

Data Sheet

USAID Mission:	Kyrgyzstan
Program Title:	Strengthened Basic Education Sector
Pillar:	Economic Growth, Agriculture and Trade
Strategic Objective:	116-0340
Proposed FY 2004 Obligation:	\$155,000 FSA
Prior Year Unobligated:	\$0
Proposed FY 2005 Obligation:	\$120,000 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 Kyrgyzstan the program focuses on 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 (\$73,000 FSA, \$250,000 FSA carryover). USAID will continue training and capacity building activities for teachers. These activities will complement the existing school-based programs, such as PEAKS and the Sports and Health Education Program. Training will strengthen teachers' skills in pedagogy, and development of curricula and learning materials to achieve better classroom results. 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 (\$66,000 FSA, \$223,000 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. Activities will 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 (\$16,000 FSA, \$50,435 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. Additional technical training for the Independent Testing Organization and regional testing events will support the continued development of the test development and implementation organization developed with partner American Councils for International Education to improve the fairness of distribution of government scholarships. Principal contractors/grantees: Academy for Educational Development (prime) and Abt Associates (sub).

FY 2005 Program:

Implement In-Service Teacher Training Activities (\$57,000 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: same as above.

Increase Parent and Community Involvement in Education (\$51,000 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: same as above.

Strengthen Management Capacity in the Education Sector (\$12,000 FSA). USAID envisions that policy dialogue initiated during the current three-year activity will result in education finance strategy pilots. USAID plans to continue capacity building for educators at the school, district, and regional level 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: same as above.

Performance and Results: In 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 532 teachers of primary and secondary grades. To date, three Community Education Committees were established to secure partnerships between the school and the community. Twenty-one school administrators received initial training on effective and efficient school management. Policy dialogue was started at the Ministry level through a working group to find solutions to larger education finance issues. Pilot schools will serve as training and resource hubs for clusters of surrounding schools in 2004. School infrastructure rehabilitation by Community Education Committees will begin in the summer of 2004.

USAID supported the National Scholarship Test for the second time in 2003 for over 35,000 applicants competing for 5,085 higher education scholarships. The test is widely regarded as a fair and transparent mechanism, allowing all applicants, including those from rural areas and low-income families to enter universities without having to engage in corrupt practices. Work is currently proceeding toward institutionalizing the test by registering an NGO that will develop and conduct the test in the future using the proceeds from test fees paid by applicants.

USAID also supports the American University of Central Asia, one of the leading institutions in the region, through an endowment managed by Indiana University.

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.