Put into in-service training plan	Realization	The module is designed, approved and introduced into the curriculum of in-service training courses	MoES, KAE	Republic an budget, World Bank READ project (subject to agreement)
2.4.6.	Training of teachers of primary school and grades 5-9 in new methods of assessment through in-service training system	The introduction of the module in the curriculum of re-training courses	% of in-service training courses using the module	0	10%	30%	50%	In-service training courses for teachers of all specialties working in basic school have a module on new forms of assessment	MoES, KAE, institutes and in-service training centers	Republic an budget, World Bank READ project (subject to agreement)
<b>2.5.</b>	<b>Task 5. Provide conditions for inclusive education for children with special needs on the basis of general education and special schools</b>									
2.5.1.	Develop curricula for inclusive and special schools (Subject curricula for children with special needs for the grades 1-4 and 5-9)	Levels of education, for which curricula for inclusive and special schools are developed	Level	0	For primary school	For grades 5-7	For grades 8-9	Curricula are developed and approved	MoES, KAE, subject teachers	Republic an budget
2.5.2.	Develop modules for in-service training courses for teachers who teach a) in schools implementing inclusive programs, b) in special schools for children with special needs	Number of modules		-	2	1	1	4 modules created	MoES, KAE, HEIs KR	Republic an budget
2.5.3.	Development of programs of in-service training	Number of in-service	Units	-	-	2	2	4 programs are	MoES,	Republic

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	courses for teachers who teach in special schools for children with special needs	training courses programs developed						developed and used in courses	KAE, HEIs KR	an budget
2.5.4.	To develop and determine the cost of standard inclusive schools equipment and specialized schools teaching materials, manuals and equipment	Standard of equipment for inclusive and special schools is developed and its value is determined	Units	0	1	Availability	Availability	Standard is designed	MoES, MinFin	Republic an budget
2.5.5.	To develop and approve (by agreement), new requirements for the design specifications and estimate documentation for construction of buildings for all levels of education based on learning ability for children with disabilities (wheelchair ramps, etc.)	Approved design and estimate documentation with the new requirements for the construction of buildings for all levels of education based on learning in children with disabilities	Availability	0	0	Design and construction documents prepared and approved	Availability	Approved design and estimate documentation	MoES, MinFin, Min of Economy, State Agency for construction and regional development (subject to agreement)	Republic an budget
2.5.6.	Provide methodological support for psychological, medical and educational guidance in 7 oblasts of the country	An updated legal and methodological base of the psychological, medical and educational guidance	Availability	Availability of manuals and methodology	-	Update of manuals and methodology	Availability	Regulations and methodological documents updated	MoES, KAE, Min of Health, HEIs KR	Republic an budget
<b>2.6.</b>	<b>Task 6. Transition of educational institutions to the principles of financial and administrative autonomy</b>									
2.6.1.	Introduce the principles of per capita funding step by step at schools in Bishkek and Osh cities, and Naryn, Talas, Osh and Jalal-Abad regions	Defined stages of the consistent implementation of the PCF in Bishkek and Osh and 4 KR regions	Availability	Timetable defined for the transition to PCF	Implementation	Implementation	Implementation	Timetable for the transition to the principles of per capita funding of schools KR implemented	MoES, MinFin, LSG (subject to agreement), City	Republic an budget, and preparation for the

№	Tasks/Measures	Title of the indicator	Measurement units	Basic year (2011)	Intermediate indicators (annual)			Final indicators and targets (2014)	Responsible	Funding sources
					2012	2013	2014			
									and Rayon Education Departments	transition (training, etc) – with the support of the EC (subject to agreement) - in Bishkek and Osh cities, World Bank (subject to agreement) – Osh, Naryn, Talas and Jalal-Abad regions
		% Per Capita Financing Coverage	%	32,7%	40%	70%	100%	The transition to per capita funding in all schools of the Kyrgyz Republic	MoES, MinFin, LSG (subject to agreement), City and Rayon Education	Republic an budget, and preparation for the transition (training,

№	Tasks/Measures	Title of the indicator	Measurement units	Basic year (2011)	Intermediate indicators (annual)			Final indicators and targets (2014)	Responsible	Funding sources
					2012	2013	2014			
									n Departments	etc) – with the support of the EC (subject to agreement) - in Bishkek and Osh cities, World Bank (subject to agreement) – Osh, Naryn, Talas and Jalal-Abad regions
2.6.2.	Develop scenarios and assess the effectiveness of changes in school funding flows	Scenario development and justification of their effectiveness	Availability of scenarios and financial justification	-	Scenarios are developed, the most effective one determined	Implementation	Implementation	The transition scenarios were developed and transition ways defined	MoES, MinFin, City and Rayon Education Departments, City and Rayon Finance Departments,	EC Project funds (subject to agreement),

№	Tasks/Measures	Title of the indicator	Measurement units	Basic year (2011)	Intermediate indicators (annual)			Final indicators and targets (2014)	Responsible	Funding sources
					2012	2013	2014			
									LSG (subject to agreement)	
2.6.3.	Finalize and approve the new certification requirements for employees of educational institutions and evaluation indicators of their performance	The approved evaluation of teachers indicators	Availability	-	The indicators were developed and approved	Approval	Approval	The indicators were developed and approved, are used in evaluating the activities of employees of ed. organizations	MoES	Republic an budget
2.6.4.	Develop mechanisms for motivating and encouraging teachers and schools, systematically improving the level of students educational achievement	The presence of established motivation mechanisms	Availability	Pilot drafts	-	Developed teachers and schools grant incentive scheme	Approval	Mechanisms of teachers and schools material motivation are designed and ready for implementation	MoES, City and Rayon education departments	Republic an budget
2.6.5.	Ensure transparency, accountability, targeting of voluntary parental contributions to schools through the public scrutiny (board of trustees, voluntary associations, etc.), and holding budget hearings	% Of schools with Boards of Trustees	%	Less than 10%	15%	20%	30%	Boards of Trustees and associations created in 30% of the schools	MoES, City and Ray education departments	Republic an budget
		The number of budget hearings	Units	15	+5	De facto	De facto	Budget hearings are conducted in schools in the regions transitioning to per capita funding	MoES, City and Rayon education departments	Republic an budget and the Quality Learning Project

