



# Grant Assistance Report

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Project Number: 40359  
May 2007

## Grant Assistance Kyrgyz Republic: Improving Access to Quality Basic Education for Children with Special Needs (Financed by the Japan Fund for Poverty Reduction)

## CURRENCY EQUIVALENTS

(as of 28 April 2007)

Currency Unit	–	som (Som)
Som1.00	=	\$0.0263
\$1.00	=	Som38.0500

## ABBREVIATIONS

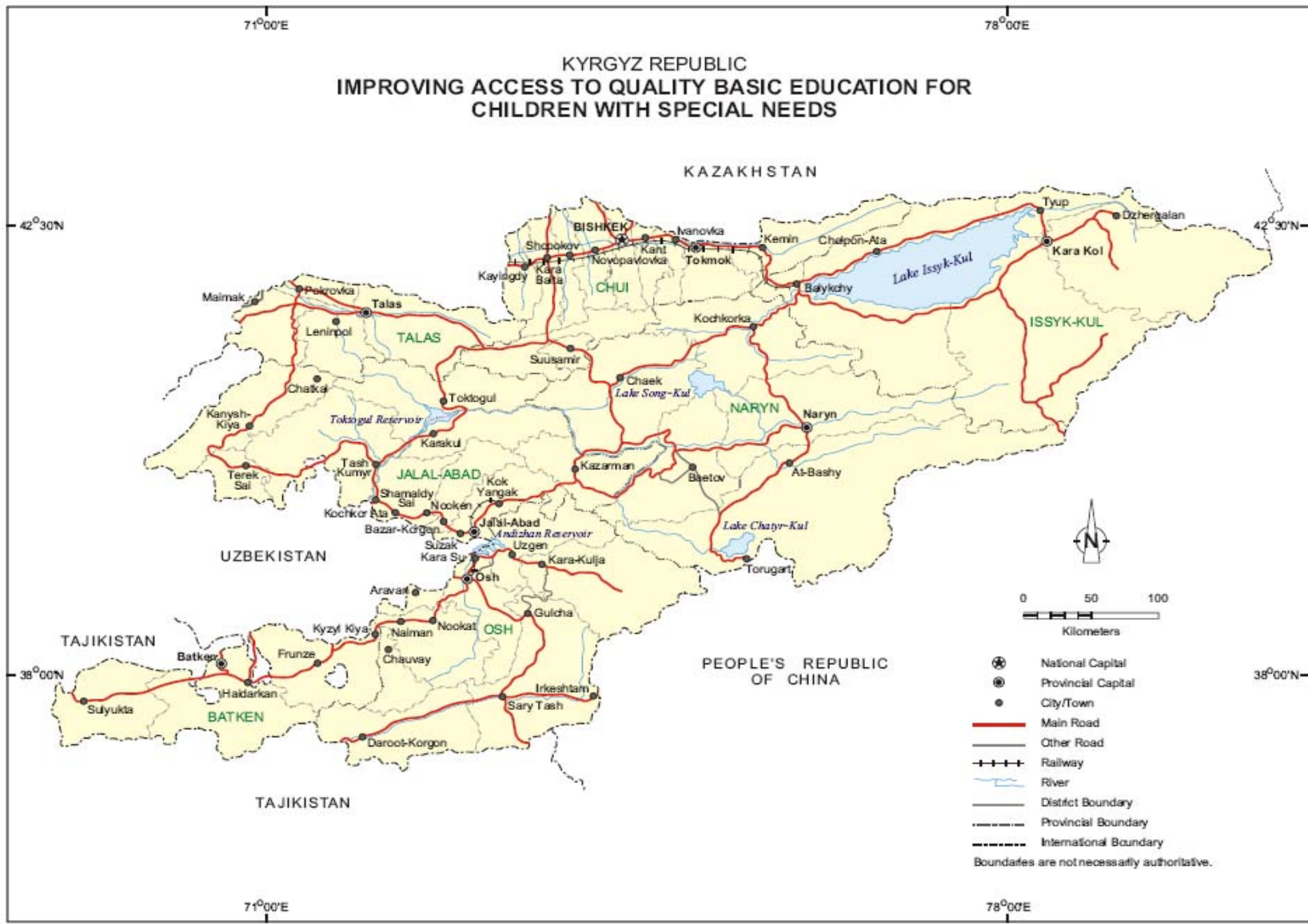
ADB	–	Asian Development Bank
ADF	–	Asian Development Fund
CBECDP	–	Community-Based Early Childhood Development Project
CPIU	–	central project implementation unit
CWRD	–	Central and West Asia Department
EA	–	executing agency
GIM	–	grant implementation manual
GIU	–	grant implementation unit
JFPR	–	Japan Fund for Poverty Reduction
JICA	–	Japan International Cooperation Agency
KSPU	–	Kyrgyz State Pedagogical University
KYRM	–	Kyrgyz Resident Mission
M&E	–	monitoring and evaluation
MOES	–	Ministry of Education and Science
NGO	–	nongovernment organization
OPU	–	oblast pedagogical university
PMPC	–	psycho-medical-pedagogical consultation
SEP	–	Second Education Project
SNE	–	special needs education
TTI	–	teacher training institute
UNICEF	–	United Nations Children's Fund

