

**PROJECT INFORMATION DOCUMENT (PID)
APPRAISAL STAGE**

Report No: AB1171

Project Name	INVESTMENT LOAN
Region	EUROPE AND CENTRAL ASIA
Sector	General education sector (100%)
Project ID	P078976
Borrower(s)	
Implementing Agency	Ministry of Education 257 Tynystanov Str. 720040 Bishkek
Environment Category	<input type="checkbox"/> A <input type="checkbox"/> B <input checked="" type="checkbox"/> C <input type="checkbox"/> FI <input type="checkbox"/> TBD (to be determined)
Safeguard Classification	<input type="checkbox"/> S ₁ <input type="checkbox"/> S ₂ <input type="checkbox"/> S ₃ <input type="checkbox"/> S _F <input checked="" type="checkbox"/> TBD (to be determined)
Date PID Prepared	September 17, 2004
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1. Country and Sector Background

A high proportion of rural population. One of the particular challenges for education delivery is the high proportion of the population that lives in rural areas. In the aggregate, 65 percent of Kyrgyzstan's population lives in rural areas – mostly in mountainous areas. In Naryn and Chui *oblasts*, more than 80 percent of the population is rural. The predominance of the rural population presents a challenge for delivery of education in terms of both education delivery and demand for education. It complicates the delivery of education and raises education costs because the greater dispersion of population in rural areas leads to smaller class sizes, smaller school sizes, and often to lower teacher utilization rates. Rural location also affects the demand for education and quality of education because: a) poverty is more widespread in rural areas, such that many families cannot afford the cost of textbook rental, school supplies, and presentable clothing for their children; b) the public revenue base is much smaller in rural areas, such that many local governments are not able to finance school inputs beyond the meager inputs financed through the Republican budget; c) rural schools are generally less well-equipped and maintained than urban schools; d) rural parents have lower levels of educational achievement than urban parents, and rural households offer fewer educational stimuli and resources than urban households, and e) school-age children in many rural households miss part of the school year because they need to participate in seasonal agricultural labor in order to contribute to household income.

Transition changes. The transition led to fundamental changes in the education system. Lacking resources to maintain the education system as it had been, the Government reduced the duration of compulsory education to nine years, shifted much of the responsibility for financing public primary and secondary education to local governments and parents, and authorized schools to raise money from the rental of facilities and other activities. Students were required to purchase or rent textbooks that formerly had been provided free. The Government also encouraged the private provision of education at all levels and instituted a system of contracted, fee- paying education within public universities and specialized upper secondary schools – essentially creating a segregated system of private instruction within ostensibly public educational institutions. Central budget resources have managed to keep existing primary and

secondary schools and higher education institutions alive, but only barely alive. The quality of education has declined seriously in all schools except the few (largely urban) schools that benefit from significant parental and community contributions, or have received assistance from external donors.

Declining quality. Although there are as yet no time-series data to track changing education quality in the Kyrgyz Republic, there is a consensus on the part of teachers, students, and parents that education quality has deteriorated seriously over the past decade in all but a few well-endowed urban schools. Declining quality results mainly from the budgetary neglect, resulting in depleted stocks of textbooks and other educational materials, in an underpaid and demoralized teaching force, and in physical deterioration of schools. The increasing reliance on formal and informal parental contributions to meet essential school needs also results in a more unequal distribution of education quality. Large differences have emerged in teaching conditions and educational outcomes among *oblasts* and between urban and rural schools, reflecting the fact that local governments and parents in urban areas supplement teacher salaries and school budgets, whereas rural schools lack these resources and have to rely on meager funding under the state budget. In a recent national assessment of fifth-grade students, results in numeracy skills varied markedly by *oblast* and urban/rural location. Four times as many students in Batken *oblast* received assessment scores in the lowest category as in Bishkek, and 70 percent more students in Bishkek received scores in the highest category than in Batken *oblast*. After Batken *oblast*, the next-lowest-performing *oblasts* were Talas and Issykul. Similar but smaller differences in assessment results were recorded between rural and urban schools across all *oblasts*.

Lack of teacher incentives. A major reason for low learning achievement in rural areas is the lack of teacher incentives. Although teacher salaries in urban schools are supplemented by sizeable contributions from parents and local governments, rural teachers receive only their official salary from the state budget. Official teacher salaries – which average US\$ 19 per month – are low in both absolute and relative terms. In absolute terms, they are only half the minimum consumption level for individuals, not to mention households. As a result, teachers lack motivation, and are compelled to work at other jobs in order to support themselves and their families. Teacher salaries are also low in a relative sense, averaging less than 40 % of average earnings in public administration. The salary structure of teachers is based largely on seniority. Because salary increases of teachers are unrelated to their performance, they provide no incentive for improving their effectiveness as teachers – particularly, in terms of what their students are learning.

