

Appraisal of the Primary Education
Component of an Education Sector Plan

EFA FTI Secretariat

Bishkek, Kyrgyzstan
October 2006

Country:

KYRGYZSTAN

Total recommended allocation US\$
for 2 years (

15 **million**

2007-2008

Country background

	Year	Value
Total population (million)	2005	5,2
GDP per capita (US\$)	2005	2,100
Country Performance and Institutional Assessment (CPIA- out of 5)	2005	3.5

Education indicators

		2002/03	2003/04	2004/05	2005/06	Targets	
						2010	2015
<u>Resource mobilization</u>	Education expenditure as % GDP	4.45	4.50	4.63	4.90	5.6	6.1
	Education share of budget	22.1	22.2	23.1	20.0	25.0	30.0
	Primary ed. share of ed. Budget	0.47	0.45	0.42	0.46	0.8	1.0
	% of recur. Pr. Ed. Bud. to non-teach. sal. Exp	0.44	0.43	0.40	0.42	0.6	0.8
<u>Student flows</u> (Primary Education)	Gross Intake Rate	96.8	98.6	99.4	101.4	99.0	99.5
	Girls' GIR	95.8	98.0	98.7	100.7	99.0	100.0
	Primary Completion Rate	90.0	91.0	92.0	93.0	99.0	99.5
	Girls' PCR	100.0	80.0	93.0	110.0	99.0	100.0
	Repetition rate	0.03	0.09	0.08	0.08	0.00	0.00
	Student enrolment (%)	98.2	94.1	99.3	92.9	99.0	99.8
Girls' enrolment (%)	96.2	89.3	98.2	99.5	99.6	99.7	
<u>Service delivery</u>	Pupil teacher ratio	24.6	24.5	24.6	23.9	35	40
	% of private education	0.3	0.1	0.3	0.5	0.3	0.3
	Annual instructional hours	818.4	818.4	818.4	818.4	700	700

Comments

Donors

Lead Coordinating Agency

UNICEF

Other donors and organizations

ADB, EC delegation, GTZ, SCUUK, Soros Foundation, USAID, WB

Implementation

Executing agency

Existing World Bank PIU

Modality

The agreement has been reached among the development partners and the Ministry of Education to use investment type of approach through the existing World Bank Project Implementation Unit (PIU) and through a special account.

Justification

Lack of government transparency, a problem of endemic corruption (CPI puts the Kyrgyz Republic at 165 out of 194 countries in terms of corruption) and imperfections of government financial management & procurement procedures (especially in education sector) create uncertainties for the development assistance instrumentalities. Plus, absence of fiduciary assessment of the education sector prevented the development partners to suggest a sector budget support at this stage. However the proposed implementation modality might be considered as an interim step towards SWAp given recent decision of the Ministry of Economy and Finance and Government resolution to merge/consolidate sectoral PIUs with the purpose to effectively use the foreign aid funds. Consolidation of PIUs of the current ADB and the World Bank funded projects will be considered during the upcoming midterm review of WB funded project in May 2007. Development partners and the Government committed to work towards a Sector Wide Approach (SWAp) in education planned for 2010 with the preparation phase supported by TA and preliminary fiduciary assessment of the sector.

Endorsement process

Kyrgyzstan committed to the process in May, 2006. Since then, an intensive discussion has been totally participatory and all donors, education projects, NGOs, practitioners agreed on the initiative. The Education Strategy is consistent with the new Country Development Strategy for 2006-2010. Series of formal meetings were conducted with the relevant line ministries and donors to discuss recommended inputs and project outcomes. All parties' input and recommendations were carefully analyzed and incorporated in the final Strategy.

Risks and assumptions

Implementation of the CF Grant is connected with risks which can have their impact on achievement of the planned outcomes. Such risks may include macroeconomic and political risks, slow promotion of governance reforms, and risks of operational nature. Some of these risks have been addressed by the suggested implementation modality, but should the Kyrgyz Republic move to a rapid reform, e.g. significantly addressing governance and corruption issues, etc.

consideration could be made to move towards a more flexible financing and budget support instruments.

Monitoring and evaluation

M&E plan was developed by a team of consultants and is a part of FTI proposal. Moreover, there is an agreement among the development partners to have a common/shared monitoring and evaluation framework, and commitment to have joint missions and sector reviews. M&E component should be led by independent agency in order to guarantee external and independent view on process and in order to guarantee results oriented (e.g. education outcomes) and clearly targeted process.

Fiduciary Assessments
Procurement and Financial Management

Country Procurement Assessment Report (CPAR) and The Country Financial Accountability Assessment (CFAA) have been conducted by the World Bank in 2004 and suggested that there is a high degree of fiduciary risk in the use of public resources given the absence of effective cash planning that results in providing no predictability to the line ministries in implementing the approved budget, weak institutional arrangements for assessing the effectiveness of budget function, insufficient accountability arrangements for the State Owned Enterprises, weak external audit, and weak capacity in the legislative body to provide effective parliamentary oversight over the executive. However, the CFAA also noted that basic institutions and a legislative framework have been created in the Kyrgyz Republic and the challenge now is to build the necessary capacity to implement and enforce existing laws and regulations. There was also sector specific study done in 2005: capacity assessment of project preparation unit for the World Bank Rural Education project.

Implementation status
(for current recipients only)

n/a

Financing framework:

(US\$ millions)	2006	2007	2008	2009
Education program cost	200,0	210,0	220,0	230,0
Domestic funding	127,6	141,8	163,2	178,1
External support	1,3	16,5	17,1	12,7
Funding gap in EFA	71,1	51,7	39,7	39,2
Requested allocation		9.0	6.0	5.0
Recommended allocation		9.0	6.0	5.0

Comments

Recommended allocation for FTI is descending in 2007-2009 because infrastructure development and work on curriculum (which are the most costly components) will begin during the first year of implementation - in 2007.

Appraisal and Endorsement of an Education Sector Plan

Country: Kyrgyz Republic

Overall comments: Kyrgyz Republic has prepared “Country Development Strategy of the Kyrgyz Republic 2006-2010”, and education sector has become a part of it. The Education Sector Strategy consolidates various reforms that the Ministry of Education, Science and Youth Policy (MoESYP) has been undertaking in the last six years, to arrest the decline and improve the situation in the education system in Kyrgyzstan.

Kyrgyz education faces challenges in every sector: declining attendance and low achievement at primary level (grades 1-4); increasing dropout rates and poor preparation at middle and high school level (grades 5-11); outdated primary (vocational) and secondary (‘tekhnikum’) professional training, and highly controlled by the government, often inadequate and corrupt higher education. However, country resources are limited, and problems at primary level make profound impact on all sectors; that is why donors have agreed that the proposed strategy while addressing all sector needs, should concentrate on primary education. Moreover, the concentration should be on selected regions in the country where the situation with attendance and student achievement at primary level is the worst.

