

Data Sheet

USAID Mission:	Uzbekistan
Program Title:	Improved Quality of and Access to Basic Education
Pillar:	Economic Growth, Agriculture and Trade
Strategic Objective:	122-0340
Proposed FY 2004 Obligation:	\$250,000 FSA
Prior Year Unobligated:	\$0
Proposed FY 2005 Obligation:	\$150,000 FSA
Year of Initial Obligation:	2004
Year of Final Obligation:	FY 2006

Summary: The USAID Basic Education Sector Strengthening Program began its activities in FY 2003 with supplemental funding under the cross-cutting strategic objective. In FY 2004, Basic Education will become a separate strategic objective. In Uzbekistan, the program is focused on several key areas in the basic education sector, including improving in-service teacher training, increasing parent and community involvement in schools, strengthening institutional, management, and technical capacity at all levels of the educational system, and improving school infrastructure. The principal activity, Participation, Education, and Knowledge Strengthening (PEAKS), covers all areas of focus under this strategic objective.

Inputs, Outputs, Activities:

FY 2004 Program:

Implement In-Service Teacher Training (\$85,000 FSA). USAID will continue training and capacity building activities for teachers at an expanded number of sites, including the pilot schools and surrounding cluster schools identified during the first year of this strategic objective. Teacher training activities will complement existing school-based programs such as: Participation, Education, and Knowledge Strengthening; Sports and Health Education Program; and Computers for Schools in Uzbekistan. Training will strengthen teachers' skills in pedagogy, and development of curricula and learning materials to help them achieve better student performance results. Teachers will also receive printed materials on best international teaching methodologies. Principal contractors/grantees: Academy for Educational Development (prime), Open Society Institute (sub), and Save the Children/U.K. (sub).

Increase Involvement of Parents and Community in Basic Education (\$140,000 FSA, \$445,000 FSA carryover). Partnerships between schools, parents, and community will be strengthened to improve local support for schools and enhance parents' role as monitors of educational quality. A variety of activities will be carried out to complement the existing program and increase access of marginalized children to quality basic education. Schools will continue to receive assistance in infrastructure rehabilitation. Principal contractors/grantees: Academy for Educational Development (prime), Open Society Institute (sub), Save the Children/U.K. (sub), and Save the Children/U.S. (sub).

Strengthen Management Capacity in the Education Sector (\$25,000 FSA, \$78,118 FSA carryover). School administrators and local-level education authorities will receive training in effective school management and strategic planning. Efforts will be made to improve financing policies in the education sector and promote well-designed decentralization. Principal contractors/grantees: Academy for Educational Development (prime), and Abt Associates (sub).

FY 2005 Program:

Implement In-Service Teacher Training Activities (\$50,000 FSA). USAID plans to continue training of trainer models on best international methodologies at a large number of sites to increase the reach of basic education activities. Depending on needs identified in the initial program's mid-term assessment, teacher training activities may begin to address more specific needs and content areas. Teaching materials may be distributed on interactive teaching techniques that stimulate learning and result in better

student performance. Principal contractors/grantees: Academy for Educational Development (prime), Open Society Institute (sub), Save the Children/U.K. (sub), and Save the Children/U.S. (sub).

Increase Parent and Community Involvement in Basic Education (\$85,000 FSA). USAID plans to strengthen parent-teacher partnerships in education decision-making that can result in a wide range of activities in support of schools, including collaborative efforts on school infrastructure rehabilitation, management of non-budgetary funding in schools, and inclusion of out-of-school children in the education system. Work with communities will also focus on sharing best practices in community approaches among communities and with education managers to encourage greater acceptance for an enhanced parent/community role. Principal contractors/grantees: Academy for Educational Development (prime), Open Society Institute (sub), Save the Children/U.K. (sub), and Save the Children/U.S. (sub).

Strengthen Management Capacity in the Education Sector (\$15,000 FSA). Policy dialogue initiated during the current three-year activity will result in policy pilots where new education finance strategies will be tested and, possibly, under the extension, successful pilots will be brought to scale. Capacity building for educators at the community level will continue along with institutional and structural improvements at the national level. Regional events to share experiences with education finance reform between countries will lead to new pilot activities. Principal contractors/grantees: Academy for Educational Development (prime) and Abt Associates (sub).

Performance and Results: During FY 2003, the first year of the program, most activities began at 11 principal pilot schools. Training of trainer activities commenced during the summer of 2003, promoting modern teaching methodologies, such as Step-by-Step, and Reading and Writing for Critical Thinking to 400 teachers of primary and secondary grades. To date, two Community Education Committees, established to build partnership between schools and the communities, have undertaken in-depth surveys to identify education resources and needs in their community. Thirty-four school administrators received initial training on effective and efficient school management. Policy dialogue on education finance was started and facilitated through a finance working group at the Ministry level, which works to find solutions to larger education finance issues. Pilot schools are being developed to serve as training and resource hubs for clusters of surrounding schools in 2004, thereby maximizing the impact of the program. School infrastructure rehabilitation by Community Education Committees will begin in the summer of 2004 after infrastructure improvement and maintenance plans are developed by schools.

In addition to the pilot schools, over 1,000 computers were installed at 110 schools across Uzbekistan and nearly half of the schools have been connected to the internet. School staff are receiving training from USAID on computer maintenance and integration of the new technology into the existing curriculum. In October 2003, an average of 95 students in each of the schools used the computers.

By the end of this program, the joint efforts of schools, education authorities, parents, and communities will result in an increase in attendance, and more children will be able to complete primary and secondary school. Children will study in better physical environments, and better financing mechanisms will increase efficiency of financial flows in the education sector, making more state funding available to meet school needs. Teacher training and capacity building will raise the quality of teaching, which will become evident as more stakeholders express satisfaction with the quality of education in the target areas.