Lack of community involvement and school accountability. The findings of research throughout the world have confirmed the positive effect of community involvement and local accountability on school performance. Under the Government's decentralization policy, primary and secondary schools in the Kyrgyz Republic are meant to be managed and financed by local governments. Teachers' salaries are paid from the state budget, but local communities are responsible for meeting the other recurrent needs of schools – including educational materials of all kinds. Local school management works better in the larger, urban communities which have the community and parental resources to support their schools. But in rural areas, where parents and local governments consistently lack these resources, there is very little community involvement or school accountability. Schools need more resources in order to become accountable for their performance.

An outdated approach to teaching and learning. Like other former Soviet Republics, Kyrgyzstan's education system at independence was rigid and teacher centered. Pedagogy stressed the memorization of facts, rather than the application of concepts. Students were not encouraged to ask questions. Teamwork was discouraged. A key objective of education reform in the Kyrgyz Republic is to institute a more active, student-centered form of pedagogy which encourages inquiry, application, initiative, and teamwork. Work has started in a number of areas – often with foreign partners – to develop more modern methods of teaching and learning. The high average age of the teaching force and the low rates of teacher attrition and recruitment complicate the task of updating pedagogy because they limit the potential for change through improvements in the training of new teachers. Exposure to improved methods of teaching for the stock of teachers that is already in place needs to occur through the more gradual process of in-service training and incentives for changes in teaching practice.

An inefficient and ineffective process of textbook provision. Textbooks used to be provided free in public schools under the former Soviet Union. With the collapse of public revenues early in the transition, it was no longer possible to maintain this policy and parents were required to purchase textbooks for their children. The cost of textbook purchase proved onerous for many families. To reduce the burden of textbook purchase, the Government instituted a textbook rental scheme in 1998 with financial support from the Asian Development Bank (ADB). Under this scheme, the Government (with ADB support) provided schools with an initial supply of textbooks which parents rented at a charge that was a fraction of the cost of textbook purchase. The scheme was meant to self financing: it was intended that schools would retain textbook rental payments which they collected and use them to replace the books as they wore out. In reality, it did not turn out that way. Schools were required to deposit textbook rental receipts in Treasury accounts, and these funds were often used to purchase new textbooks rather than to replace existing textbooks. Thus, the textbook rental charges that schools had collected were not available when they needed to replace the worn-out rented textbooks. The ground rules of the textbook rental scheme need to be changed in order to ensure that the scheme is self-financing by allowing schools to fully retain textbook rental receipts in earmarked accounts. In addition to this problem with the textbook rental scheme, there is a serious problem of textbook availability in the system. For many core subjects in the primary and secondary education curriculum, there is a shortage of textbooks; for some core subjects, no textbooks are available. There is also a generic problem of textbook content. In principle, textbook content can help modernize teaching and learning methodology, but little actual progress has occurred. This reflects the fact that the process of textbook generation is inbred and inefficient, and provides no incentives for improved content. A single institution, the Academy of Education, currently dominates the process of authorship, selection, and production of textbooks, involving an intrinsic conflict of interest. Competitive techniques of selection and production of textbooks are needed in order to introduce incentives for modernization of content and presentation, and more efficient production. Textbook authors also need training in modern approaches to content presentation which support a more active, student-centered approach to teaching and learning.

Donor support. Kyrgyz education programs have benefited from assistance from a number of donors during the transition. Donors include the Asian Development Bank (ADB), USAID, UNICEF, UNESCO, the Islamic Development Bank, OPEC Fund, and the Soros Foundation. The World Bank is a newcomer to the education sector in Kyrgyzstan. Under the terms of an informal agreement in the early 1990s between ADB and the World Bank for dealing with the social sectors in the Central Asia region, the World Bank focused on health, while the ADB focused on education. In 2002, the Government specifically asked for World Bank assistance in education, and both agencies are now active in both sectors. The largest donor-supported initiatives in the education sector are those of the Asian Development Bank (ADB) and USAID. The ADB has supported two Education Sector Development Programs (both completed) which focused on textbook provision and school rehabilitation. ADB is now preparing a third project which is intended to complement both the earlier ADB projects and the World-Bank-financed Rural Education Project. The other major donor in the education sector is USAID, which

is financing a \$3 million education project, the *Participation, Education, and Knowledge Strengthening Project* (PEAKS). The main thrust of PEAKS is in-service teacher training. The project is also supporting curriculum reform, parental and community involvement in schools, school rehabilitation, and education finance and management reform. Other donors are providing support on a more limited scale for upgrading particular schools and supporting in-service teacher training and other specific system improvements.