## NOTES

- (i) The fiscal year of the Government of the Kyrgyz Republic ends on 31 December.  
(ii) In this report, "\$" refers to US dollars.

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<b>Director General</b>	J. Miranda, Central and West Asia Department (CWRD)
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KYRGYZ REPUBLIC  
**IMPROVING ACCESS TO QUALITY BASIC EDUCATION FOR  
 CHILDREN WITH SPECIAL NEEDS**



## JAPAN FUND FOR POVERTY REDUCTION (JFPR)

### JFPR GRANT PROPOSAL

<b>I. Basic Data</b>	
<b>Name of Proposed Activity</b>	<b>Improving Access to Quality Basic Education for Children with Special Needs</b>
<b>Country</b>	<b>The Kyrgyz Republic</b>
<b>Grant Amount Requested</b>	<b>\$1,000,000</b>
<b>Project Duration</b>	<b>4 years</b>
<b>Regional Grant</b>	<input type="radio"/> Yes / <input checked="" type="radio"/> No
<b>Grant Type</b>	<input checked="" type="radio"/> Project / <input type="radio"/> Capacity building

### II. Grant Development Objective(s) and Expected Key Performance Indicators

<p><b>Grant Development Objectives:</b></p> <p>The proposed project will address the educational requirements of children with special needs, bringing them into mainstream activities and thus making them active members of society. The outcome of the project will be an increased number of children with special needs in pilot raions receiving quality basic education through new approaches that include inclusive methods of education.<sup>1</sup></p>
<p><b>Expected Key Performance Indicators:</b></p> <p>In the 38 pilot schools:</p> <ul style="list-style-type: none"> <li>(i) enrolment of children with special needs in mainstream schools increased by about 500 by end of the project,</li> <li>(ii) academic performance of about 1,100 children with special needs in key subjects improved by end of the project, and</li> <li>(iii) children with special needs advancing from lower to upper grades increased by 10% by end of the project.</li> </ul>

### III. Grant Categories of Expenditure, Amounts, and Percentage of Expenditures

<b>Category</b>	<b>Amount of Grant Allocated in \$</b>	<b>Percentage of Expenditures</b>
1. Civil Works	190,000	19.0
2. Equipment, Furniture, and Supplies	124,000	12.4
3. Training, Workshops, and Public Awareness	266,100	26.6
4. Consulting Services	138,400	13.8
5. Project Management	145,800	14.6
6. Other Inputs	60,200	6.0
7. Contingencies	75,500	7.6
<b>TOTAL (Grant-financed)</b>	<b>1,000,000</b>	<b>100.0</b>
<b>Government and local communities (in-kind)</b>	<b>60,000</b>	
<b>Incremental cost for project administration by ADB</b>	<b>40,000</b>	

<sup>1</sup> The term “children with special needs” in the context of the project covers all children facing barriers to learning, including the whole range from profound disabilities to minor difficulties in performing necessary functions.