Strengths: The Strategy addresses educational problems in Kyrgyzstan and the ways for their solution in coordination among all sectors. Apart from other strategic documents in Kyrgyzstan, current strategy is based on a certain set of rules agreed upon by all parties in advance:

- Active involvement of multiple stakeholders in education including Ministry of Education, Science and Youth Policy; Ministry of Finance; Ministry of Health; all foreign donors who are contributing or have contributed to Kyrgyz education; foreign and local NGOs; schools; universities and various experts guarantees thorough discussion, selection and agreement on The Strategy and its priorities.
- Planned versus “patching” use of resources.
- The Strategy is addressing existing or clearly predicted problems in Kyrgyz education.
- Each sub-strategy is analyzed using best, normal and worst development scenarios.
- The Strategy is based on current resources and those which will be available shortly.
- The Strategy draft is open to public for discussion.
- Stakeholders are actively involved in Strategy design and will be involved in its implementation.
- The Strategy has clear assessment criteria and defines implementation limitations.

By following the rules, the Strategy will be easier to implement. The process of strategy development has created a capacity to design an effective implementation model which is based on:

1) Inclusion: The Strategy is an essential part of the “Country Development Strategy of the Kyrgyz Republic 2006-2010”, and is one of its major instruments.

2) Data-based decision making: All recommendations are based on research and data provided by Ministry of Education, Ministry of Finance, Ministry of Health, National Statistics Board and donors.

3) Coordination. The Strategy is coordinated with the acting government programs in Kyrgyzstan: National Plan of Education for All; National Concept on Educational Development for 2006-2010; National EFA Plan; Rural School Program, etc.

4) Complementing government and donor activity in education: The Strategy is based on current and potential resources in education, both government and coming from international and local donors.

5) Strong involvement of the Ministry of Education, Science and Youth Policy from the very beginning of the project: MoESYP will be managing the process of Strategy implementation in cooperation with donors and other education stakeholders.

6) Plan for implementation organizational structure: The organizational structure for strategy implementation will consist of “Forum”, Board of Overseers, Executive Body Monitoring and Evaluation Unit, and projects. The main foundational principles guiding the implementation structures are participation, ownership, and transparency.

The “Forum” is a public structure which will lead discussion on strategy implementation and its membership will include all stakeholders in the education sector: Government, donors, NGOs, local authorities, students, teachers, principals, parents, businesses etc. The “Forum” will meet once or twice a year and will help ensure transparency and publicity of the process; “Forum” will serve as communicative platform for discussion of strategic issues related to education sector and the “Forum” will give recommendations to the Board of Overseers.

The Board of Overseers, will include members of the Kyrgyz Government, MoESYP, leading education donors, NGO representatives, members from professional associations, businesses, and other members as decided by the Board. The Board will oversee donor coordination, implementing best practices and fundraising.

The Monitoring and Evaluation Unit will be independent from MoESYP and will report to the Board of Overseers. The donor community in coordination with the Government will agree on the monitoring and evaluation framework, and will oversee the monitoring and evaluation. Within the donor community, UNICEF has the independence, the technical capacity, and the experience to provide the support and leadership within the monitoring and evaluation function, and to assist with capacity building with Government counterparts. UNICEF has specific experience in Kyrgyzstan in national results based monitoring and evidenced based knowledge production, and is able to coordinate national and international expertise. Examples include: the Multi-Indicator Cluster Survey 2006, data base development and training of government counterparts in DevInfo, and the Monitoring of Learning Achievements Study in 2001, 2003, and 2005.

In coordination with leading education donors, and in addition to the above structures, Ministry of Education will appoint committees for Strategy implementation, similar to the committees (Working Groups) which were involved in Strategy development

The above structure will have the capability to coordinate and guide all current and future education projects in Kyrgyzstan, both government and donor funded.

Concerns

The following are the concerns expressed by the most active discussants of The Strategy:

MoESYP's biggest concern is insufficient federal funding for primary education and pre-school programs.

Soros Foundation-Kyrgyzstan (SFK) which is very active in pre-school care is concerned that the current network of preschools is not truly a system for early childhood education and would not be sustainable as such. The support to this network and the implementation of alternative programs should not be seen as mutually exclusive or approached as separate project components. Alternative programs that offer families flexible options for early childhood education and school preparation can be implemented within the existing network of preschools provided this network is 1) effective; 2) efficient; 3) inclusive of children from all income levels and social groups. Sustainable system of preschool education in Kyrgyzstan must make use of existing networks (including and beyond the existing kindergarten network) to provide families in both urban and rural areas with access to early childhood programming.

One of the most active NGO's in Kyrgyzstan, "**Socium Consult**" indicates that while financing reform and expectations of per-capita financing approaches being introduced are stated in the strategy, there are no plans and allocation of budgets to enable this to be taken forward.

Participation, Education and Knowledge Strengthening (PEAKS) – AED project's concern is that the Strategy only covers the period 2007 – 2010, which leads to a too short-term focus and does not allow much time if there are delays or the process is complex (such as for the primary curriculum revision). Another reservation is that there is no focus on strengthening or capacity building of the State system for in-service re-training of teachers, which is under-resourced and needs capacity building if it is to be able to sustain reforms through upgrading and retraining teachers.

Also, according to PEAKS, the Strategy should have provision for school director management training scheduled later in the timeline to facilitate local involvement and decision making in anticipation of policy decisions in financing reform and in order to use resources more rationally, utilize teachers trained in inter-active teaching methodologies, and interact more effectively with parents and communities.

PEAKS-AED team believes that for pre-school care, the target group should be those most at risk from failing or underperforming in the education system and those most at risk from dropping out from school in the future. The target 'product' should be the

minimum educational standard that should be achieved in order to declare that a child is 'ready/prepared' for school. In order to gain maximum coverage this should be the minimum basic standard (not an ideal standard) and resources should be directed and invested in outreach services to reach the target groups. Parenting activities should not just be aimed at teaching parents to 'train' their children to be ready for school but more generally at the principles of developmental stimulation, communication and social skills and on the importance of education and how to access the appropriate educational and health services (including early identification of learning difficulties).

World Bank Rural Education Project representatives have their reservations about investing in early childhood education; they believe that pre-school and primary levels are funded better than the others and just need better financial management.

ARIS (Community Development and Investment Agency) wants to make sure that there is strong community participation in local educational investment decision-making.

Asian Development Bank (ADB) points out that there should be a substantial coordination of efforts in three areas: (1) infrastructure repair and rebuilding; (2) early childhood and primary curriculum development, and (3) training of the trainers for pre and primary schools. ADB project plans \$15.5 million investment in those three areas through its "Second Education Project" and hopes to get much stronger impact on Kyrgyz education if donor projects are complementing each other.

UNICEF argues that current preschool system in Kyrgyzstan serves mostly affluent families and limiting support only to the existing system would further increase social injustice.

Save the Children-United Kingdom wants The Strategy to make sure that the children with special needs are served as well as the others.

USAID comments argue that the focus of any new activity for pre-school care should be on parental and community initiatives to ensure sustainability. While the 50 hour course is well-intentioned, there is no guarantee that funds be available to expand it and continue it in the future when there are so many shortages for existing educational programs.

More attention should be paid to the outcomes of ongoing Rural Education program initiatives in assessment, including development of a National Assessment (grade 4 and 9) and administration of the PISA test as those fit well the strategy to develop a 4th grade test and improve the 9th grade test. National Test for 11th graders should also be better discussed.