2. Rationale for Bank Involvement

The Government approached the World Bank to request assistance in the education sector in August, 2002. In October, 2002, it specifically requested a project to improve the quality of rural education, including actions to improve the incentives for teachers serving in rural schools. The Rural Education Project is provided for in the Country Assistance Strategy, and consistent with the objectives and programmatic thrusts of that Strategy, including helping stem the deterioration in social services and strengthening public sector accountability, transparency, and efficient resource management. It is also consistent with the goals of the National Poverty Reduction Strategy Paper including improving the access to quality education, and improving textbook content and student assessment.

The Bank has acquired knowledge of education sector performance, issues, and needs through several sources. The education input to the 2002 Public Expenditure Review documented the acute resource shortages in rural schools and the difficult financial situation of teachers in rural schools. It also described the deficiencies of the financing and budget process for education, including the major discrepancies in resources available to urban schools and the lack of incentives for efficient delivery at the local level. The 2003 Poverty Assessment provided further evidence on the resource discrepancies between urban and rural schools, and documented the importance of education as an instrument for poverty alleviation. The *Monitoring Learning Achievement* surveys which were carried out by the Ministry of Education with the support of UNICEF and UNESCO in 2001 for fourth-grade students and in 2002 for eighth-grade students documented the lower learning achievement of rural students and the dispersion of performance results by oblasts. These studies also surveyed the lack of essential teaching and learning materials in schools throughout the country. Several studies carried out with the support of UNICEF, USAID, and Save the Children UK documented the reasons for school non-attendance, including household poverty, lack of textbooks and educational materials, and the necessity for rural children to help with sibling care and agricultural tasks at the beginning and end of the school year. This analytical and advisory work was followed up by the education inputs to the Governance Structural Adjustment Credit (GSAC) and Governance Technical Assistance Credit (GTAC) in 2003, under which the Ministry of Finance is developing a new capitation-based financing formula for primary and secondary schools and primary health care facilities. This work is expected to improve the accountability of local governments for delivery of basic education and basic health care, and to strengthen their incentives for efficient provision of these services.

After the Government's request for a Rural Education Project, the project identification team met with other donors to explore how the Project could best complement the ongoing activities of other partners. The in-service teacher training which is being supported by USAID and other donors is a crucial input to improving teaching effectiveness and learning in rural schools. But one of the findings of these discussions was that this training is not achieving its full potential in terms of improved learning because teachers lack the *incentives* to teach more effectively and to acquire the skills that they need to teach more effectively. It was agreed with the Government and with the other education partners that an area where Bank assistance would be particularly valuable would be in helping establish the *incentive framework* for teachers – particularly for teachers in rural schools – to upgrade their teaching skills through in-service training, to improve their daily teaching practice, and to take more interest in how well their students are

learning. Improving learning achievement by providing the incentive framework for more effective teaching is a key objective of the first component of the Rural Education Project.

3. Project objective

The development objective of the project is to improve learning and learning conditions in primary and secondary schools, with priority attention to rural areas. To promote this objective, the Project would support: a) the development of an improved performance management system for teachers and principals and a related revised salary scale, the application of the revised salary scale in Issykul and Talas oblasts, and the development and implementation of a targeted, nationwide teacher incentive scheme to help attract and retain teachers in rural schools in subjects with particular teacher shortages; b) the development and implementation of Learning Improvement Projects by school boards of trustees in schools in Issykul and Talas oblasts; c) the introduction of an improved process of textbook authorship, selection, and production, the introduction of an improved textbook rental scheme, and the provision of textbooks and learning materials to primary and secondary schools throughout the country; d) strengthened student assessment and strategic planning by the Ministry of Education; and e) strengthened project management capacity.