## JAPAN FUND FOR POVERTY REDUCTION

**JFPR Grant Proposal  
Background Information**

<b>A. OTHER DATA</b>	
<b>Date of Submission of Application</b>	November 2006
<b>Project Officer</b>	Asel Chyngysheva, Project Implementation Officer
<b>Project Officer's Division, E-mail, Phone</b>	Kyrgyz Resident Mission (KYRM), Central and West Asia Department (CWRD), <a href="mailto:achyngysheva@adb.org">achyngysheva@adb.org</a> , (+996) 312 900445
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<b>Sector</b>	Education
<b>Subsector(s)</b>	Basic Education
<b>Theme</b>	Inclusive Social Development
<b>Subtheme(s)</b>	Human Development
<b>Targeting Classification</b>	Poverty Intervention
<b>Was JFPR Seed Money used to prepare this grant proposal?</b>	Yes [ X ] No [ ]
<b>Have SRC comments been reflected in the proposal?</b>	Yes [ X ] No [ ]
<b>Name of Associated ADB Financed Operation(s)</b>	(i) Second Education Project (Asian Development Fund (ADF) Grant 0020-KGZ), approved in 2005 (ii) Community-Based Early Childhood Development (ADF Loan 2007-KGZ), approved in 2003
<b>Executing Agency (EA)</b>	Ministry of Education and Science (MOES)
<b>Grant Implementing Agency</b>	Central project implementation unit under the Second Education Project (ADF Grant 0020-KGZ)

**B. DETAILS OF THE PROPOSED GRANT****1. Description of the Components, Monitorable Deliverables/Outcomes, and Implementation Timetable**

**General:** The project will be implemented in seven pilot raions selected on the basis of criteria agreed with the Government.<sup>2</sup> Five mainstream schools in each pilot raion will be selected using the following criteria: (i) number of children with special needs living in immediate proximity to a school, and (ii) a school is not covered by any ongoing special needs education (SNE) or inclusive education projects run by other international financial institutions. In addition to the 35 mainstream schools, three specialized boarding schools will participate in the project—one each in Kadamjai raion (Batken oblast), Moskovski raion (Chui oblast), and Talas raion (Talas oblast).<sup>3</sup> The project will also, on a pilot basis, extend capacity building, rehabilitation, and equipment provision activities to two preschool institutions (kindergartens) in areas covered by the ongoing Community-Based Early Childhood Development Project (CBECDP) financed by Asian Development Bank (ADB), which does not include interventions specifically addressing SNE. The experience gained from these activities will help to better design the Second CBECDP included in the 2008 pipeline so that it also addresses SNE needs.

<sup>2</sup> The raion with the highest number of school-age children with disabilities from the poorest families was used as a criterion for selecting one pilot raion from each oblast, thus effectively covering the entire country. The Government's 2005 social passport survey at community level provided the database.

<sup>3</sup> These are (i) Petrovskaya boarding school, Petrovka village, Moskovski raion of Chui oblast; (ii) Talas boarding school, Pik village, Talas raion of Talas oblast; and (iii) Ychkorgon boarding school, Ychkorgon village, Kadamjai raion of Batken oblast.