№	Tasks/Measures	Title of the indicator	Measurement units	Basic year (2011)	Intermediate indicators (annual)			Final indicators and targets (2014)	Responsible	Funding sources
					2012	2013	2014			
										support (subject to agreement)
<b>2.6.6.</b>	Training of administration and parents in the principles of state-public management (SPM) and organization and conduct of budget hearings	Education administration and parents in the principles of SPM and holding budget hearings	% of schools with staff trained in SPM	0	15%	20%	30%	The administration and parents are trained	MoES, KAE, in-service training institutes and centers, Rayon and City education departments	Republic an budget
<b>2.6.7.</b>	Develop a regulatory framework for teacher training in the form of secured financing of the educational voucher for each teacher, provided by the state budget on co-financing terms	Development of the Regulations on the Voucher	Availability	-	Regulations have been developed	Availability	Availability	Regulations have been developed	MoES	Republic an budget
<b>3.</b>	<b>Vocational Education</b>									
<b>3.1.</b>	<b>Task 1. Optimization and modernization of material-technical basis of vocational schools (VSs)</b>									
<b>3.1.1.</b>	Equip PVSs with modern training equipment and furniture	Number of urban VSs equipped	number	22	13	6	5	<b>46</b>	AVET	Republic an budget, Donor funds, business-sector investments, extra-budget funds
		Number of rural VSs	number	24	12	16	6	<b>58</b>	AVET	Republic



№	Tasks/Measures	Title of the indicator	Measurement units	Basic year (2011)	Intermediate indicators (annual)			Final indicators and targets (2014)	Responsible	Funding sources
					2012	2013	2014			
		equipped								an budget, Donor funds, business-sector investments, extra-budget funds
3.1.2.	Conduct of rehabilitation works in educational institutions, including ensuring learning conditions for people with disabilities	Number of urban educational institutions repaired	number	5	8	2	4	19	AVET	Republic an budget, Donor funds, business-sector investments, extra-budget funds
3.1.3.		Number of rural educational institutions repaired	number	5	6	4	8	23	AVET	Republic an budget, Donor funds, business-sector investments, extra-budget funds
		Number of educational institutions suitable for disable students	number	0	0	2	4	6	AVET	Republic an budget,

№	Tasks/Measures	Title of the indicator	Measurement units	Basic year (2011)	Intermediate indicators (annual)			Final indicators and targets (2014)	Responsible	Funding sources
					2012	2013	2014			
										Donor funds, business-sector investments, extra-budget funds
	Optimization of the VET system	Number of educational institutions reorganized	number	0	0	6	6	<b>12</b>	AVET	Republic an budget
<b>3.2.</b>	<b>Task 2. Improving the quality of training and care, ensure compliance of training to the labour market needs</b>									
<b>3.2.1.</b>	Determine qualification needs by economic sectors	Number of studies conducted	number	0	0	3	5	<b>8</b>	AVET	Republic an budget, Donor investments
<b>3.2.2.</b>	Development of TVET Qualification Framework (TQF)	Draft TQF submitted for consideration of National Skills Development Council	Date		4 quarter – development and discussion	3 quarter – endorsement	Publishing and starting to implement	<b>Draft published</b>	AVET	Republic an budget, donor funds
<b>3.2.3.</b>	Develop packs of training documents according to up-to-date competence-based occupational standards	Packs of training documents developed	Units	7	21	10	20	<b>58</b>	AVET	Republic an budget, donor funds
<b>3.2.4.</b>	Introduction of the system of independent accreditation of training programmes	Number of pilot programmes of budget-funded (3 years) training that were registered and	Units	0	5	5	5	<b>5</b>	AVET , GIZ, social partners (subject	Republic an budget, donor funds,

№	Tasks/Measures	Title of the indicator	Measurement units	Basic year (2011)	Intermediate indicators (annual)			Final indicators and targets (2014)	Responsible	Funding sources
					2012	2013	2014			
		accredited							to agreement)	employers' contributions
		Accredited short-term training programmes	Units	0	0	20	30	<b>50</b>	AVET , social partners (subject to agreement)	Republic an budget, donor funds
<b>3.2.5.</b>	Transfer to independent certification of competences of VS graduates	Number of pilot educational institutions using independent certification of graduates of 3-year training	Units	0	6	6	6	<b>6</b>	AVET , GIZ, social partners (subject to agreement)	Republic an budget, donor funds
		Number of short-term training programmes covered by independent certification of competence	Units	0	10	20	50	<b>80</b>	AVET , social partners (subject to agreement)	Republic an budget, donor funds
		Number of newly established certification centres	Units	0	0	1	1	<b>2</b>	AVET, social partners (subject to agreement)	Republic an budget, donor funds

№	Tasks/Measures	Title of the indicator	Measurement units	Basic year (2011)	Intermediate indicators (annual)			Final indicators and targets (2014)	Responsible	Funding sources
					2012	2013	2014			
		Number of trained and certified specialists in competence assessment	Units	0	10	20	30	<b>60</b>	AVET, social partners (subject to agreement)	Republic an budget , donor funds
<b>3.2.6.</b>	Introduction of ICT in educational process	Number of educational institutions that have introduced ICT in educational process	Units	0	3	6	20	<b>29</b>	AVET	Republic an budget , donor funds
<b>3.2.7.</b>	Provide educational institutions with learning, methodic and other kinds of literature and visual aids	Provision of educational institutions with new textbooks and reference books, methodic literature	%	10	5	10	10	<b>35</b>	AVET, social partners (subject to agreement)	Republic an budget, Donor funds, extra-budgetary funds of educational institutions
<b>3.2.8.</b>	Enhance teaching of the state language in groups where language of instruction is Russian	Number of educational institutions where testing is conducted	Units	0	0	20	25	<b>45</b>	AVET	Republic an budget, extra-budgetary funds of education

№	Tasks/Measures	Title of the indicator	Measurement units	Basic year (2011)	Intermediate indicators (annual)			Final indicators and targets (2014)	Responsible	Funding sources
					2012	2013	2014			
										national institutions
3.2.9.	Cultivating morality, tolerance, interethnic understanding among students	Number of activities conducted (days of national culture, learning traditions of other nations etc) by regions	Units	0	6	8	10	24	AVET	Republic an budget, donor funds, extra-budgetary funds of educational institutions
3.2.10.	Provide conditions for students' comprehensive development and enhancement of their creative capacity	Number of cultural and sport activities conducted with the participation of PVS students	Units	4	4	5	6	19	AVET	Republic an budget, extra-budgetary funds of educational institutions
3.3.	<b>Task 3. Improving management and financing of educational institutions</b>									
3.3.1.	Develop and implement programmes of capacity building of staff of educational institutions in compliance with requirements of modern educational process	Developed and approved plan of HR development in VET system	Date	-	4 <sup>th</sup> quarter			Approved plan	AVET, social partners (subject to	Republic an budget, donor funds