4. Project description

The project would comprise five components:

Component I: Improving Teacher Incentives. This activity would support the development of an improved performance management system for teachers and principals and a related revised salary scale. Starting in September 2006, it would also support the application of the revised scale in Issykul and Talas oblasts, where the grant would finance the incremental salary costs of applying the new performance-based evaluation system. This component comprises four subcomponents: (i) improvement of existing school-based self-appraisal procedures through development of model performance management arrangements; (ii) development of improved national guidelines and criteria for progression to higher salary categories; (iii) revision of the teacher salary scale to provide improved performance incentives, and pilot implementation of the scheme in Issykul and Talas oblasts; and (iv) support for a targeted program of fellowships for rural teachers in shortage subject areas.

Component II: School grants for improved learning. This activity would support improvement of learning in basic education schools in Issykul and Talas oblasts through the implementation of learning improvement plans. Schools in the two pilot oblasts will be assisted to prepare learning improvement projects which describe their most urgent learning needs and propose action programs to address those needs. The average amounts of the grants will be about \$4,000 per school.

Component III: Textbooks and learning materials. This component will finance the provision of textbooks and learning materials for primary and secondary schools throughout the country, under competitive procurement procedures conforming with the World Bank's new guidelines for textbooks. It will also support development and implementation of an improved textbook rental scheme, and will promote improved textbook content through author training and a transparent, competitive textbook selection process. There are three subcomponents: (i) textbook provision, which will fund development of new textbooks and teachers' manuals, and may also finance reprints of existing textbooks and teachers' manuals; (ii) improvement of the textbook rental scheme, which will provide financing to improve the rental scheme to ensure adequate financing of textbook replacement, and to establish a Textbook Rental Fund as an autonomous entity; (iii) provision of learning materials, such as teachers' guides, supplementary reading materials, library books, maps, globes, mathematical and other scientific

instruments, and laboratory equipment. This sub-component will finance the supply of such materials to all schools.

Component IV: Student assessment and strategic planning. This component will strengthen student assessment and strategic planning by the MOE. To do so, it will: a) establish a valid, reliable, and internationally recognized system for student assessment and examinations, b) develop a mechanism to monitor school performance and accountability, and c) improve the MEC's strategic planning capacity in the collection, analysis and use of education data for strategic planning and improved evidence-based policy decision-making. It comprises two sub-components: (i) student assessment, which will support participation in the next cycle of OECD's PISA international student assessment (in 2006) and the development and implementation of four annual cycles of sample-based national assessment for primary and secondary education, designed to establish baseline levels of student performance against which teachers can evaluate the progress of their students for purposes of performance management; and (ii) strategic planning, which will support technical assistance, training, commissioned studies and workshops to strengthen data collection and strategic planning in the MOE and with key partners outside the Ministry. It will also support the provision of modest supplementary hardware and software for the MOE to permit effective use of the installed EMIS capacity for purposes of strategic planning. This subcomponent of the project will also support technical assistance, training, and four annual cycles of commissioned strategy papers.

Component V: Project management. The objective is to ensure effective administration and coordination of the project activities. The Project Implementation Unit (PIU) will: (i) coordinate project implementation, and manage project resources; (ii) procure Bank-financed goods and services; (iii) operate the financial management system according to World Bank requirements; (iv) act as liaison between the technical agencies involved in the project and the Bank; and (v) carry out an annual independent audit of the project.

4. Tentative financing

Source:	(\$m.)
BORROWER/RECEPIENT	4.3
IDA GRANT FOR DEBT VULNERABLE	15.0
Total	19.3

5. Implementation

The MOE would be the executing agency for the Project. Strategic orientation and oversight for the Project would be provided by a National Council, chaired by the Vice Prime Minister for Social Affairs, to be established through a Parliamentary Resolution. The Council would comprise representatives of: the Ministry of Education and Culture, the Ministry of Finance, the Ministry of Labor and Social Protection, the Comprehensive Development Framework Secretariat, the President's Administration, the Prime Minister's Office, the Ministry of Local Self-Government, and the Parliamentary Committee on Education. This Council would also provide oversight to the other donor activities in the sector, to ensure coordination of the education program. The Council would meet semi-annually, and additionally as appropriate. In addition, Project Coordination Committees will be set up in each of the two oblasts – Talas and Issykul – to provide oversight to the project activities in the respective oblasts.