<b>Component A</b>	
<b>Component Name</b>	<b>Policy, Legal, and Institutional Framework</b>
<b>Cost (\$)</b>	<b>\$89,450 (including contingencies)</b>
Component Description	<p>This component will help the Government review policy and formulate recommendations on measures for implementing at local levels an appropriate legal, policy, standards, and planning framework for providing access to basic education while protecting the rights and privileges of children with special needs and institutionalizing SNE.</p> <p>A working group—comprising the Ministry of Education and Science (MOES), Ministry of Finance, Ministry of Health Care, Ministry of Labor and Social Protection, parent associations and civil society organizations working for people with disabilities, and other stakeholders—will be established at the central level to identify issues and recommend improvements in the educational policies, strategies, and plans, including smooth transition of children with special needs from preschool to school and to ensure multi-sector collaboration.</p> <p>In addition, a raion working group will be created at each pilot raion—consisting of representatives from the raion-level government, education specialists, families, communities, nongovernment organizations (NGOs), and other stakeholders—to (i) participate in identifying the pilot schools, (ii) confirm priority areas for project interventions, and (iii) help implement and monitor project implementation at the raion level.</p> <p>Psycho-medical-pedagogical consultation (PMPC) groups comprised of education and health care specialists will also be set up in each pilot raion to (i) identify the number and types of children with special needs in the raion in order to develop benchmark data for targeting, monitoring, and evaluation; (ii) develop recommendations for care and education; and (iii) monitor and evaluate.<sup>4</sup> The project will build their capacity and finance their incremental costs (including costs of travel, accommodation, and per diem) for identifying the number of school-age children with special needs who do not attend basic schools. The Government will finance all PMPC groups' costs after the project ends.</p> <p>The main output of this component will be an improved policy, legal, institutional, and planning framework at the national level and in the selected pilot raions for inclusion of children with special needs into mainstream education.</p>
Monitorable Deliverables/Outputs	<ol style="list-style-type: none"> <li>1. Government legal, policy, standards, and planning framework improved to provide for effective SNE at local level through inclusive approaches.</li> <li>2. Institutional framework supportive to SNE at the national and the pilot school levels.</li> <li>3. All stakeholders including government officials, communities, parents, and NGOs effectively networking for SNE at all levels.</li> </ol>
Implementation of Major Activities: Number of months for grant activities	<ol style="list-style-type: none"> <li>1. Setting up (i) a working group at the central level, and (ii) a raion working group and PMPC at each pilot raion (by the third month).</li> <li>2. Analyzing educational policies and strategies while developing recommendations to make them supportive to SNE. This activity will be assisted by international and domestic consultants (by the 12th month).</li> <li>3. Preparing recommendations for (i) incorporating SNE into the national educational standards and curricula in mainstream education, and (ii) improving the standards and curricula used for education at specialized</li> </ol>

<sup>4</sup> The Government established PMPC to provide services for identifying children with special needs, developing recommendations for childcare and special needs education, as well as monitoring. A few PMPC groups have also been created in Naryn oblast and in some raions in the south with the help of international financial institutions. PMPC groups, comprising staff of Government-financed educational and healthcare bodies (educational departments, hospitals) at the relevant territorial level constitute a part of the MOES and are headed by educational authorities at the relevant level. Due to lack of state funding and capacities, PMPC groups have not been established in other oblasts and raions.