There are some reservations about providing kitchen equipment instead of targeted provision of food to students because kitchen equipment must be accompanied by cooks, dishes, hand wash facilities, etc, which might increase the cost.

Strategy statement for textbooks and materials revision should first of all support competency-based standards. Adjustment of pre-service teacher training should be made to accommodate new curriculum.

The idea of a pilot combining vocational schools and “tekhnikums” and even high schools is well described in Kyrgyz Middle-Term Finance Strategy, and is certainly worth more detailed investigation as it might result in both lower costs (school subjects would be offered by the schools) and better quality. It would be useful to add involvement of local industry, business and community in determining course of study. An outcome measure might be “number of apprenticeships with local businesses”.

There should be more elaboration on Diploma verification system as some donors are not familiar with it.¹ Also, USAID believes that under current circumstances in Kyrgyzstan, the Board of Directors cannot be effective if the rector is named by the government.

During a number of discussions the stakeholders raised such issues as teacher incentives as currently average teacher salaries are 20 percent lower than consumer basket. Also, teacher training institutions graduate about nine thousand teachers a year, yet there is a permanent shortage of about 3,600 teachers, especially in rural areas. Other issues included

- children’s health, especially rising number of HIV infected children;
- outdated teacher training and in-service training and importance of evaluating and (provided the results are positive) implementing newly tested voucher system of in-service teacher and school administrator training;
- most teacher-training institutions closed their teaching methodologies departments, thus new teachers lack essential teaching skills;
- there is no applied educational research capacity in Kyrgyzstan public sector;
- educational assessment at each level needs improvement;
- higher education needs changes in management, accreditation and assessment, etc.

Conclusion

All donors, throughout the FTI process, have agreed that the decline in most education indicators, since the mid-nineties, has largely been due to the shortage of financial resources, while the growing demand to develop the education system to respond to the skills needed in the 21st century. The process of preparation of a comprehensive education sector strategy and plan and the transparency in the dialogue between donors and the government, throughout this process of preparation, has contributed to positive social development in Kyrgyzstan. The donors expressed their collective opinion that the Strategy for Education Sector Development and proposed short-term action plan, based on this Strategy former, are ready for submission to the FTI secretariat.

¹ This is an anti-corruption measure that uses frozen files to prevent universities from issuing fake diplomas, and will allow employers and general public verify diploma validity. The system works very well in a number of the US states.

The focus of the funding will be in improving the general education sector through comprehensive improvement of primary education. Kyrgyz government has been investing its own resources and through multiple donor projects in this section of the education sector. Those investments have built up capacity in policy formulation and program implementation; however due to the limited resources they have not produced significant results in student attendance and achievement. Thus, based on the situation analysis, the most effective utilization of the FTI Catalytic Fund in the short-time period would be ensured by technical assistance to strengthen primary education in the neediest regions.

The amount of budget gap of 20 million dollars, needed by Kyrgyzstan to significantly improve its primary education is realistic and it is recommended to cover it through the Catalytic Fund. The grant will contribute to the extension of access to early childhood and primary education and development of all children from the designated regions, especially those from vulnerable families or those with special education needs.

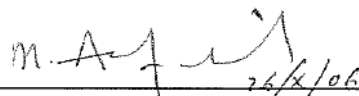
The Government represented by the MoESYP has pledged to initiate and guide the timely development of strategies in the field of early education and development, linking the activities of the local plans with those of the proposed Action Plan.

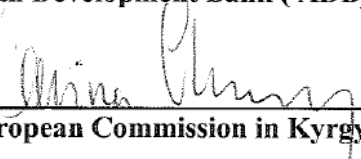
The Government is recommended to continue its activities focused on child's health, including HIV/AIDS, tuberculosis and hepatitis prevention.


Signature of Donors and Partners who are recommending sector plan for endorsement

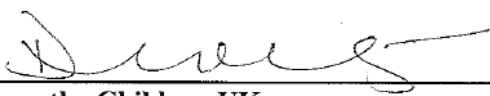
Name of agency


Signature

Mr. Ashraf Malik 
Country Director, Asian Development Bank (ADB) in Kyrgyzstan

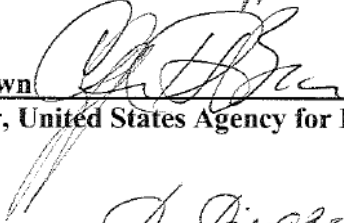
Ms. Carina Skareby 
Charge d' Affaires, European Commission in Kyrgyzstan


Mr. Jonathon Hornbrook 
Country Representative, German Technical Cooperation (GTZ) in Kyrgyzstan

Ms. Dedo Nortev 
Programme Director, Save the Children UK

Mr. Medet Tulegenov 
Executive Director, Soros Foundation Kyrgyzstan

Mr. Tim Schaffter 
Representative, United Nations Children Fund(UNICEF) in Kyrgyzstan

Mr. Clifford Brown 
Country Director, United States Agency for International Development (USAID) in Kyrgyzstan

Ms. Dinara Joldosheva 
Acting Country Manager, World Bank (WB) in Kyrgyzstan

Step 1: Main Documents Available for the Appraisal (including HIV/AIDS and gender strategy for the sector). Table 1 provides matrix of the documents which confirm that documentation is available to support the technical appraisal and to encourage sharing of technical documents among all partners. The list proves that the underlying knowledge base is up-to-date and there is sufficient government ownership.

Table 1: Catalogue of Main Documents for the Technical Appraisal

Document	Date of draft/ Base Year Data	Authorship/ sponsorship	Document Length
Education Sector Plan	October 2006 / 2005	MoESYP and donors	22 p.
3-year implementation action plan	<p>October 2006 / 2005</p> <p>Preschool Care</p> <ol style="list-style-type: none"> 1. Support of existing preschool care institutions by optimizing their administration and budgets. 2. Developing early childhood education programs including the alternative ones. 3. Working with adults on developing their parents' skills. 4. Involving community in early childhood development. <p>School Education</p> <ol style="list-style-type: none"> 1. National curriculum development. 2. Improving teacher and administrator status and professionalism by improving their salaries, in-service training and qualifications improvement. 3. Improving monitoring and evaluation system. 4. Improving schools' resources. 5. Testing and implementing new finance mechanisms. <p>Professional Education</p> <ol style="list-style-type: none"> 1. Optimizing administration system. 2. Updating "List of University Programs"; opening new interdisciplinary teaching programs, both Bachelor's and Master's; as well as Master's in "Educational Management". 3. Improving national education standards. 4. Restructuring vocational and technical education. 5. Decentralizing and de-monopolizing assessment of higher education. 6. Creating a system of continuous education and adult education at institutions of higher education. 	MoESYP and donor organizations	22 p.