Within the MOE, the First Deputy Minister has been appointed as National Coordinator for the Project. Overall management of the Project will be carried out by the newly established Rural Education Project Implementation Unit which is situated in the MOE, and is already implementing the project preparation activities financed through the PHRD Grant. For project implementation, the PIU will build on this unit and will comprise: (a) a Director, who will be responsible for coordinating the day-to-day project activities, as well as the “business office” functions of project management, and liaising with the World Bank and the MOE Departments implementing the project components; (b) a Deputy Director who will support the Director in overall management of project activities, including providing back-up to the Director; (c) a Financial Manager; (d) a Procurement Specialist; (e) Administrative/Disbursement Assistants; and (f) four full-time project component coordinators who will ensure coordination among the related implementation units within the MOE. A driver will also be supported by the Project. In addition, the PIU will include a number of national consultants and will engage international consultants on a temporary and as-needed basis.

The financial manager will be responsible for project financial management, including project accounting, reporting, administration of the Special Account and auditing arrangements. The financial manager has had experience in the ADB-financed project, and is familiar with World Bank procedures based on previous work in a World Banked-financed project. She is expected to further enhance her skills and capacity for financial management during the implementation of the PHRD-funded project preparation. The PIU is expected to put in place a financial management and reporting system, using an appropriate accounting software. It is expected that the accounting software will be installed and fully tested by end September 2004. An assessment will be carried out once the software has been installed and is operational. The PIU will develop a financial procedures manual that is expected to guide the financial management functions of the project and establish key internal control mechanisms on the application and use of project funds. A draft of the manual should be submitted to the Bank for review by end September 2004.

6. Sustainability

There is an important question of sustainability of the teacher incentives which are being introduced under Component I of the project. (To put this issue in perspective, there is also a fundamental question of sustainability of rural education in the absence of new teacher incentives to attract and retain qualified teachers to serve in rural schools.) The project grant will finance the teacher incentives on a declining percentage over time, thereby helping ensure sustainability. Historically, there have been and will continue to be periodic salary increases for teachers. By linking these salary increases to performance to teaching performance, the new evaluation scheme and associated salary scale will provide better value for whatever teacher salary increases the Government adopts in the future. In general, the fiscal sustainability of the teacher incentives which are to be introduced under the project will require that the cost of the new incentives be consistent with prospective budget resources for education. These comprise: a) the increases provided in the Medium-Term Budget Framework, b) the adjustment funds provided under the Rural Education Project, c) a portion of the 0.3% of GDP increase that is planned for counterpart financing for health and education investments over the next three years, and d) grant resources that may be provided by other donors. The plan for the performance incentives and subject specialty incentives under the project is well within these constraints. As shown in Annex Table 9.2, the budget-financed portion of teacher incentives would equal 0% of the projected education budget in 2005, and would grow gradually to 0.4% of the projected education budget in 2008, and would decline thereafter. Expressed in terms of the annual real increase in the education budget, the budget-financed portion of teacher incentives would increase from 0.4% of the increase in 2006, would rise to 9.6% in 2008, and then would decline thereafter. In a longer-term sense, the support which the project is providing to strengthen strategic planning in the MOE will also help to ensure fiscal sustainability of future teacher incentives and other education initiatives.

Sustainability is also an issue for the school grants under Component II of the project, as it is for all community-driven-development initiatives. Whether or not financing is not available to extend the school grants after the project, this activity is expected to provide long-term benefits by demonstrating the advantages of greater transparency in use of community and parental contributions and greater community participation in the activities of schools. The experience of school grant programs in other countries has found that: a) the involvement of communities in the activities of schools leads to better educational outcomes, and b) this community involvement tends to continue even after external financing ends.

Sustainability is also an issue for the textbooks and learning materials which will be provided to schools under Component III. Although the direct financing of these inputs will end when the project ends, there will be lasting benefits of the *process* changes which the project will introduce. For textbooks, this includes the improved textbook content which is expected to result from changes in the authorship and selection process, improved cost-effectiveness which is expected to result from more competitive production, and more transparent and sustainable textbook financing under the improved the new textbook rental scheme. Specifically, the new textbook rental scheme to be introduced under the project will ensure that schools will be able to replenish rented textbooks as they wear out. For educational materials, the project is expected to demonstrate the advantages of a new demand-driven selection process for educational materials, thus providing for more a more efficient and responsive process of educational materials provision after the project closes.

7. Lessons Learned from Past Operations in the Country/Sector

The Project reflects key lessons learned in similar Bank-supported education projects in the Region, as well as the lessons of other development interventions with similar objectives of improved learning achievement.