	<p>schools (by the 18th month).</p> <p>4. Revising policies and strategies, as well as standards and curricula, based on the recommendations (by the 24th month).</p>
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<b>Component B</b>	
<b>Component Name</b>	<b>Capacity Building and Public Awareness</b>
<b>Cost (\$)</b>	<b>\$388,100 (including contingencies)</b>
Component Description	<p>The component will involve (i) developing the capacity of newly established PMPC groups for identifying and monitoring children with special needs; (ii) improving the capacity for pre-service and in-service training of teachers; (iii) printing and supplying training and learning materials; (iv) training teachers at pilot schools to enable them to implement SNE; (v) training government officials, parents, and local communities in planning and implementing SNE through inclusive approaches; and (vi) an information campaign to enhance society's awareness of the rights and privileges of the disabled and the importance of SNE.</p> <p>Pre-service teacher training will be enhanced by (i) developing a manual for pre-service training of teachers at Kyrgyz State Pedagogical University (KSPU); and (ii) training trainers of Djalalabat, Naryn, and Osh oblast pedagogical universities (OPUs) on SNE and inclusive education.<sup>5</sup> In-service teachers training at teacher training institutes (TTIs) will be strengthened by modifying the existing modules. TTIs will be engaged to train teachers of pilot mainstream schools under the project.<sup>6</sup> In addition, a local NGO will be competitively selected in each raion as a facilitator to help the raion government implement project activities in the raion.</p> <p>The main output of this component will be improved capacity and awareness of teachers, parents, and communities at pilot raions, as well as improved awareness in the national and raion-level governments.</p>
Monitorable Deliverables/Outputs	<ol style="list-style-type: none"> <li>1. Capacity of newly established PMPC groups developed.</li> <li>2. Capacity for pre-service and in-service training on SNE and inclusive education improved.</li> <li>3. 225 teachers trained and capable of delivering quality education to children with special needs.</li> <li>4. Improved awareness on the rights and privileges of children with special needs.</li> <li>5. Parents and communities capable of participating in planning and implementing new approaches.</li> <li>6. The Government officials able to plan, manage, and monitor progress of various SNE interventions.</li> </ol>
Implementation of Major Activities: Number of months for grant activities	<ol style="list-style-type: none"> <li>1. Identifying (i) number and type of children with special needs in each raion and develop recommendations on care and education (by 6th month), (ii) pilot mainstream schools and kindergartens (by 7th month),<sup>7</sup> and (iii) an NGO in each raion to help the raion government to implement the project activities (by</li> </ol>

<sup>5</sup> KSPU and OPUs are institutions providing pre-service training of teachers at central and oblast levels. KSPU is the only pre-service institution in the Kyrgyz Republic providing training to teachers on inclusive education and training teachers for specialized schools through its Special Education Department.

<sup>6</sup> In oblasts, in-service teacher training is handled by a network of seven TTIs. Oblast in-service training is financed mainly through oblast administration budgets. In some cases, there are limited fee-paying programs. In other cases, oblast governments pay the training cost by allocating funds directly to TTIs, but travel, subsistence, and accommodation expenses are paid by the teachers themselves. The Second Education Project will support oblast TTIs by strengthening their capacity in delivering general education. There are trainers at Bishkek, Naryn, and Osh oblast TTIs certified as national trainers on inclusive education. In other oblasts, there are certified trainers in mainstream schools who can be contracted through TTIs as trainers for teacher training under the project. Use of TTIs for training teachers will ensure institutionalization of the inclusive education training within the existing formal in-service training system.

<sup>7</sup> Two kindergartens located in Kochkor raion of Naryn oblast and Nookat raion of Osh oblast, where the proposed project and the CBECDP overlap, will be included on a pilot basis to establish a referral between family care, preschool, and school for children with special needs.