Education Cost and Finance Simulation Model	2006 / 2005		
Education sector analyses:			
a) Gender analysis of the sector	2004: Analysis of Gender Equity in Education.	UNICEF, Foundation for Social Development	64 pages
b) Social analysis of the sector	<p>Country Report: Education For All. Assessment of 1999-2000: - Base Education in Kyrgyz Republic: from situational response to development strategies. 2004. - Mobilizing civil society to implement the EFA goals. 2004.</p> <p>Monitoring Student Achievement (4th grade). 2005. Men and Women of the Kyrgyz Republic. 2003.</p> <p>Education and Science in Kyrgyz Republic. Bishkek, 2006.</p> <p>Joint Staff Assessment of the Poverty Reduction Strategy Paper Annual Progress Report</p> <p>Sociological Study: "Experience in Early Childhood Education". UNICEF, Bishkek, October 15, 2006.</p> <p>Strategy of the country development. Bishkek, 2006.</p>	<p>MoESYP</p> <p>MoESYP</p> <p>MoESYP UNICEF</p> <p>National Statistics Committee of KR; UN Population Foundation.</p> <p>International Development Association and the IMF</p> <p>UNICEF</p> <p>Government of Kyrgyzstan</p>	<p>179 pages.</p> <p>56 pages</p> <p>96 pages</p> <p>10 pages</p>
c) Economic analysis of the sector	<p>Kyrgyz Republic: General Characteristics of the Country. 2003.</p> <p>Report on achieving the Millennium Goals. 2003</p>	<p>UNDP</p> <p>UNDP</p>	

Step 2: Distilling Baseline Education Indicators from the Available Documents. The presented data summarize the essential background information so that all partners have a common basis for appreciating the conclusions of the appraisal. The technical appraisal also takes note of gaps and/or data inaccuracies and uses this information to inform its recommendations on future data or analytical work.

Table 2A: Population and Education Indicators Selected from the Appraisal Documents

Domain/Indicator	2002	2003	2004	2005
Selected population characteristics				
Total size (Total/females)	4946.5	4984.4	5092.8	5138.7
% of population below the poverty line (Total/females)	13.8/-	8.5/-	9.6/-	14.2/-
HIV rates among adults (Total/females)	n/a	n/a	n/a	3,900
% orphans among children ages 7-14 (Total/females)	0.44/-	0.45/-	0.36/-	0.50/-
Gross enrollment ratios (%)				
Primary (Total/females)	9.0/4.4	8.9/4.4	8.6/4.2	8.3/4.0
Secondary (Total/females)	3.3/1.74	3.2/1.71	3.0/1.59	2.9/1.52
Higher (Total/females)	4.0/2.17	4.1/2.19	4.3/2.36	4.5/2.49
Primary education enrollments and student flow				
Total enrollments (Total/females, thousand)	449.2/219.5	444.7/217.8	434.5/212.4	424.4/205.7
% in privately financed and managed schools (Total/females)	0.3/0.1	0.1/0.08	0.3/0.2	0.5/0.3
Net Enrolment Ratio (Total/females, thousand)	115.8/55.8	106.8/51.7	101.3/49.0	102.2/49.0
Net enrolment ratio of the poorest quintile (Total/females)	44.9/21.9	44.4/21.7	43.4/21.2	42.4/20.5
Entry rate to Grade 1 (%) (Total/females)	98.2/96.2	94.1/89.3	99.3/98.2	92.9/99.9
Cross-sectional measure (Total/females)				
Cohort measure (Total/females)				
Primary education completion rate (%) (Total/females)	0.90/1.0	0.91/0.80	0.92/0.93	0.93/1.1
Cross-sectional measure (Total/females)	-	-	-	-
Cohort measure (Total/females)	-	-	-	-
Repeaters as % of enrollments (Total/females)	0.03/0.02	0.09/0.06	0.08/0.05	0.08/0.06
Girls as % of completions	101.2	89	92	101,1
Primary student learning outcomes				
Percent correct answers on international standardized tests	n/a	n/a	n/a	n/a
- Percent correct answers on national standardized tests				
- Literacy	59.1%	-	-	44.2%
- Mathematics	81.4%	-	-	58.8%
- Life Skills	75.0%	-	-	77,9%

Govt. primary school service delivery indicators				
Years in cycle	4	4	4	4
Pupil-teacher ratio (overall)	1/24.6	1/24.5	1/24.6	1/23.9
In rural schools	1/22.2	1/22.1	1/22.4	1/21.6
Pupil-classroom ratio (overall)	1/24.9	1/24.8	1/24.3	1/28.4
In rural schools	1/23.5	1/23.4	1/23.0	1/22.7
Pupil-textbook ratio (math & language books) ²	1/3	1/3	1/3	1/3
Number of teachers (Total/females, thousand)	73.7/53.7	74.1/58.2	73.8/58.1	72.9/57.9
Civil servants as % of total	0.49	0.49	0.48	0.52
Average annual wage bill per teacher (including benefits) as a % of GDP per capita	5.38	5.19	5.62	5.20
Civil servants, thousand	482	479	471	506
Non-civil service teachers, thousand	73.7	74.1	73.8	72.9
Average instructional hours and teaching loads				
Annual instructional hours for pupils	818.4	818.4	818.4	818.4
Average pupils' instructional hours per week	24.8	24.8	24.8	24.8
Average teachers' teaching load per week (hours)	16	16	16	16
Public spending on education				
Public expenditure on education as a share of total public expenditure	22.1	22.2	23.1	20.0
Recurrent spending on education (all levels) as % of GDP	4.45	4.50	4.63	4.90
Primary education's share of total education recurrent spending	0.60	0.61	0.59	0.61
Share of recurrent primary education spending used on inputs other than teachers (%)	0.004	0.005	0.004	0.004
Share of expenditure received by poorest quintile	-	-	-	-
Average recurrent cost per student (as % of GDP)				
Primary	0.021	0.020	0.019	0.022
Secondary	2.68	2.74	2.77	3.0
Higher	0.79	0.80	0.81	0.88

² All textbooks, including completely outdated ones.

Table 2B: Education Indicators for disadvantaged groups as relevant (Last available year)

Group	Gross Enrollment Ratios			Primary Education					
	Primary	Secondary	Higher	Total Enrollments	Net Enrollment Ratio	Entry rates to Grade 1	Completion Rates	Percent Repeaters	Learning Achievement Scores
Total	424.4	148.1	231.1	42.4	0.1	0.92	0.09	0.08	-
Boys	205.7	77.9	128.4	20.5	0.1	0.99	0.09	0.08	-
Girls				21.9	0.1	0.98	0.08	0.09	-
Urban (Total/Females)	126.4/64.2	38.0/22	231.1/128.4	12.6/6.4	0.1/0.1	0.92/0.9	0.09/0.09	0.08/0.08	-
Rural (Total/Females)	298.0/153.6	110.1/62	-	29.8/14.1	0.1/0.1	0.92/0.9	0.09/0.09	0.08/0.08	-
Richest quintile (Total/Females)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Poorest quintile (Total/Females)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Best performing region: (Total/Females)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Worst performing region: (Total/Females)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Disabled children (Total/Females)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Indigenous groups (Total/Females)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Step 3. The Proposed Long-Term Strategic Direction for Sector Development. The tables assess the soundness of the country's strategic policy directions toward universalizing primary education completion and gender equality by 2015 (i.e. the education MDG). Table 3B shows an example of selected simulation results that are pertinent to the discussion here. The table also shows the Education for All Fast-Track Initiative benchmarks, the country's initial conditions, the targets for educational outcomes and service delivery assumed in alternative simulation scenarios and the corresponding cost and financing implications.