№	Tasks/Measures	Title of the indicator	Measurement units	Basic year (2011)	Intermediate indicators (annual)			Final indicators and targets (2014)	Responsible	Funding sources
					2012	2013	2014			
									agreement)	
		Number of engineer and pedagogic staff who enhanced their qualification	% of increase	10%	+10%	+10%	+10%	<b>40%</b>	AVET, social partners (subject to agreement)	Republic an budget, donor funds, extra-budgetary funds
		Number of VET workers who underwent ICT training in ECDL	individuals	20	70	150	100	<b>340</b>	AVET	Republic an budget, donor funds
<b>3.3.2.</b>	Enhancing capacity of Boards of trustees (BoT)	Number of trained chairpersons and members of BoTs	Units	25	15	20	30	<b>90</b>	AVET	Republic an budget, donor funds
		Monitoring of BoT activity	Dates	0	4 quarter	4 quarter	4 quarter	<b>Monitoring materials</b>	AVET	Republic an budget, donor funds
<b>3.3.3.</b>	Develop and implement PCF	Number of pilot VSs that have introduced PCF	number	0	0	5	5	<b>5</b>	AVET	Republic an budget, donor funds
<b>3.3.4.</b>	Optimize and enhance the focus of social benefits	Preparation of appropriate draft normative legal act	Date	0	4 quarter			Draft normative legal act is submitted for	AVET	Republic an budget

№	Tasks/Measures	Title of the indicator	Measure ment units	Basic year (2011)	Intermediate indicators (annual)			Final indicators and targets (2014)	Respons ible	Funding sources
					2012	2013	2014			
								approval		
3.3.5.	Develop and implement monitoring and evaluation system	Pilot scheme of monitoring and reporting for VET	date	0		4 quarter		Development and piloting	AVET	Republic an budget, donor funds
		Tracer studies conducted	number	0	1	1	1	<b>3</b>	AVET	Republic an budget, donor funds
		Number of educational institutions in which pilot assessment of performance is conducted	units	0	5	10	25	<b>40</b>	AVET	Republic an budget, donor funds
<b>3.4.</b>	<b>Task 4. Ensuring access to vocational education and training</b>									
3.4.1.	Develop and introduce study programmes for students with disabilities	Number of programmes for students with disabilities	units	3	3	1	1	<b>8</b>	AVET	Republic an budget, donor funds
	Improving training of individuals in penitentiary institutions	Number of adjusted educational institutions	units	0	2	2	2	<b>6</b>	AVET	Republic an budget, donor funds
3.4.2.	Ensure gender equality in vocational education	Share of female alumni	%	30	+1	+2	+2	<b>35</b>	AVET	Republic an budget
3.4.3.	Creating conditions for lifelong learning	Approved normative legal act	Date			3-4 quarters		<b>Approval</b>	AVET	Republic an budget
3.4.4.	Organization of activities in career guidance and information campaigns	Number of activities including info tours,	units	10	10	12	12	<b>44</b>	AVET	Republic an

№	Tasks/Measures	Title of the indicator	Measurement units	Basic year (2011)	Intermediate indicators (annual)			Final indicators and targets (2014)	Responsible	Funding sources
					2012	2013	2014			
		professional consultations, open days etc.								budget, donor funds, extra-budgetary funds of educational institutions
<b>3.5.</b>	<b>Task 5. Providing conditions for strengthening the role of social partnership in VET</b>									
<b>3.5.1.</b>	Develop and improve normative legal framework for further strengthening of social partnership	Approved normative legal act	Date			3 quarter		<b>Approval</b>	AVET	Republic an budget
<b>3.5.2.</b>	Establish a National council for professional skills development (NCPSD)	A relevant Government decision	Date		2 quarter			<b>Approval</b>	AVET	Republic an budget
<b>3.5.3.</b>	Strengthening the capacity of the AVET as a secretariat of the NCPSD	Development and approval of the new organizational structure	Date		2 quarter			<b>Approval</b>	AVET	Republic an budget
		Making relevant HR changes according to the new structure	Date		3 quarter			<b>Decrees on HR</b>	AVET	Republic an budget
		Training AVET staff as a secretariat of NCPSD	Date	-	3 quarter	1-2 quarter		<b>Conduct of the training</b>	AVET	Republic an budget, donor funds
<b>3.5.4.</b>	Develop and implement the set of activities on interaction of educational institutions with enterprises and organizations on the basis of	Number of educational institutions that concluded agreements	Units		4 quarter – develop	Concluding agreem	Concluding agreem	<b>110</b>	AVET	Republic an budget,



№	Tasks/Measures	Title of the indicator	Measurement units	Basic year (2011)	Intermediate indicators (annual)			Final indicators and targets (2014)	Responsible	Funding sources
					2012	2013	2014			
	bilateral agreements	on cooperation with enterprises			ment and approval of the set of activities	ents	ents			donor funds
<b>4.</b>	<b>Secondary Vocational Education</b>									
<b>4.1.</b>	<b>Objective 1. Changes in the structure of secondary vocational education based on analysis of country priorities and region's economic strategies.</b>									
<b>4.1.1.</b>	Formulate the admission plan to shape the budget places in VEI based on employment contracts with public and private employers for future job placement	Request to employers on personnel requirements	Availability	Availability	Availability	Availability	Availability	Collection of requests to employers on personnel requirements	MoES, ministries, departments	Republic an budget
		Percentage of budget-funded places allocated to the appropriate specialty according to country priorities out of general admission plan based on budget	%	20%	25%	30%	40%	40%	MoES	Republic an budget
		The share of educational institutions that receive an order for training from employers	%	3%	10%	25%	50%	50%	MoES, SVEIs	Variable funding sources
<b>4.1.2.</b>	Update the classifier and a model of specialties of secondary vocational education based on the needs in specialists in the republic on the basis of the regional administrations, ministries, agencies, employers' associations data.	Update of SVE specialties Classifier	Availability	Development of draft Classifier	Development of draft Classifier	Availability of new SVE Classifier		Availability of new SVE Classifier and a model of specialties	MoES, SVEIs education boards	Republic an budget
<b>4.1.3.</b>	Develop state educational standards for competency-based secondary vocational education, including the teaching (pedagogic) professions in the light of the framework (national) curriculum.	Share of standards designed in cooperation with employers (for non-pedagogic occupations)	%	-	-	-	10%	10%	MoES, SVEIs education boards, KAE	Republic an budget
		Share of standards for pedagogic occupations designed on the basis of	%	-	30%	50%	100%	100%	MoES, SVEIs education	GIZ (subject to

