

INITIAL POVERTY AND SOCIAL ANALYSIS

Country:	The Kyrgyz Republic	Project Title:	Strengthening the Education System Sector Development Program
Lending/Financing Modality:	SDP	Department/Division:	Central and West Asia Department/ Public Management, Financial Sector and Trade Division

I. POVERTY IMPACT AND SOCIAL DIMENSIONS

A. Links to the National Poverty Reduction Strategy and Country Partnership Strategy

The SDP is consistent with ADB's draft Country Partnership Strategy (2013–2017) for the Kyrgyz Republic,¹ which supports ADB assistance in the education sector. The SDP supports the Kyrgyz Republic reform vision for the education sector as enunciated in the National Sustainable Development Strategy² as the "revision of school education content, new generation standards and textbooks, and conditions for ICT development". The project will help improve the quality of education and will: (i) strengthen pre-service and in-service teacher training, (ii) develop new curriculum and provide textbooks, (iii) support education of children with special needs, (iv) introduce school parent teacher associations with higher autonomy in school administration, and (v) work to support women in education sector. By supporting research in pedagogy, the project will help in "attaining, generating, and transferring knowledge, required for country's sustainable development". (see Footnote 2)

B. Targeting Classification

General Intervention Individual or Household (TI-H) Geographic (TI-G) Non-Income MDGs

The SDP targets the whole school education system, which involves more than 1.02 million children, as well as part of higher education (pedagogy). A new teacher training framework with accredited BA and MA programs, enhanced research in pedagogy, and aligned in-service teacher training will improve the capacities of more than 75,000 teachers. Complete introduction of a new curriculum, supported by available advanced learning and teaching materials (LTMs) and qualified teachers, will produce quality graduates. Improving the learning environment in select schools, equipping them with modern laboratory and ICT equipment, and building innovative resource schools with capacity will create centers of excellence able to generate spill-over effects in each region.

C. Poverty and Social Analysis

1. Key issues and potential beneficiaries

School students (grades 7-11) are the primary beneficiaries of the SDP. The SDP will help the government improve quality of education and ensure that benefits of education are translated into economic development and growth for the country. Higher learning outcomes will allow graduates of secondary schools to continue their higher education and attain education relevant to labor market needs. The program for International Student Assessment (PISA) for 15-year olds in 2006 and 2009 showed that 80-85% do not possess basic knowledge and skills in reading, math and science.³ The SDP will help the Government to finalize the subject curriculums for all grades and produce textbooks and learning and teaching materials (LTMs) for all grades (7–9).⁴ The project will also train teachers on new teaching methods and increase the capacity of the teacher training institutes and university pedagogy programs. By addressing these problems at the national level the SDP will strengthen the whole education system, with an emphasis on vulnerable rural areas. Rural poverty is 40.4% as compared to 30.7% in urban areas. Applying inclusive education principles to teacher training, research and school infrastructure (in selected schools) the project will improve access to quality education for more than 30,000 children with special needs.

2. Impact channels and expected systemic changes.

The SDP will assist in implementing quality assurance and independent accreditation for university pedagogy programs and improve in-service teacher training in TTIs. A new national teacher training framework will set up a strong "Research-Pre-service-In-service training" link and develop blended teacher training modules combining face-to-face and distance learning modalities. New efficient participatory systems of curriculum review, textbook fund management will be developed and implemented. MA and PhD programs in pedagogy will be developed and approved. New curriculum in school education will be fully implemented.

3. Focus of (and resources allocated in) the PPTA or due diligence.

International and national consultants will be engaged under the PPTA to prepare the detailed design of the SDP. The SDP will support the Government to improve the quality and accessibility of school education. The PPTA will assist in developing

¹ Board circulation is planned for July 2013.

² National Council on the Sustainable Development of the Kyrgyz Republic. 2013. *National Sustainable Development Strategy of the Kyrgyz Republic for the Period of 2013–2017*. Bishkek.

³ OECD. 2010. *Kyrgyz Republic 2010: Lessons from PISA*. Paris: OECD Publishing.

<http://dx.doi.org/10.1787/9789264088757-en>

⁴ Given the World Bank's commitment to support textbooks up to grade 6.