Table 3A: Overall Sector Priority Objectives and Strategies

Sector Priority Objectives and Strategies for Universalizing Primary Education

- Increase access to education; increase enrollments to 99 percent in 2010 and to 99.5 percent in 2015.
- Improve student achievement by 10 percent.

Sector Priority Objectives and Strategies for Promoting Gender Equality

- Continue maintain gender equity at all levels of education.
- Revise the curriculum to make it more gender-sensitive.

Table 3B: Selected Cost and Financing Simulation Results for Assessing Strategic Directions

INDICATOR	EFA FTI Indicative benchmark	Country's base year position	Targets/Outcomes in 2015 under Alternative Policy Scenarios			
			A	B	C	D
a. Gross enrollment ratio in secondary education (Total/Girls)	424.4	148.1	231.1	42.4	0.1	0.92
b. Service delivery indicators in publicly-financed primary schools	205.7	77.9	128.4	20.5	0.1	0.99
Pupil-teacher ratio ^(c)				21.9	0.1	0.98
Average annual wage bill per teacher: ^(d)	126.4/64.2	38.0/22	231.1/128.4	12.6/6.4	0.1/0.1	0.92/0.9
Existing teachers (Total/Girls)	298.0/153.6	110.1/62	-	29.8/14.1	0.1/0.1	0.92/0.9
New teachers (Total/Girls)	424.4	148.1	231.1	42.4	0.1	0.92
Weighted average of existing & new teachers	205.7	77.9	128.4	20.5	0.1	0.99
Spending on school inputs other than teachers as % of total recurrent spending on primary education ^(e)	n/a	n/a	n/a	21.9	0.1	0.98
Annual instructional hours for pupils ^(f)	126.4/64.2	38.0/22	231.1/128.4	12.6/6.4	0.1/0.1	0.92/0.9
% of pupils enrolled in privately-financed primary schools	298.0/153.6	110.1/62	-	29.8/14.1	0.1/0.1	0.92/0.9
Cost to construct, furnish & equip a primary classroom (US\$)	424.4	148.1	231.1	42.4	0.1	0.92
c. Additional costs of HIV and AIDS response	205.7	77.9	128.4	20.5	0.1	0.99
Prevention (life skills based education etc)				21.9	0.1	0.98
Teachers (replacement/substitution/code of practice etc)	126.4/64.2	38.0/22	231.1/128.4	12.6/6.4	0.1/0.1	0.92/0.9
Children affected by HIV/AIDS	38.0	-	-	-	-	-
d. Additional specific costs of addressing gender inequality	-	-	-	-	-	-
Demand side interventions (advocacy and community awareness raising; double capitation grants to schools for girls etc)	-	-	-	-	-	-
Supply side interventions (in-service teacher training in gender and education issues; positive action measures for female teacher recruitment; 'second chance' opportunities; implementation of sexual harassment policies in schools; elimination of gender bias and stereotyping in	-	-	-	-	-	-

textbooks etc)						
e. Actual/Projected Recurrent Costs (as% of GDP)	-	-	-	-	-	-
Primary education		0.022	0.025	0.030	0.035	0.040
Post-primary		99.978	99.975	99.97	99.965	99.96
Total		100	100	100	100	100
Share of primary education in overall spending ^(g)	42-64	44	44	44	44	44
f. Projected Capital Costs of Classroom Construction		8,000.00	8,000.00	8,000.00	8,000.00	8,000.00
Costs of providing water and sanitation (with separate sanitation facilities provided for boys and girls)	No data	No data	No data	No data	No data	No data
Aggregate costs in US\$	No data	No data	No data	No data	No data	No data
g. Actual/Projected Domestic Resource Mobilization	No data	No data	No data	No data	No data	No data
Domestically-generated government revenues as % of GDP	14-18	17.9	19	20	21	23
Public recurrent resources for education	20	20	22	24	25	26
As % of domestically-generated revenues ^(h)	28	29	30	32	33	35
As % of GDP	3.6	4.9	4.6	4.8	4.7	6.1
h. Shortfall in domestic recurrent resources						
For primary education		10.0	10.0	10.0	10.0	10.0
For post-primary education		25.0	25.0	25.0	25.0	25.0
% of shortfall comprising primary school teachers' salaries		20.0	20.0	20.0	20.0	20.0

a/ Defined as non-repeaters in grade 1 as a percentage of the population cohort at the official age of entry to first grade.

b/ If data on students completing are not available, then data on non-repeaters in final grade as a percentage of the population cohort of the official graduation age are used.

c/ Denominator includes only teachers with teaching duties; publicly-financed schools refer to those whose teachers are fully paid by the government, either directly or indirectly.

d/ Refers to teacher remuneration at mid-career; remuneration includes salary and cash value benefits (i.e. pension, health services, transport, housing and other items paid for by the state).

e/ Spending on items other than teacher remuneration include: (i) the remuneration of non-teaching staff in schools, as well as staff at the district regional or central levels; (ii) spending on pedagogical materials, maintenance and other running costs; (iii) in-service teacher training; (iv) running costs of student assessments and examinations; and (v) student subsidies, school feeding and other services included under demand-side financing.

f/ Indicate average, not maximum.

g/ Includes spending through ministries providing primary and secondary schooling.

h/ Discretionary spending is defined as public spending from all sources less debt service (interest payment only).

i/ US\$ 8,000 was the average value used in the World Bank simulations to cost the education MDG.

Step 4: Action Plan Assessment and Capacity Constraints:

- (a) Overview of budgets and magnitude of scaling up in the plan.
- (b) Readiness of the action plan for implementation.
- (c) Capacity development to improve implementation for results.
- (d) Preparation of the groundwork for longer-term system reform.

Table 4A: Selected Quantitative Targets in the 3 to 5 Year Action Plan

INDICES	Base year	Projections			
		2008	2009	2010	Cumulative 2007-2010
Number of students in government schools Primary (Total/Females) Secondary (Total/Females)	424,4/205,7 148,1/77,9	400/200 110/55	410/205 115/60	430/215 150/75	1240/620 375/190
Number of new teachers in government schools Primary (Total/Females) Secondary (Total/Females)	100/70 400/250	150/80 450/240	200/120 500/270	250/140 550/260	600/340 1500/770
Number of textbooks to be procured & distributed Primary grades Secondary grades	425000 450000	380000 400000	340000 360000	306000 324000	1026000 1084000
Number of new classrooms to be built Primary schools Secondary schools Number of new latrines (Total/Females)	1,400 3,000 26/13	1,400 3,000 26/13	1,400 3,000 26/13	1,400 3,000 26/13	1,400 3,000 78/39
Gender Strategy Number of new teachers/principals trained in gender issues Textbooks revised from a gender perspective (e.g. to remove gender stereotyping) Number of awareness campaigns for girls' education	1,600/270 n/a 232	2,000/300 n/a 300	2,400/340 Develop gender-sensitive approach 350	3,000/350 Revise textbooks 380	3,500/400 Publish new textbooks 400
Aggregate recurrent budget (USD, thousand) Primary education Secondary education Higher education Other	560 75,432 23,582 23,367	620 80,030 23,582 23,367	720 221,730 23,582 23,367	920 261,787 23,582 23,367	1,000 316,965 23,582 23,367
Aggregate budget for capital investments Primary and secondary education Higher education					