Improving performance incentives for teachers is a key intervention for improving learning outcomes. The first component of the project supports development and introduction of performance incentives whose purpose is to motivate teachers to focus more attention on what their students are learning and how to improve student learning by improving their teaching effectiveness.

Realistic evaluation of the institutional capacity for managing reform and project activities, and an appropriate project scope improve the chances for success. A considerable amount of technical assistance has been included in the project design to ensure that institutional capacity is strengthened. In addition, project scope is realistic and tailored to the needs of the Kyrgyz education sector.

Define implementation plans as an integral part of project preparation. Experience with education projects within the region and projects in other sectors in the Kyrgyz Republic has shown that clear definition of implementation procedures, including the Project Implementation Unit responsibilities and support to project activities, is a very important element of a successful project. In order to achieve this objective, the MOE has selected well-qualified staff for the PIU, including four full-time component coordinators for each of the project components, to ensure that the appropriate oversight and management of the project activities is in place. The Project Operations Manual (POM) is being prepared by the PIU staff in conjunction with the relevant technical staff in the MOE central and regional offices. However, it is recognized that the POM is a starting point intended to ensure clear understanding between the implementing agency and the Bank, and is not to be used as a “straight jacket”. The POM can be revised during project implementation with the mutual agreement of the Bank and Government.

1. Alternatives considered and reasons for rejection

A stronger focus on educational materials provision. In view of the extensive needs for educational materials in rural schools, the Bank and the Government considered a project design focusing more heavily on educational materials provision for rural schools. This option was rejected in favor of a design giving more attention to teacher incentives because, while other donors are helping meet the need for educational materials, none is addressing the incentive issue for teachers in rural schools. Discussions with the Ministry of Education and Ministry of Finance, with other donors, and with teachers confirmed the importance of addressing the incentive issue for rural teachers as a matter of priority.

An exclusive focus on rural schools. Since the needs and challenges for improved learning are greatest in rural schools, the Bank and the Government initially considered a project which exclusively benefits rural schools. This design was rejected because a number of the interventions which are most needed to improve learning achievement in rural schools are generic, and by nature also benefit urban schools.

A more formal partnership with other donors. The Government and the Bank explored the possibility of implementing the project as part of a more formal collaboration with other donors, such as a Sector-Wide Approach (SWAP) in which donor funds would be pooled to support implementation of an agreed program benefiting rural schools. This option was rejected because the timing of other major donor initiatives in the education sector does not lend itself to this approach at this time. Nonetheless, the Rural Education Project is expressly designed to complement other, ongoing donor efforts. In addition, the Asian Development Bank has agreed to configure its future education project to complement the Rural Education Project and other donor initiatives as much as possible.

An experimental design. The project will support a range of interventions designed to improve learning achievement. In order to facilitate evaluation of the impacts of these various interventions, the team considered an experimental design with random assignment of schools into treatment and control groups (possibly, with alternative treatment mixes), or a quasi-experimental design with matched pairs of treatment and non-treatment schools. This approach was rejected for two reasons: First, because it would be technically (and politically) difficult to exclude generic interventions from control-group schools, and second, because it would significantly complicate implementation and increase implementation risks.

8. Safeguard Policies (including public consultation)

Safeguard Policies Triggered by the Project	Yes	No
Environmental Assessment (OP/BP/GP 4.01)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Natural Habitats (OP/BP 4.04)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Pest Management (OP 4.09)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Cultural Property (OPN 11.03 , being revised as OP 4.11)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Involuntary Resettlement (OP/BP 4.12)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Indigenous Peoples (OD 4.20 , being revised as OP 4.10)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Forests (OP/BP 4.36)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Safety of Dams (OP/BP 4.37)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Projects in Disputed Areas (OP/BP/GP 7.60)*	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Projects on International Waterways (OP/BP/GP 7.50)	<input type="checkbox"/>	<input checked="" type="checkbox"/>

The project has been classified as “B”, and an Environmental Assessment is being prepared using PHRD Grant resources.

* *By supporting the proposed project, the Bank does not intend to prejudice the final determination of the parties' claims on the disputed areas*

9. List of Technical Documents

- Asian Development Bank. 2002. *Sub-Regional Cooperation in Managing Education Reforms – Country Study: Kyrgyz Republic*. Bishkek.
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- Ministry of Education and Culture of the Kyrgyz Republic. 2002. *The “Rural School” Comprehensive Program*. Bishkek.
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- Working Group of the Kyrgyz Republic. *Education as a Means of Integration in Multiethnic Societies*, Bishkek, 2004.

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