<p>implementation mechanisms for several initiatives, including: Innovative resource schools concept and school selection mechanism, school curriculum review and approval, independent accreditation for pedagogy, Research and Development Fund management, and introduction of textbook rental scheme. PPTA will re-assess the situation with special needs children and their access to basic education.</p>
<p>II. GENDER AND DEVELOPMENT</p>
<p>1. What are the key gender issues in the sector/subsector that are likely to be relevant to this project/program?</p> <p>The boys-to-girls ratio in school education is approximately 1-1 without serious gender-specific constraints in access to school, while the teacher corps is predominantly female. Yet there are stereotypes about “female” and “male” professions, which affect the selection of professional areas. For instance, girls are better represented in “traditional” spheres: education (84.4%), service sectors (65.6%), humanitarian sciences (61.4%), social sciences (66.2%), and natural sciences (61%), while boys dominate in technical sciences (76.8%), architecture and construction (76.7%), agricultural sciences (69.7%) and law (66.4%), i.e., in those sectors where the average wage is higher than those fields where women dominate. The prevalence of girls at the university level does not necessarily translate into better job opportunities for them. Women hold lower-paid positions than men, and their wages comprise 63.9% of men's wages. Overall, women tend to be in lower-paid sectors, and in lower-paid jobs within these sectors.</p> <p>2. Does the proposed project/program have the potential to make a contribution to the promotion of gender equity and/or empowerment of women by providing women's access to and use of opportunities, services, resources, assets, and participation in decision making? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Please explain.</p> <p>The SDP will facilitate equal participation of women teachers/professors in the academe of the institution. Curriculum materials and practice will address gender issues, counter discrimination, and also encourage women to train in non-traditional areas such as science and engineering. The comfort, safety and security of female students and enhancement of their professional perspectives will be encouraged in design of civil works and in school development plans under the innovative resource schools component.</p> <p>A Gender Action Plan (GAP) will be prepared for the SDP.</p> <p>1. Could the proposed project have an adverse impact on women and/or girls or widen gender inequality? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Please explain. The project will promote gender equality as discussed above.</p> <p>2. Indicate the intended gender mainstreaming category: <input type="checkbox"/> GEN (gender equity theme) <input checked="" type="checkbox"/> EGM (effective gender mainstreaming) <input type="checkbox"/> SGE (some gender elements) <input type="checkbox"/> NGE (no gender elements).</p>
<p>III. PARTICIPATION AND EMPOWERMENT</p>
<p>1. Who are the main stakeholders of the project, including beneficiaries and negatively affected people? Identify how they will participate in the project design.</p> <p>The main stakeholders include the Government of the Kyrgyz Republic, Ministry of Education and Science, teaching training institutes (TTIs), Kyrgyz Academy of Education (KAE), universities with pedagogical departments, civil society and NGOs, students, teachers, parents, learning and teaching materials' (LTM) authors, and education researchers/ professionals. PPTA will conduct an analysis of stakeholder interests, perceptions, capacities, and resources as an important initial step in designing the SDP. This will involve multiple methods including a country-wide consultation series. The initial stakeholder identification will be followed by an analysis of positive and negative impact of the SDP on the main stakeholders. The SDP design will include strategies to mitigate any adverse impact on key stakeholders. For example, the KAE's traditional status as the center of curriculum and LTM development and approval, teacher training and assessment is likely to be affected by the SDP. A stakeholder participation plan and communication strategy will be developed and implemented.</p> <p>2. How can the project contribute (in a systemic way) to engaging and empowering stakeholders and beneficiaries, particularly, the poor, vulnerable and excluded groups? What issues in the project design require participation of the poor and excluded?</p> <p>Consultations will be conducted with poor, vulnerable and excluded groups. Based on a needs assessment, if required relevant training sessions (including modules) will be designed and implemented. A project participation plan will be prepared along with a stakeholder communication strategy to help clients/beneficiaries of the education system and the SDP get involved in the SDP design and implementation. This will help finalize the SDP design which will include implementation of mitigation plans. The participation plan will also help develop a mechanism for continued stakeholder involvement as a dynamic tool to be updated over the course of the SDP implementation. The stakeholder capacity will be assessed to participate in the SDP implementation in a meaningful manner.</p> <p>3. What are the key, active, and relevant civil society organizations in the project area? What is the level of civil society organization participation in the project design?</p> <p><input type="checkbox"/> L Information <input type="checkbox"/> M generation and <input type="checkbox"/> N sharing <input type="checkbox"/> N Consultation Collaboration Partnership</p> <p>The following are active NGOs in the education sector in Kyrgyz Republic: (i) Civil Oversight Council, (ii) EdNet Association, and (iii) Rosa Otunbaeva Initiative Foundation, which will be consulted during design of the SDP.</p>