№	Tasks/Measures	Title of the indicator	Measurement units	Basic year (2011)	Intermediate indicators (annual)			Final indicators and targets (2014)	Responsible	Funding sources
					2012	2013	2014			
		the framework (national) curriculum.							n boards, KAE	agreement)
4.1.4.	Calculate the required minimum training costs per student (for each specialty group) to determine the adequacy of the costs for training, establish the level of grant support for students and subsequently transfer to per capita financing	A document defining the required minimum cost of training per student (for each specialty group)	Availability	-	Development	Implementation	Implementation	The presence of a document defining the required minimum cost of training per student (for each specialty group)	MoES, the Board of SVEIs Directors	Republic an budget
		Analysis of the network of educational organizations of secondary vocational education for further optimization	Availability	-	Analysis of the SVE network conducted	Decision making	Decision making	The presence of analytic materials on SVE network operation and proposals on network optimization	MoES, the Board of SVEIs Directors	Republic an budget and SVEIs own funds
		Availability of updated model personnel establishments for SVEIs	Availability	-	Development	Approval	Introduction	Availability of updated normative legal documents that identify model personnel establishment in SVE	MoES, the Board of SVEIs Directors	Republic an budget and SVEIs own funds
4.2.	<b>Task 2. Involving employers in the formation of the qualifying characteristics and evaluation process of graduate's skills, improve the quality of human resource capacity of VEIs teachers</b>									
4.2.1.	Include employers in the state evaluation committees	Share of employers included in the state evaluation committees	%	8%	10%	15%	15%	15%	MoES, Confederation of Employers (subject to agreement)	Republic an budget
4.2.2.	Contracts between employers and SVEIs on	Share of teachers who	%	-	5%	5%	5%	15%	SVEIs,	SVEIs'

№	Tasks/Measures	Title of the indicator	Measurement units	Basic year (2011)	Intermediate indicators (annual)			Final indicators and targets (2014)	Responsible	Funding sources
					2012	2013	2014			
	the on-the-job in-service training of teachers	underwent on-the-job in-service training			increase	increase	increase		Confederation of Employers (subject to agreement)	own funds
4.2.3.	Reform the quality assurance system of primary and secondary vocational education according to the international standards	A brochure with documents on conducting a pilot accreditation according to the international standards	Availability	-	Design	Availability	Availability	The model of independent accreditation is established for vocational education according to the international standards	State inspection for licensing and attestation, GIZ (subject to agreement)	GIZ Program on vocational education and employment facilitation (subject to agreement)
		Pilot accreditation in 6 educational institutions in compliance with international standards and discussion of follow-up activities on institutionalization of independent accreditation	The number of educational institutions	-	Pilot approval	Pilot approval	Analysis and recommendations	A model of independent accreditation of vocational education is established in compliance with international standards	State inspection for licensing and attestation, GIZ (subject to agreement)	GIZ Program on vocational education and employment facilitation
4.2.4.	Develop a regulatory framework that enables SVEIs spend special funds for the organization of in-service teacher training	Approved normative legal act	Availability	-	Developed	The presence		The presence of a normative legal act	MoES, the Board of SVEI	Republic budget

№	Tasks/Measures	Title of the indicator	Measurement units	Basic year (2011)	Intermediate indicators (annual)			Final indicators and targets (2014)	Responsible	Funding sources
					2012	2013	2014			
									Director s (subject to agreement)	
		Share of special funds allocated by schools for in-service teacher training	%	-	5%	5%	5%	5%	MoES, the Board of SVEI Director s (subject to agreement)	SVEIs own funds
4.2.5.	Conduct in-service teacher training of pilot pedagogic colleges (within the 3rd component of the GIZ)	Proportion of teachers of pilot pedagogic SVEIs who participated in GIZ training	%	-	50%	80%	100%	100%	MoES, GIZ (subject to agreement)	GIZ (subject to agreement)
4.2.6.	Establish in-service teacher training centres in SVEIs	The number of trainees at in-service teacher training centres	%	-	10% increase	10% increase	10% increase	30% increase	SVEIs	Own funds of SVEIs
<b>4.3.</b>	<b>Objective 3. Informing the population about the system of vocational education in the republic aimed at promotion of the image of secondary vocational education.</b>									
4.3.1.	Establish marketing, career and employment centers in SVEIs	Share of the SVEI alumni who got employed during their graduation year	%	-	10% increase	15% increase	20% increase	45% increase	SVEIs	SVEIs own funds
		Share of VEI entrants involved by marketing centres	%	0	10% increase	10% increase	10% increase	30% increase	SVEIs	SVEIs own funds
		Increase in the number of SVEIs students compared to 2011 data	%	64000	5%	10%	15%	30%	SVEIs	SVEIs own funds
4.3.2.	Publish a series of articles in the media about pedagogic colleges, create videos, news on	Availability of publications, news,	Units	De facto	De facto	De facto	De facto	De facto	MoES, SVEIs,	GIZ (subject

№	Tasks/Measures	Title of the indicator	Measurement units	Basic year (2011)	Intermediate indicators (annual)			Final indicators and targets (2014)	Responsible	Funding sources
					2012	2013	2014			
	television.	videos							GIZ (subject to agreement)	to agreement
4.3.3.	Create the information network of pedagogical SVEIs <a href="http://mugalim.kg">mugalim.kg</a> (within the framework of the 3 <sup>rd</sup> component of the GIZ project)	Availability of the pedagogical SVEIs information network <a href="http://mugalim.kg">mugalim.kg</a>	Availability	Availability	Availability	Availability	Availability	The information network of pedagogical VEIs <a href="http://mugalim.kg">mugalim.kg</a> is functional	MoES, SVEIs, GIZ (subject to agreement)	GIZ (subject to agreement)
5.	<b>Higher professional education</b>									
5.1.	<b>Task 1. Changes in the structure of higher education training based on analysis of country priorities and economic regions strategies.</b>									
5.1.1.	Form a plan of grant-based admission to universities on analysis of the labor market needs.	Proportion of areas and specialties of HEIs (where the budget-based admission takes place) in compliance with the needs of the labour market	%	60%	65%	70%	75%	75%	MoES	Republic an budget
		Percentage of budget places allocated to the appropriate specialty corresponding to country priorities out of general admission plan based on the budget	%	80%	85%	90%	95%	95%	MoES	Republic an budget
		Availability of normative legal act on reimbursement of costs for training if a person refuses to work according to the official direction and also if one drops out	Units	--	Development	Approval	Introduction	Normative legal framework is formed on reimbursement of costs for training of budget-funded departments if individuals refuse to work according to the official	MoES, MinFin	Republic an budget