Table 4B: Performance and Disbursement of Externally Funded Primary Projects/Programs

Multilateral/ Bilateral Funded Project ^{a/}	Performance status ^{b/}		Commitment (US\$ Million)	Disbursement (US\$ Million)			
	DO	IP		2007	2008	2009	2010
ADB , Second Education project	satisfactory	satisfactory	15.5	5.0	4.6	4.3	1.0
WB , Rural Education project	satisfactory	satisfactory	15.0	3,94	2,53	8.38	-
USAID-PEAKS in-service teacher training for primary and secondary teachers on student-centered methodologies, training on school management, community mobilization to improve education access and quality, and support for pilot of per capita formula in schools	satisfactory	satisfactory	0.5	0.5	-	-	-

World Bank:

The World Bank's grant worth US\$15m extended under the Rural Education Project will be used to improve physical infrastructure of secondary schools, primarily, and to update textbooks, school curriculum as well as to improve effectiveness of teaching process at school, teachers' encouragement system and education quality, including the following components:

Teachers' Encouragement System Improvement

A new work quality management system will be developed under this component for school, teachers and principals. It will elaborate the teachers' incentives mechanism that would allow improving teaching quality by revising teachers' assessment and encouragement processes. This would be tested and endorsed during two academic years (2006-07, 2007-08) in two pilot oblasts – Issykkul and Talas oblasts. Newly developed assessment criteria will help to identify and encourage the best teachers for their quality work in instruction, planning and assessment skills. It will develop new procedures for independent examination and support of school certifying commissions. In order to

attract and retain teachers in remote villages, it is planned to provide deposits worth 1,000 soms for each of 600 young teachers throughout the country during the last three years. In the process of developing and conducting assessments, teachers, school principals and education administration departments will receive training in new qualification competencies and assessment criteria, management and leadership skills, new experimental assessment requirements.

School Sub-Grants to Improve Teaching Quality

The following objectives are to be met under this component:

School administrators will be trained in new skills and abilities of joint strategic planning for school development with engagement of school staff, parents and boards of trustees. The schools will receive the support when writing School Development Plans. A new School Reporting Map will be designed for all schools.

Textbooks and Instructional Materials

It is noteworthy that this component is in its spread to all schools of the country. This component aims to improve learning quality by meeting the objectives as follow below:

- a) improving quality of textbooks and methodological guides in core subjects under curriculum and supplying them to schools in sufficient quantities so that every student receives them;
- b) guaranteed supplying all schools of the country with necessary instructional materials;
- c) creating a sustainable financing mechanism for textbooks.

Students' Assessment

This component will contribute to the introduction of fundamentally new approaches and principles in students' assessment, in particular, formative assessment in class and school, cardinal change of examination system and methods built upon new education quality requirements as well as to examine students' competencies from time to time on a nationwide scale and to take part in the PISA-2006. Setting up highly professional assessment unit at the Ministry of Education, is expected to strengthen the capacity of all education structures active in students' assessment that would contribute to setting new education standards.

Asian Development Bank

ADB's Education Project II supposes implementation of 3 components valued to US\$ 15.5 million, namely:

- curriculum modernization and development of textbooks of a new generation, improvement of learning quality assessment;
- strengthening and supporting teaching profession – it is proposed to strengthen national and 7 regional in-service training institutes, including supplying them with computer and language laboratory equipment, instructional materials; providing training to teachers and school administrators (6,000 people) at oblast in-service training institutions in new standards, curriculum, new education quality assessment system; encouraging 300 rural school teachers by paying out stimulus support during 3 years in the amount of 2,000 soms each month;
- rehabilitation of 90 priority schools throughout the country to improve attendance rates in rural areas;

a/ Indicate implementation period and provide a brief description of the project.

b/ Indicated whether the project's performance is satisfactory or unsatisfactory in terms of its development objectives (DO) and its implementation progress (IP).

Including NAC funding for education

Table 4C: Capacity Constraints and Plans to Overcome Them

Domain	Note nature of capacity constraints, if any	Describe the proposed plan to strengthen capacity
<p>Teacher recruitment, support and development</p> <p>Pre-service training (Total/females)</p> <p>In-service training (Total/females)</p> <p>Recruitment (Total/females)</p> <p>Teacher evaluation</p> <p>School inspection Managing the impact of HIV/AIDS on the teaching force</p>	<p>74,129 total/56,599 with higher education</p> <p>13,096/10,235</p> <p>n/a</p> <p>74,129/58,847</p> <p>No student learning outcomes criteria used; mostly observation. In school weekly teacher evaluation by school administration; district administration randomly evaluate schools and teachers once a year; planned district evaluations – once every five years.</p> <p>HIV/AIDS impact is insignificant (less than 4,000 reported HIV individuals so far)</p>	<p>Create special track in teacher training institutions to get all currently working teachers get higher education.</p> <p>Introduce new interdisciplinary programs to eliminate teacher deficit and excessive teacher production.</p> <p>Introduce voucher system when teachers select in-service training provider.</p> <p>Open resource centers for teachers in remote parts of the country/create mobile in-service training centers.</p> <p>Create special incentives to bring more men to schools.</p> <p>Cut the number of formal top-down evaluation.</p> <p>Train schools for self-assessment; make assessment results public; work on developing public trust for schools self-assessment.</p> <p>Create independent institutions for teacher and school assessment.</p> <p>Monitor HIV/AIDS situation; incorporate HIV/AIDS education in new curriculum</p>
<p>Student assessment and curriculum development</p> <p>Standardized testing</p>	<p>Standardized testing has not become mandatory for all schools, although there has been some positive experience using UNESCO methodology for the 4th graders and graduating students.</p>	<p>Pilot and implement annual testing of 4th and 9th grade students.</p>

<p>Test banks for diagnostic testing</p> <p>Curriculum development (incl. HIV/AIDS and gender aspect)</p>	<p>National Testing Center has developed test forms and tests in all disciplines for grades 5-11. Center for Educational Testing has developed diagnostic tests for 11-graders.</p> <p>Large number of courses, excessive student workload, old content.</p>	<p>Develop national curriculum; write new textbooks; new teaching and teaching methodology materials.</p>
<p>Data for better management</p> <p>Education Management Information System (EMIS)</p> <p>Expenditure tracking</p> <p>Systems for gender - disaggregated data collection and analysis</p>	<p>The System does not exist. Some work was done on school profiling; the ADB funded experiment and software for the MIS; however it was not implemented.</p> <p>Multiple government fiscal institutions tracking educational finance. As a result, no consistency in data and activities.</p> <p>Disaggregated data collection and analysis has just started in Kyrgyzstan.</p>	<p>Creating conditions for EMIS and data-based administrative decision-making.</p> <p>Improve the system of expense tracking by coordinating government institutions' fiscal activities.</p> <p>Make school expenses more transparent by involving public and local communities in tracking school expenses.</p> <p>Improve data collection and analysis by implementing new data requirements and procedures.</p>
<p>Procurement/Contracting Systems</p> <p>Distribution of instructional materials</p> <p>School construction</p>	<p>During the last 15 years schools have not received any furniture, laboratory equipment and teaching materials. Practically teachers use just chalk and blackboard.</p> <p>Annually 50 new schools are built; that does not accommodate growing population.</p> <p>Community-built schools (part of the 50 above, are of very low quality and do not correspond to any sanitary or hygienic requirements.</p>	<p>Equip schools with new furniture, lab equipment, teaching materials; involve local communities into helping improve school infrastructure and furnishing.</p> <p>Rehabilitate school infrastructure, water supply, sewage, energy supply, cafeterias, etc.</p>

