

Data Sheet

USAID Mission:	Kyrgyzstan
Program Title:	Strengthened Basic Education Sector
Pillar:	Economic Growth, Agriculture and Trade
Strategic Objective:	116-0340
Status:	Continuing
Planned FY 2006 Obligation:	\$120,000 FSA
Prior Year Unobligated:	\$51,000 FSA
Proposed FY 2007 Obligation:	\$154,000 FSA
Year of Initial Obligation:	2004
Estimated Year of Final Obligation:	2007

Summary: USAID's Basic Education Program is aimed at broadening access to quality education, by focusing on in-service teacher training, management capacity, efficiency in finance, and parent and community participation. USAID also supports the National Scholarship Test, which provides equal opportunity for secondary school graduates in Kyrgyzstan to enter universities based on merit.

Inputs, Outputs, Activities:

FY 2006 Program:

Achieve Equitable Access to Quality Basic Education (\$120,000 FSA, \$51,133 FSA carryover). Funding in FY 2006 will be used primarily for program management needs. In FY 2006, training and resource development at pilot schools and teacher training institutes will continue. USAID will identify an additional four Professional Development Schools (PDS) in the south of Kyrgyzstan where access to in-service teacher training is most limited. Linking these PDSs to 20 additional surrounding cluster schools will further expand methodology training for teachers of primary and secondary grades. We expect that more than 80,000 students will benefit from project activities and 2,300 new teachers will receive training. In-service teacher training institutes will begin to issue joint certificates with the USAID-supported PDSs. The new mechanism for financing in-service teacher training introduced in 2005, based on a pre-paid voucher, will be fully adopted in the Issyk-kul Region. Under the new scheme, each teacher will receive a pre-paid voucher, which can then be used to pay for methodology training offered by a variety of training providers, both private and state-owned. To address the broader problems in education finance, a new finance mechanism based on a per capita formula will also be piloted in Tokmok in FY 2006, introducing incentives for greater efficiency in the provision of educational services. Training for school administrators and local education authorities in school management will continue at the pilot schools. Principal contractors/grantees: Academy for Educational Development (prime), Open Society Institute (sub), and Abt Associates (sub).

USAID will provide funding for the National Scholarship test, to further strengthen the local non-governmental organization (NGO) Center for Educational Assessment and Teaching Methods (CEATM) in its capacity to develop and administer the nationwide scholarship exam. Funds will also be used to partially offset the cost of the 2007 test to prevent an increase in test fees. Principal contractor/grantee: CEATM (prime).

Following the recommendations of the independent mid-term program evaluation, which took place in FY 2005, USAID will fund in-depth assessments to explore potential program directions for a follow-on activity, on issues such as pre-service teacher training and education finance. Principal contractors/grantees: to be determined (TBD) (prime).

FY 2007 Program:

Achieve Equitable Access to Quality Basic Education (\$154,000 FSA). USAID will explore opportunities to use the capacity built during the first four years of this objective, and focus on institutionalizing the reform process. Program directions may include integrating modern teaching methodologies in pre-service teacher training institutes and linking the institutes with the Professional Development Schools, and continued reform of education finance. Principal contractor/grantee: TBD

Performance and Results: Results in 2005 met or exceeded our expectations in all program areas. The 11 Professional Development Schools were officially recognized by the Government as Centers for Innovative Teaching Methodologies; in 2005, they served a total of 84 cluster schools. USAID trained 1,921 teachers in modern interactive pedagogy, and 241 education administrators in the principles of effective school management. Many of these educators were trained through the new mechanism introduced in Issyk-kul Region, which gives a teacher the right to choose the appropriate training and, as a result, stimulates competition among state and NGO teacher training providers. With 94 schools involved in the program, USAID estimates that a total of 75,691 children benefited from teacher and administrator training in target schools as of September 2005. Forty-three community groups have been created to support quality improvement in education and to address access issues at the local level. Twenty-one of these groups formed on their own initiative, as soon as they learned about the benefits of community involvement in the USAID target areas. School renovations were completed successfully by 16 community groups, with the community cost share ranging from 20% to 50% of the total project value, far surpassing USAID expectations. Nationwide university entrance testing was administered successfully by the USAID-supported local NGO to over 33,000 applicants. The NGO has gained recognition from the Government as having prime expertise in test development and administration.

By program's end, teacher training and capacity building will raise the quality of teaching, as modern methodologies become embedded in the country's teacher education cycles. Children will study in better physical environments, and better financing mechanisms will increase the efficiency with which schools are able to provide educational services. USAID activities in basic education complement Asian Development Bank and World Bank efforts by providing long-term technical assistance in the development of pilot school-based in-service teacher training centers, policy development, and policy implementation. USAID work in education finance is closely coordinated with World Bank work on central Government budgeting for the social sector. USAID also anticipates that Kyrgyz speaking teacher trainers located in World Bank pilot areas will be utilized for teacher training planned with World Bank funding, creating greater sustainability for the USAID school-based training centers. The testing NGO created and supported by USAID will become fully sustainable, and continue to administer merit-based testing for university entrance, as well as complement other donor initiatives in student assessment.

US Financing in Thousands of Dollars

Kyrgyzstan

116-0340 Strengthened Basic Education Sector	FSA
Through September 30, 2004	
Obligations	25,063
Expenditures	19,534
Unliquidated	5,529
Fiscal Year 2005	
Obligations	3,900
Expenditures	0
Through September 30, 2005	
Obligations	28,963
Expenditures	19,534
Unliquidated	9,429
Prior Year Unobligated Funds	
Obligations	51
Planned Fiscal Year 2006 NOA	
Obligations	120
Total Planned Fiscal Year 2006	
Obligations	171
Proposed Fiscal Year 2007 NOA	
Obligations	154
Future Obligations	4,150
Est. Total Cost	33,438