<p>4. Are there issues during project design for which participation of the poor and excluded is important? What are they and how shall they be addressed? Yes <input type="checkbox"/> NO <input type="checkbox"/> Please explain.</p> <p>There are no issues in SDP design, which require participation of poor and excluded. However all relevant takeholders, including students, parents, teachers, school directors and CSOs will be consulted in urban and rural areas to ensure effective program design.</p>
IV. SOCIAL SAFEGUARDS
A. Involuntary Resettlement Category <input type="checkbox"/> A <input type="checkbox"/> B <input checked="" type="checkbox"/> C <input type="checkbox"/> FI
<p>1. Does the project have the potential to involve involuntary land acquisition resulting in physical and economic displacement? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>The project will not expected to require any land acquisition.</p>
<p>2. What action plan is required to address involuntary resettlement as part of the PPTA or due diligence process?</p> <p><input type="checkbox"/> Resettlement plan <input type="checkbox"/> Resettlement framework <input type="checkbox"/> Social impact matrix</p> <p><input type="checkbox"/> Environmental and social management system arrangement <input checked="" type="checkbox"/> None</p>
B. Indigenous Peoples Category <input type="checkbox"/> A <input type="checkbox"/> B <input checked="" type="checkbox"/> C <input type="checkbox"/> FI
<p>1. Does the proposed project have the potential to directly or indirectly affect the dignity, human rights, livelihood systems, or culture of indigenous peoples? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>The SDP is not expected to have any impact on indigenous people as it relates to improvements in the existing school education system only.</p> <p>2. Does it affect the territories or natural and cultural resources indigenous peoples own, use, occupy, or claim, as their ancestral domain? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>The SDP is not expected to have any such impact.</p> <p>3. Will the project require broad community support of affected indigenous communities? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>No indigenous community is expected to be affected during implementation of the SDP.</p> <p>4. What action plan is required to address risks to indigenous peoples as part of the PPTA or due diligence process?</p> <p><input type="checkbox"/> Indigenous peoples plan <input type="checkbox"/> Indigenous peoples planning framework <input type="checkbox"/> Social Impact matrix</p> <p><input type="checkbox"/> Environmental and social management system arrangement <input checked="" type="checkbox"/> None</p>
V. OTHER SOCIAL ISSUES AND RISKS
<p>1. What other social issues and risks should be considered in the project design?</p> <p><input type="checkbox"/> Creating decent jobs and employment <input type="checkbox"/> Adhering to core labor standards <input type="checkbox"/> Labor retrenchment</p> <p><input type="checkbox"/> Spread of communicable diseases, including HIV/AIDS <input type="checkbox"/> Increase in human trafficking <input type="checkbox"/> Affordability</p> <p><input type="checkbox"/> Increase in unplanned migration <input type="checkbox"/> Increase in vulnerability to natural disasters <input type="checkbox"/> Creating political instability</p> <p><input type="checkbox"/> Creating internal social conflicts <input type="checkbox"/> Others, please specify _____</p> <p>The SDP will not have any adverse social issues and risks. In contrast, it aims to improve the school education system, teacher training system and pedagogical education systems.</p> <p>2. How are these additional social issues and risks going to be addressed in the project design?</p> <p>No additional social issues and risks are envisaged under the SDP. However the PPTA includes poverty, social development, and gender specialists to cover any social issues and risks that may be raised during processing.</p>
VI. PPTA OR DUE DILIGENCE RESOURCE REQUIREMENT
<p>1. Do the terms of reference for the PPTA (or other due diligence) contain key information needed to be gathered during PPTA or due diligence process to better analyze (i) poverty and social impact; (ii) gender impact, (iii) participation dimensions; (iv) social safeguards; and (vi) other social risks. Are the relevant specialists identified?</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>2. What resources (e.g., consultants, survey budget, and workshop) are allocated for conducting poverty, social and/or gender analysis, and participation plan during the PPTA or due diligence?</p> <p>International and national consultants will be hired under the PPTA to cover poverty, social development, and gender issues in the SDP design. Budget has been allocated for surveys, consultants' local travel for undertaking consultation and training workshops, and hiring of resource persons to conduct training needs analysis and design and deliver any training programs required.</p>