№	Tasks/Measures	Title of the indicator	Measurement units	Basic year (2011)	Intermediate indicators (annual)			Final indicators and targets (2014)	Responsible	Funding sources
					2012	2013	2014			
								direction and also if drop out		
5.1.2.	Increase the share of HEIs (out of general number) that form the admission plan subject to agreements with employers on training	The share of educational institutions receiving an order for training from employers in the target training	%	32% (by budget)	35%	38%	40%	40%	MoES, HEIs, employer (including LSG) (subject to agreement)	Republic an budget
5.1.3.	Analysis of data on graduates' employment through the centers of career and employment in HEIs of the KR	Proportion of employed graduates out of annual number of graduates with account of continuing studies and self-employment	%	-	15% increase	15% increase	20% increase	50% increase	HEIs	HEIs' own funds
		Proportion of graduates employed under contracts between schools and employers	%	-	5% increase	5% increase	5% increase	20% increase	HEIs	HEIs' own funds
<b>5.2.</b>	<b>Task 2. The transition to the two-tier structure of higher education</b>									
5.2.1.	Conduct an inventory of the higher education regulatory framework, taking into account the introduction of a two-tier structure of higher education	Availability of regulatory acts	Units	-	De facto	De facto	De facto	De facto	MoES	Republic an budget
5.2.2.	Train HR in HEIs based on a two-tier structure, starting with the 2012-2013 school year	Number of universities that have introduced education in a two-tier system	Units	15	49	49	49	49	MoES, HEIs	Republic an budget and HEIs' own funds
		Percentage of universities that have introduced the two-tier system out of total	%	30%	92%	92%	92%	92%	MoES, HEIs	Republic an budget and

№	Tasks/Measures	Title of the indicator	Measurement units	Basic year (2011)	Intermediate indicators (annual)			Final indicators and targets (2014)	Responsible	Funding sources
					2012	2013	2014			
		number of HEIs in the country								HEIs' own funds
5.2.3.	Gradually develop national educational standards in all areas and specialties on the basis of competence, including the pedagogic area, taking into account the introduction of the school curriculum.	Percentage of HE SES, developed on the basis of competence-based approach	%	0	60%	80%	100%	100%	MoES, HEI methods associations	Republic an budget and HEIs' own funds
<b>5.3.</b>	<b>Task 3. Optimization of the regulatory framework of quality assurance of higher education</b>									
5.3.1.	Introduce a regulatory framework for licensing, accreditation and certification of requirements set for higher education institutions to participate in joint projects to implement international quality standards	Approved legislative and regulatory acts	Availability	Availability	Update	Availability	Availability	The presence of approved legislative and regulatory acts	MoES	Republic an budget
		Percentage of HEIs participating in the projects of international standards of quality assurance	%	-	De facto	De facto	De facto	Universities are involved in projects for the implementation of international standards of quality assurance (% de facto)	HEIs	HEIs' own funds
5.3.2.	Develop requirements for public and professional accreditation in the legal documents regulating the activities of HEI	The presence of a normative legal act	Availability	-	Development	Availability	Availability	Developed requirements for public and professional accreditation in the legal documents regulating the activities of the university	MoES, State Inspection for licensing and accreditation, Council of Rectors (subject to	Republic an budget

№	Tasks/Measures	Title of the indicator	Measurement units	Basic year (2011)	Intermediate indicators (annual)			Final indicators and targets (2014)	Responsible	Funding sources
					2012	2013	2014			
									agreement)	
5.3.3.	Develop a legal framework that regulates the division of licensing and certification (accreditation) procedures.	The presence of a normative legal act	Availability	-	Development	Availability	Availability	Legal framework that separates the licensing procedure and certification (accreditation) established	MoES, State inspection for licensing and accreditation	Republic an budget
5.3.4.	Reform the HE quality assurance system in compliance with international standards	Regulations on state accreditation of HEIs in compliance with international standards	Availability	-	Development	Implementation	Implementation	A model of state accreditation of HEIs is created in compliance with international standards	State inspection for licensing and accreditation	Republic an budget
		Regulations on independent accreditation of HEIs in compliance with international standards	Availability	-	Development	Pilot testing	Analysis and recommendation of transition from state accreditation to independent one	A model of independent accreditation of HEIs is created in compliance with international standards	State inspection for licensing and accreditation	Republic an budget
		Availability of various models of HEI ratings	Units	--	Development	Approval	Introduction	Rating of HEI is compiled to raise awareness on quality assurance	MoES	Republic an budget and HEIs own funds
5.3.5.	Calculate the required minimum training costs	The presence of a	Availability	-	Develop	Imple	Implem	The presence of a	MoES,	Republic



№	Tasks/Measures	Title of the indicator	Measurement units	Basic year (2011)	Intermediate indicators (annual)			Final indicators and targets (2014)	Responsible	Funding sources
					2012	2013	2014			
	per student (for each occupation group) to determine the adequacy of the costs for training, establish the level of grant support for students and subsequently to move to per capita financing	document defining the required minimum cost per student (for each specialty group)	y		ment	mentation	entation	document defining the required minimum cost of training per student (for each specialty group)	Council of HEI Rectors (subject to agreement)	an budget
5.3.6.	Revise existing funding mechanisms of HE	Availability of criteria to define HEIs transferring to self-financing	Availability	Design stage	Designed	Applied	Applied	According to the relevant criteria, regulatory framework, the list and schedule - a number of HEIs transferred to self-funding	MoES	Republic an budget
		The list of HEIs transferring to self-financing and the schedule of transfer	Availability	Design stage	Designed	Applied	Applied	The list of HEIs transferring to self-financing and the schedule of transfer is formulated	MoES	Republic an budget
		Regulatory framework to ensure HEIs' transfer to self-financing	Availability	-	Designed	Applied	Applied	Regulatory framework to ensure HEIs' transfer to self-financing has been developed	MoES	Republic an budget
		Proposals on possible optimization of network of state HEIs, their further profilization of state HEIs and a relevant mechanism	Availability	-	Designed	Applied	Applied	Proposals on possible optimization of network of state HEIs, their further profilization of state HEIs and a relevant mechanism have been prepared	MoES	Republic an budget
		Availability of updated	Availability	-	Develop	Appro	Introdu	Availability of	MoES,	Republic