<p>Promotion of schooling among target populations</p> <p>School mapping to improve accessibility of schools</p> <p>School design (including water, sanitation...)</p> <p>Design of demand-side financing interventions (including children orphaned by AIDS and other causes)</p>	<p>Mapping system in the country does not work, in spite of the fact that mapping experiment has been going since 2000. 57% of schools do not have water; 33% do not have heat; there are no reliable data on sewage or toilets; some sources say that less than 40% of rural schools are equipped with ones.</p> <p>There are no yet children orphaned by AIDS in Kyrgyzstan.</p>	<p>Mapping system will be implemented along with the EMIS.</p> <p>Improve heating, water and sanitation systems in the most needed schools</p>
<p>Administration and Management</p>		
<p>National-level budgeting and financial management Sub-national government administration</p>	<p>National budget does not cover the system's needs.</p>	<p>Attract new investments. Improve administration by creating school administration programs in universities.</p>
<p>Capacity and structures for mainstreaming gender</p>	<p>The numbers of boys and girls covered by educational services are the same; however, current teaching materials are not gender-sensitive.</p>	<p>Actively implement gender-sensitive approaches in school curriculum and in in-service training curriculum.</p>
<p>Legal/Institutional Framework</p>		
<p>Enactment of laws to facilitate EFA FTI implementation</p>	<p>National EFA 2002 plan has not had any financial support.</p>	<p>Country Development Strategy, 2006-2010.</p>
<p>Removal of legal impediments to primary education Enactment of laws on discrimination and equal opportunities (gender, HIV etc)</p>	<p>There are no legal impediments now,; however some law articles are not enforced.</p>	<p>Law on Higher Education, 2006. New Law on Education by the end of 2007.</p>
<p>School-level capacity</p> <p>School head leadership</p> <p>Parent-Teacher Association</p>	<p>School principals lack leadership and management skills. Very formal and currently inefficient.</p>	<p>Opening Masters' programs in "Educational Management". Develop parents' skills at resource centers. Improve community skills.</p>

Step 5: Assess the Consultation Process.

Table 5: Consultation with Stakeholders

Stakeholders	Date (s) of past or planned consultation	Format/duration of consultation	Comment on quality of consultation and any issues raised
Government Ministry of Finance <u>Line Ministries :</u> Ministry of Education Ministry of Finance Ministry of Health	August 23-24,2006 August 31, 2006 October 4, 2006 May 27-28, 2006 October 3, 2006 October 17-19, '06 June 5, 2006	2 hour meeting 1 hour meeting 2 hour presentation 2 days 2 hours 2 days 2 hours	Harmonization of the process with CDS, budgeting, comments received - development of indicators and planning of EFA mid-decade assessment -Presentation for the Ministry of Education - Experience of Ministry of Health and particularly SWAp was discussed with the team of consultants and Ministry of Education experts
Civil Society Civic and/or indigenous groups - Socium Consult NGOs (incl. HIV Girls' Edu Network)	October 25-27, 2006 (Foundation for Education Initiatives, Kyrgyz Academy of Education, Socium Consult, ARIS) September 9, 2006 October 6, 2006 September 25-26, 2006	3 days 3 hours 2 hours Two days	Seminar with WB and ADB education projects, stakeholders, NGOs, civil society members in order to define priorities, to conduct analysis in education sector -Consultations on education financing issues. Strategies on optimization of financing and management are suggested. - Voucher pilot project discussed. More efficient school Infrastructure models discussed and joint efforts coordinated Consultation meeting on gender aspects in HIV/AIDS in EFA
Stakeholders Teachers Administrators/ Inspectors Parents/Students/Local Community	September-October August-September September 1, 2006	3 hours	Teachers were part of working groups in the Ministry of Education. They were part of working groups in the Ministry of Education Meeting with the authors of CDS. Importance of FTI proposal in CDS.
Bilateral agencies: USAID, EC delegation, GTZ.	August 4, 2006 October 4, 2006 October 16, 2006 October 23, 2006	Feedbacks in on-line regime during September-October	Presentation of FTI proposal, education strategy, discussion of the documents, receiving comments and feedbacks, gathering data on interventions by different organizations in education sector
Multilateral Agencies: UN, WB, ADB			
International NGOs: SCF(UK), AED, Soros Foundation, Abt Associates, Mercy Corps			

Step 6: Consolidate and Summarize the Appraisal Results.

Table 6: Summary of Technical Appraisal

Domain of evaluation	Summary comment	Score ^{a/}
<p>1. Knowledge base underpinning the sector plan What is its quality, judging from the available documentation? What critical gaps in the data and analysis remain?</p>	<p>Sufficient, in spite of some inconsistency in the numbers provided by different sources Data on private education and pre-school care in rural areas are inconsistent or missing. Data categories for school infrastructure need more clarity. MoESYP forecasts and projections are not based on data.</p>	<p>3 2</p>
<p>2. Content of the sector plan in terms of strategic long-term direction To what extent is it fiscally viable? How sound are the tradeoffs it makes in coverage & service delivery?</p>	<p>It is viable with appropriate support of local community and external funding. The plan concentrates on the areas with the greatest need. Overall sector will benefit from the improvement in those three areas.</p>	<p>4 4</p>
<p>3. Content of the short-term action plan Are budget allocations in the METF consistent with the plan's ambition? How feasible are the plans for scaling up? How ready is the plan for implementation? How well will the most important capacity constraints be addressed?</p>	<p>Yes The plans have met enthusiastic support off all stakeholders and with sufficient financial support it is feasible. The plan has been discussed, modified and ready for approval. The details will be operationalized after approval. Local community involvement in infrastructure development. Best world educational practices in curricula development. Donor cooperation and coordination in sector plan implementation. A pool of cadre for project management and implementation has been selected.</p>	<p>3 3 3 4</p>
<p>4. Consultation with stakeholders How strongly has the plan been endorsed by other parts of government, esp. the Ministry of Finance? How acceptable is the plan to key stakeholders in the education system? How acceptable is the plan to members of civil society? How strongly has the plan been endorsed by the donor community?</p>	<p>Ministries of Finance and Education have participated in educational strategy discussion and FTI proposal development from the very beginning. They endorsed the strategy and proposal and offered their support in implementation. Key stakeholders have been involved in the plan development process from the start, that is why the plan meets all their needs and concerns. The plan is acceptable to members of civil society because it addresses the needs of the least privileged groups in the country; it also addresses gender and health issues. Donors that are active in education sector have unanimously endorsed the plan and consider it as a very important step for donor coordination in education sector and for the SWAp in</p>	<p>4 3 4 4</p>

	education.	
Overall Appraisal		3.4
a/ Using a scoring system (e.g. from 1 – very poor– to 4 – very good) has the virtue of collapsing a large amount of information into a single number. While this makes it easier to gauge where the country comes out, the scores are obviously not intended to be used mechanically.		