№	Tasks/Measures	Title of the indicator	Measurement units	Basic year (2011)	Intermediate indicators (annual)			Final indicators and targets (2014)	Responsible	Funding sources
					2012	2013	2014			
		model personnel establishments for HEIs	y		ment	bation	ction	updated normative legal documents that define model personnel establishment in HEIs	Council of HEI Rectors (subject to agreement)	an budget and HEIs own funds
5.3.7.	Develop a regulatory framework that enables universities to conclude cooperation agreements with foreign universities / science schools	The presence of a normative legal act	Availability	-	Development	Availability	Availability	Legal framework that allows and obliges universities to enter into cooperation agreements with foreign universities / schools of science established	MoES, Council of Rectors (subject to agreement)	Republic an budget
5.3.8.	Develop a regulatory framework on spending special funds for the development of science in HEI	The presence of the regulatory framework on the performance of special facilities for the development of research in universities	Availability	-	Development	Development	Availability	Legal framework that allows and obliges schools to send special funds for the development of science in an entrusted educational institution established	MoES, Council of Rectors (subject to agreement)	Republic an budget
		The share of funds allocated from universities to research development	%	-	5% increase	5% increase	5% increase	15% increase	HEIs	HEIs' own funds
		Availability of training programs for teachers, exchange programs, grants for innovative	Availability	-	De facto	De facto	De facto	Universities are developing and implementing training programs	HEIs	HEIs' own funds

№	Tasks/Measures	Title of the indicator	Measurement units	Basic year (2011)	Intermediate indicators (annual)			Final indicators and targets (2014)	Responsible	Funding sources
					2012	2013	2014			
		teaching and research, etc.						for teachers, exchange programs, receiving grants for innovative teaching and research, etc. (% of universities de facto)		
<b>5.4.</b>	<b>Task 4. Creation of conditions for the development of HEI teacher training system</b>									
<b>5.4.1.</b>	Contracts between universities and employers on on-the-job teacher training	Share of teachers who were trained	%	To be determined	5% increase	5% increase	5% increase	15% increase	MoES, HEIs, employer (subject to agreement)	Funds of parties involved
<b>5.4.2.</b>	Develop a regulatory framework on spending special funds for the in-service teacher training	The presence of a normative legal act on spend special funds for the organization of teacher training	Availability	-	Development	Availability	Availability	Established legal framework on spending special funds for the teacher training	MoES, Council of Rectors (subject to agreement)	Republic an budget
		Share of special funds allocated by schools for in-service teacher training	%	-	5%	5%	5%	5%	HEIs	HEIs' own funds
<b>5.4.3.</b>	Conduct an inventory of legal and regulatory framework governing the qualification requirements for teaching staff and make suggestions in terms of the need to increase their level	Availability of inventory regulations governing teaching staff eligibility requirements and suggestions for its	Availability	-	Inventory	Update	Availability	An updated legal framework, which improves the qualification requirements for teaching staff	MoES, Council of Rectors (subject to	Republic an budget

№	Tasks/Measures	Title of the indicator	Measurement units	Basic year (2011)	Intermediate indicators (annual)			Final indicators and targets (2014)	Responsible	Funding sources
					2012	2013	2014			
		improvement						available	agreement)	
<b>6.</b>	<b>Adult education and informal education</b>									
<b>6.1.</b>	<b>Task 1. Increased coverage of basic education of people with no education or who dropped out of school before the regulatory terms</b>									
<b>6.1.1.</b>	Update regulatory framework of the evening / part-time / shift-based schools and classes in schools. Prepare a pack of amendments to normative legal framework to finance evening / part-time / shift-based schools and classes from the state budget.	Regulations on the evening / part-time / shift-based schools and classes in schools is approved. Necessary amendments made in order to finance evening / part-time / shift-based schools and classes from the state budget.	Availability of approved regulations and updated legal framework to finance evening / part-time / shift-based schools and classes from the state budget	Draft documents	Approval of the regulations and other normative documents	Implementation	Implementation	Updated legal and regulatory framework governing the activities of the evening / part-time / shift-based schools and classes in schools and ensuring their operation funding from the state budget is established	MoES, MinFin	Republican budget
		Number of evening / shift-based / part-time schools and classes	Units	51	55	60	65	65 evening / shift-based / part-time schools and classes provide their services to the public	LSG (subject to agreement), Rayon and City Education Departments	Republican and local budget
<b>6.1.2.</b>	Update curricula and training programs for youth and adults in the evening / part-time / shift-based schools and classes in schools	Developed and approved the updated curricula and programs	Availability of curricula	Curricula and plans	Development of the	Development of	Implementation	Updated curricula and training programs for	MoES, KAE, institutes	Republican and local

№	Tasks/Measures	Title of the indicator	Measurement units	Basic year (2011)	Intermediate indicators (annual)			Final indicators and targets (2014)	Responsible	Funding sources
					2012	2013	2014			
		of the evening / part-time / shift-based schools and classes in schools		analysis	program in 3 educational areas	the program in 4 educational areas		youth and adults in the evening / part-time / shift-based schools and classes in schools	and centers of in-service teacher training	budget
		Number of students in the evening / shift-based / correspondence schools and classes	Person	5482	6000	7500	10000	10 000 students enrolled in evening / shift-based / part-time schools and classes	LSG (subject to agreement), Rayon and City Edu Departments	Republic and local budget
<b>6.2.</b>	<b>Task 2. Contribute to the adaptation of the economically active population to the rapidly changing Labour market demands</b>									
<b>6.2.1.</b>	Provide a legislative framework for adult lifelong learning	Prepare and submit appropriate amendments to the existing legislative and regulatory framework	Availability	-	Development	Approval	Availability	Relevant amendments to the existing legislative and regulatory framework are prepared to implement the principles of lifelong learning	MoES	Republic an budget
		Prepare a pack of documents that provide legitimacy of state-recognized documents for additional professional education	Availability	-	Development	Approval	Availability	Regulatory framework prepared that defines formats of state-recognized documents for additional professional education, terms of storage and issue are	MoES	Republic an budget