Appendix to FTI application form

Monitoring and Evaluation of the Project

The Grant is aimed to ensure accelerated achievement of the EFA goals, first of all- improvement of attendance and quality of education at pre-school and primary levels through expanding and advancing preschool development programs; improvement of national curriculum; improvement of educators' qualifications; improvement of the facilities; rehabilitation of institutions' infrastructure and improvement of students' health.

Objectives of the Project:

1. Expand coverage of early childhood development programs in three regions.
2. Improve attendance in elementary schools selected for the project.
3. Improve quality of education in schools selected for the project.

Goals:

1. To support existing preschool development programs and create conditions to expand alternative programs;
2. To improve curricula, programs, and equip schools with books, teaching materials and technology;
3. To improve educational environment: school infrastructure and students' health;
4. To assist in improving educators' qualifications, including school management.

Evaluation of the Project

Objective: to analyze and evaluate the success and effectiveness of project implementation in order to replicate it throughout the republic.

Goals:

- (1) To conduct the assessment of needs and analyze baseline data in three regions.
- (2) To select and test project indicators; test and use evaluation instruments.
- (3) To monitor project implementation and how the overall and individual project objectives are being achieved; to recommend changes and modifications of the initial plan if needed.
- (4) To analyze the projects' outcomes;
- (5) Conduct cost analysis.

Evaluation focus groups: The results of the formative and summative evaluations will be discussed by the focus group consisting of the representatives from Project Implementation Unit, education management authorities and selected educational institutions located in Batken, Naryn and Chui oblasts, local communities and local government authorities.

Implementing Assessment

The World Bank and UNICEF select an independent (Kyrgyz or international, or a joint partnership) organization which evaluates how the goals set for all components of the project are met. This organization performs general management functions, selects partners for monitoring and evaluation; the evaluation begins from preliminary assessment of approved indicators (using data of the Ministry of Education, Science and Youth Policy and other reputable organizations). The evaluation is conducted in accordance with scientific method and is continuously carried out as the project is being implemented, with mid results outlined and modifications introduced to the project if needed.

Evaluation program

In order to evaluate the project, a quasi-experimental design will be used: along with the group of selected schools where pre-post attendance, performance and attitude towards school and pre-school development will be conducted, the comparison groups will include schools from neighboring regions. Those comparison schools will have characteristics similar to those of experimental schools.

1. Provide access to early development programs

Strategies

1. Improve pre-school institutions cadre qualifications.
2. Involve community to help solve pre-school development problems.
3. Supply pre-school institutions of pilot oblasts (99) with developing teaching materials, furniture and toys.
4. Develop programs and materials for parents on how to develop preschoolers.
5. Expand alternative forms and preschool development programs.

Implementing strategies on improving access to early development programs

1. Create resource centers (RC) for community outreach, parent education and preschool cadre qualification improvement.
2. Involve community in shared procurement of school equipment, materials and furniture to preschool institutions.
3. Implement project on creation of centers for early development with local community support (financing, office, etc.) Stimulate design and implementation of development programs and alternative forms of preschool education utilizing RC capacity through conducting competitions and grant assistance.
4. Finance education using vouchers through resource centers, PEO (preschool education organization) employees, centers for early childhood development and elementary schools.
5. Conduct focused programs for parents on early development of children.

Indicators

1. Coverage of early development programs will increase to 6% (of total number of children)
2. Level of psychological and pedagogical preparedness of children for school (pre-post testing) and consistency with the age development criteria (physical and psychological).
3. Number of parents involved in early hood development programs.
4. Satisfaction of parents and society with the improvement of early childhood development system (pre-post testing).

Methods and instruments

- Analysis of statistical data and project information.
- Tests on student readiness for school.
- Responses to questionnaires on satisfaction with child development (parents, teacher, society).

In order to receive qualitative data it is necessary to compare levels of preparedness to school in focus oblasts and other oblasts, where project was not introduced, and conduct pre-project and post-project evaluation.

2. Improve primary education in selected regions

Strategies

1. Improve primary teachers' qualifications.

2. Advance educational programs, curricula, infrastructure improvement and provision with teaching materials and books for primary grades.
3. Provide primary grades of pilot schools with equipment, materials and furniture.

Mechanisms of implementation of strategies on primary education quality improvement

1. Train primary school teachers.
2. In cooperation with other projects responsible for developing new curriculum, improve the standards and programs (Soros Foundation- Kyrgyzstan and ADB), develop new standards, curriculum and programs for primary school.
3. Provide schools with new equipment, materials and furniture.

Indicators:

1. Children achievement in literacy, counting skills and life skills.
2. Satisfaction of parents with the quality of primary education.
3. Satisfaction of teachers with the working conditions.
4. Primary school students' health.
5. Number of teachers trained (correlate with student performance)

In order to evaluate this component, it is necessary to conduct preliminary assessment in pilot schools on such indicators as literacy level, counting and life skills, level of parents and teachers' satisfaction with the quality of primary education, and health level of primary school children.

Methods and Instruments:

- Literacy, counting and life skills tests for students, (consider using already developed UNICEF and MLA tests).
- Teacher, parent and community questionnaires.
- Analysis of children's health data and reasons for absence from school.

3. Improve students' attendance

Strategies:

1. Improve teacher and administration qualifications.
2. Improve education environment (sanitary and hygiene, heating, nutrition, etc.)
3. Involve community in solving school attendance problem.

Mechanisms of implementation

1. In-service teacher training oriented to improve teaching methods, methods of working with the community, and inclusive education. This training will be using current active programs (Critical thinking, School improvement, Inclusive education, etc.) and resources of pilot schools and project resource centers.
2. Repair designated schools in pilot oblasts; equip schools with furniture and necessary teaching equipment.
3. Provide appropriate nutrition for needy primary school students, mostly from at-risk and vulnerable groups by constructing and equipping school cafeterias (or kitchenettes).
3. Use the experience of UNICEF and PEAKS programs on Community involvement in education (in particular, working with community on problems of child labor, school attendance, etc.)

Indicators:

1. Student attendance.
2. Number of repaired schools (correlated with attendance)
 - a. Including heating system, roofing, flooring, toilets, etc.
3. Amount of teachers trained (to correlate with attendance of students)

4. Number of children receiving meals in school.
5. Parent and community satisfaction with primary school.
6. Society involvement in solution of school problems (to correlate with attendance).

Evaluation Methods and Tools:

- Collecting and analyzing school statistical data (including attendance).
- Teacher, parent and community questionnaires.
- Student surveys on reasons for non attendance and level of satisfaction with the education.

In order to assess the results it is necessary to conduct pre-project evaluation and collect data on attendance and level of satisfaction of community with schools. It is necessary to compare experimental school data with comparison schools.