№	Tasks/Measures	Title of the indicator	Measurement units	Basic year (2011)	Intermediate indicators (annual)			Final indicators and targets (2014)	Responsible	Funding sources
					2012	2013	2014			
								identified		
6.2.2.	Examine needs of population in specific regions of additional professional education programs on the basis of SVEIs	Data collection and analysis of needs based on SVEI data	Availability	-	Annually analytical document	Annual analytical document	Annual analytical document	SVEIs annually in cooperation with LSG bodies and population examine population needs in additional professional education programs in order to address these needs	SVEIs	Funds of SVEIs and other parties involved
		Number of secondary vocational education institutions providing services of additional professional education	Units	-	According to the licenses for additional education	According to the licenses for additional education	According to the licenses for additional education	SVEIs provide population the opportunity to receive additional professional education	SVEIs	Funds of parties involved
6.2.3.	Examine the population's need in additional professional education programs through career centers of universities career guidance, including teacher training schools in connection with the implementation of the Framework Curriculum	Collection and analysis of the data on needs based on data from universities	Availability	-	Annually analytical document	Annual analytical document	Annual analytical document	Annually HEIs in collaboration with the community and local authorities investigated the population's need of additional professional education programs in order to address these needs	HEIs	Funds of HEIs and other parties involved

№	Tasks/Measures	Title of the indicator	Measurement units	Basic year (2011)	Intermediate indicators (annual)			Final indicators and targets (2014)	Responsible	Funding sources
					2012	2013	2014			
		Number of higher education institutions providing services of additional professional education	Units	-	According to the licenses for additional education	According to the licenses for additional education	According to the licenses for additional education	Universities provide the opportunity to receive additional professional education to the public	HEIs	Funds of parties involved
6.2.4.	Create the conditions for professional educational institutions for adults in additional professional education through continuing education, training, short courses, etc., with funding of a population education by local authorities on-site	Number of licenses issued for the organization of courses and refresher training (informal education)	Units	1000	De facto	De facto	De facto	HEIs and SVEIs create conditions for adults in vocational education through additional training, retraining, short courses, etc., with funding of a population on the ground by local authorities	SVEIs, HEIs, LSG (subject to agreement)	Special funds of SVEIs/HEIs, LSG (subject to agreement)
7.	<b>Management, monitoring and strategic planning in education</b>									
7.1.	<b>Task 1. Preparation of the education sector to implement funding model based on sector-wide approach (SWAp)</b>									
7.1.1.	Develop a draft transition program for funding on the basis of sector-wide approach (SWAp) for implementing a unified strategy for public funding in the education system	The presence of the transition program for funding on the basis of sector-wide approach (SWAp) for implementing a unified strategy for public funding in the education system	Units	0	Availability of the program	Approval	Approval	Availability of the program	MoES, MinFin, EC project «Support to the KR education sector» (subject to agreement)	Republic an budget, and EC funds (subject to agreement)
7.1.2.	Create advisory / public councils at the	The presence of the	Availability	-	Develop	Imple	Implem	Functional legal	MoES,	Republic

№	Tasks/Measures	Title of the indicator	Measurement units	Basic year (2011)	Intermediate indicators (annual)			Final indicators and targets (2014)	Responsible	Funding sources
					2012	2013	2014			
	municipal and district education departments for inclusion in the political dialogue of representatives and experts from the NGO sector and ensure transparency of the administrative bodies (the transparent tool for decision-making at all levels)	regulatory framework for the establishment of Supervisory / Public Councils at the municipal and rayon education departments	y		ment	mentati on	entation	framework for the establishment of supervisory / Public Councils at the municipal and district education departments	Rayon and City Edu Dept	an budget,
		Number of Supervisory / Public Councils at the municipal and district education departments	Units	0	0	30	26	In the 56 municipal and district education departments Observation / public councils for inclusion in the political dialogue of representatives and experts from non-commercial sector and ensure transparency in management are created	MoES, LSG (subject to agreement)	Republic an budget
<b>7.1.3.</b>	Establish and implement a system of automated accounting in the MoES and train relevant staff of MoES and bodies of local governance	The presence of the automated accounting system in the MoES	Units	0	Purchase and installation	Availability and functioning	Availability and functioning	The functioning of automated accounting system in the MoES	MoES, MinFin, EC project «Support to the education sector in the KR» (subject to agreement)	Republic an budget, and EC funds (subject to agreement)



№	Tasks/Measures	Title of the indicator	Measurement units	Basic year (2011)	Intermediate indicators (annual)			Final indicators and targets (2014)	Responsible	Funding sources
					2012	2013	2014			
		Number of trained staff of MoES and local management bodies	Person	0	400	300	300	1000 employees of MoES and bodies of local governance are trained in the automated accounting system	MoES, MinFin, EC project «Support to the education sector in the KR» (subject to agreement)	Republic an budget, and EC funds (subject to agreement)
7.1.4.	Ensure the conduct of internal audit of MoES, education authorities in the field, and educational organizations	Number of internal audit inspections of MoES, local education authorities, and educational organizations	Units	15	As needed	As needed	As needed	Internal audit is carried out in MoES, education authorities, and educational organizations	MoES	Republic an budget
7.1.5.	Ensure legislative and normative legal provision of private education	Legal acts and normative legal acts for creating conditions for the development of private education	Units	--	Legal and normative amendments made	Possibility for development of private education ensured	Possibility for development of private education ensured	Legislative and normative framework for private education development ensured	MoES, State inspection for licensing and accreditation	Republic an budget
7.2.	<b>Task 2. Improve the decision-making system in the education sector based on the monitoring and strategic planning</b>									
7.2.1.	Develop internal rules of activity, integrating the monitoring and evaluation in the decision making process in the relevant documents of strategic character, developed by the MoES, the work of structural units of the MoES, local	The presence of internal policies that integrate monitoring and evaluation system in decision-making	Units	Availability of Regulations	By the number of structural units	By the number of structural	By the number of structural units	Internal regulations of activities, integrating the monitoring and	MoES, EC project «Support to the	Republic an budget, and by EC

№	Tasks/Measures	Title of the indicator	Measurement units	Basic year (2011)	Intermediate indicators (annual)			Final indicators and targets (2014)	Responsible	Funding sources
					2012	2013	2014			
	governments and then - at the level of educational institutions	process			MoES, for Rayon and City Edu Dept, educational institutions by levels	units MoES, for Rayon and City Edu Dept, educational institutions by levels	MoES, for Rayon and City Edu Dept, educational institutions by levels	evaluation in the decision making process in the relevant strategic documents developed by the MoES, the work of structural units of the MoES, local governments and then - at the level of educational institutions are developed	education sector in the KR» (subject to agreement)	funds (subject to agreement)
7.2.2.	Develop and install the software for "Data bank of educational institutions of the Kyrgyz Republic" and train relevant staff of MoES and education authorities	Availability of software for "Data bank of educational institutions of the Kyrgyz Republic" by level of education	Units	1 level (school)	4 levels (preschool, SVEIs, HEIs, extra-school education)	Approval	Implementation	Designed and implemented software for a "Data Bank of educational institutions of the Kyrgyz Republic" by level of education	MoES, UNICEF (on the basis of a joint Action plan, subject to agreement)	Republican budget, and UNICEF (subject to agreement)
		Number of staff of MoES and education authorities trained	Person	0	70	70	70	70 employees of MoES and the city and district education departments are trained to use the software "Data bank of educational institutions of the Kyrgyz Republic"	MoES, UNICEF (on the basis of a joint Action plan, subject to agreement)	Republican budget, and UNICEF (subject to agreement)
7.2.3.	Develop a diagram of information flows for the	Availability of	Units	0	Availability	Appro	Implem	Designed and	MoES,	Republic

№	Tasks/Measures	Title of the indicator	Measurement units	Basic year (2011)	Intermediate indicators (annual)			Final indicators and targets (2014)	Responsible	Funding sources
					2012	2013	2014			
	"Data bank of educational institutions of the Kyrgyz Republic" and appropriate set of indicators	information flow diagram for the "Data bank of educational institutions of the Kyrgyz Republic" and appropriate set of indicators			lity of shene and the indicator s set	bation	entation	implemented diagram of information flows for the "Data bank of educational institutions of the Kyrgyz Republic" and appropriate set of indicators	UNICEF (on the basis of a joint Action plan, subject to agreement)	an budget, and UNICEF (subject to agreement)
7.2.4.	Train MoES staff in order to strengthen the analytical capacity and to use special software for analyzing the data obtained from monitoring	Number of MoES trained staff	Units	4	4	10	6	20 MoES employees are trained in order to strengthen the analytical capacity and to use special software for analyzing the data obtained from monitoring	MoES, UNICEF (on the basis of a joint Action plan, subject to agreement)	Republic an budget, and UNICEF (subject to agreement)
7.2.5.	Develop an educational portal integrated into existing web-site MoES, which will contain information database of educational institutions of the Kyrgyz Republic, research, innovations, projects, etc., as well as support forum for the exchange of views	The presence of the educational portal, MoES KR web-site with forum for exchange of views	Units	Web-site is done	Profile of the Portal	Approval of the portal	Fully working system	Educational portal integrated into MoES existing web-site, which will contain information database of educational institutions of the Kyrgyz Republic, research, innovations, projects, etc. and is supported by Forum for the exchange of views is working.	MoES, UNICEF (on the basis of a joint Action plan, subject to agreement)	Republic an budget, and UNICEF (subject to agreement)

№	Tasks/Measures	Title of the indicator	Measurement units	Basic year (2011)	Intermediate indicators (annual)			Final indicators and targets (2014)	Responsible	Funding sources
					2012	2013	2014			
7.2.6.	Develop the concept of education management information system (EMIS), relevant indicators and software	The presence of the education management information system Concept (EMIS), relevant indicators and software	Units	0	Availability of the concept	Availability of the indicators	Availability of the software	Concept of education management information system (EMIS), with appropriate indicators and software is created	MoES, UNICEF (on the basis of a joint Action plan, subject to agreement)	Republic an budget, and UNICEF (subject to agreement)
7.2.7.	Carry out an annual internal assessment of the MoES activity and monitor the implementation of strategic/program documents on education and science, and the Action Plan for Education development 2012-2014	The number of evaluations and quarterly reports on implementation of the strategic/program documents on education and science, and the Action Plan for Education development 2012-2014	Units	1 (internal assessment)	1 assessment and quarterly reports	1 assessment and quarterly reports	1 assessment and quarterly reports	An annual internal evaluation of the MoES and quarterly monitoring of the strategic/program documents on education and science, and the Action Plan for Education development 2012-2014 is conducted	MoES, UNICEF (on the basis of a joint Action plan, subject to agreement)	Republic an budget, and UNICEF (subject to agreement)
7.2.8.	Develop a draft second three-year Action Plan 2015-2017 to implement the Education Development Strategy 2020 (in accordance with the principle of a three-year forecast of the budget of the Kyrgyz Republic)	Availability of the draft second three-year Action Plan 2015-2017 to implement the Education Development Strategy 2020	Units	0	0	Analysis	Development of the Plan	The draft second three-year Action Plan 2015-2017 to implement the Education Development Strategy 2020 (in accordance with the principle of a three-year forecast of the budget of the Kyrgyz Republic) is	MoES, UNICEF (on the basis of a joint Action plan, subject to agreement)	Republic an budget, and UNICEF (subject to agreement)

№	Tasks/Measures	Title of the indicator	Measurement units	Basic year (2011)	Intermediate indicators (annual)			Final indicators and targets (2014)	Responsible	Funding sources
					2012	2013	2014			
								developed		

## Acronyms

ADB	Asian Development Bank
AP	Action Plan
AVET	Agency for Vocational Education and Training
EC	European Commission
EDS	Education Development Strategy
EMIS	Education management information system
EU	European Union
FTI – CF	Fast track initiative – Catalytic Fund
GDP	Gross Domestic Product
GIZ	Deutsche Gesellschaft für Technische Zusammenarbeit
HEI	Higher education institution
KAO	Kyrgyz Academy of Education
LSG	Local Self-Government
M&E	Monitoring and Evaluation
MEAP	Ministry of Economy and Antimonopoly Policy
MoES	Ministry of Education and Science
MinFin	Ministry of Finance
MoH	Ministry of Health
MYLE	Ministry of Youth, Labour and Employment
NCPSD	National council for professional skills development
PCF	Per Capita Financing
PFM	Public Financial Management
PSEO	Preschool Educational Organization
PVEI	Primary Vocational Educational Institution
QA	Quality Assurance
SILA	State Inspection for Licensing and Accreditation
SVEI	Secondary Vocational Educational Institution
SWAp	Sector Wide Approach
TA	Technical Assistance
TVET	Technical-vocational education and training
UNDP	United Nations Development Programme

UNESCO  
UNICEF  
USAID  
VET  
WB

United Nations Educational, Scientific and Cultural Organization  
United Nations Children's Fund  
United States Agency for International Development  
Vocational Education and Training  
World Bank