	<p>8th month).</p> <ol style="list-style-type: none"> <li>2. Developing a school-based plan for each pilot mainstream school and kindergarten for inclusion of the children with special needs (by 7th month).</li> <li>3. Developing and improving (i) a 1-week course for training teachers of pilot specialized schools by KSPU (by 7th month), (ii) a manual on SNE and inclusive education to be used for pre-service training of teachers at KSPU and OPU (by 14th month), and (iii) existing modules for in-service training of teachers of mainstream schools and kindergartens at TTIs (by 7th month).</li> <li>4. Printing and supplying training and learning materials, including the manual for KSPU and OPU (by 18th month).</li> <li>5. Conducting training for (i) seven raion PMPC groups on improving identification and monitoring of children with special needs (by 5th month); (ii) teachers at 35 pilot mainstream schools on inclusive approaches by oblast TTIs and based on the improved training modules (by 18th month); (iii) teachers of three specialized schools at a 1-week training course on SNE by KSPU (by 18th month); (iv) trainers of OPU by KSPU on using the manual on SNE and inclusive education; and (v) government officials, parents, and local communities in planning and implementing SNE (by 30th month).<sup>8</sup></li> <li>6. Conducting throughout the implementation period (i) information dissemination and public awareness campaigns at national and raion levels to enhance awareness on the rights and privileges of children with special needs and the importance of SNE, and (ii) consultations, roundtable meetings, and workshops on SNE and inclusive education.</li> <li>7. Support small subprojects initiated by communities, community-based organizations or NGOs to implement innovative, community-based activities to promote inclusive education and social inclusion. Each application should not exceed \$1,000 (by 36th month).</li> <li>8. Evaluating results of subprojects implemented by communities (by 40th month).</li> </ol>
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<b>Component C</b>	
<b>Component Name</b>	<b>Physical Infrastructure, Furnishing, and Equipment</b>
<b>Cost (\$)</b>	<b>\$321,650 (including contingencies)</b>
Component Description	This component will support minor construction and/or rehabilitation of educational facilities, provision of educational materials and equipment to selected pilot institutions, and the purchase of such special equipment as artificial limbs and wheelchairs for the needy children. <sup>9</sup> The main output of this component will be improved physical access for children with special needs to pilot mainstream and specialized schools and kindergartens in the pilot raions.
Monitorable Deliverables/Outputs	<ol style="list-style-type: none"> <li>1. Educational facilities constructed and/or rehabilitated at pilot institutions.</li> <li>2. Teaching materials and equipment provided to pilot institutions.</li> <li>3. Special equipment, such as artificial limbs and wheelchairs, provided to the needy children in pilot raions.</li> </ol>
Implementation of Major Activities: Number of months for grant activities	<ol style="list-style-type: none"> <li>1. Establish requirements for rehabilitation and equipment for the pilot institutions, as well as for such special equipment as artificial limbs and wheelchairs for needy children based on the PMPC groups' recommendations (by 12th month).</li> <li>2. Constructing and/or rehabilitating facilities at pilot institutions (by 17th month).</li> <li>3. Supplying equipment along with teaching and learning materials to pilot institutions as well as special equipment to the most needy children of pilot institutions (by 17th month).</li> </ol>

<sup>8</sup> Training of kindergarten teachers will be undertaken under the CBECDP based on the modules developed by the proposed project.

<sup>9</sup> Minor rehabilitation and/or construction of special facilities at schools will be coordinated with the rehabilitation activities under the Second Education Project.

<b>Component D</b>	
<b>Component Name</b>	<b>Project Management, Monitoring, and Audit</b>
<b>Cost (\$)</b>	<b>\$200,800 (including contingencies)</b>
Component Description	This component will support the following activities: (i) coordination and management of project activities through supporting a grant implementation unit (GIU); (ii) development of the project monitoring and evaluation (M&E) system, including baseline and mid-term surveys and monitoring of project benefits; and (iii) arranging annual audit of project accounts. This component will facilitate and assess the achievement of the project objectives.
Monitorable Deliverables/Outputs	<ol style="list-style-type: none"> <li>1. Effective project management and coordination <ul style="list-style-type: none"> <li>- Project implemented on schedule</li> <li>- Project objectives achieved</li> <li>- Progress reports by the GIU submitted on time</li> <li>- GIU performance monitored</li> </ul> </li> <li>2. Operational M&amp;E system <ul style="list-style-type: none"> <li>- Timely submission of periodic M&amp;E reports</li> </ul> </li> <li>3. Annual audit reports submitted on time</li> </ol>
Implementation of Major Activities: Number of months for grant activities	<ol style="list-style-type: none"> <li>1. Effective project management and coordination <ul style="list-style-type: none"> <li>- Developing project implementation plan (by the 3rd month)</li> <li>- Selecting staff (by the 2nd month) and consultants (as required)</li> <li>- Supplying equipment and furniture (by the 6th month)</li> <li>- Preparing progress reports (quarterly)</li> <li>- Visiting project sites regularly to assess project performance (as required)</li> </ul> </li> <li>2. Operational M&amp;E system <ul style="list-style-type: none"> <li>- Training of EA staff in M&amp;E (by the 12th month)</li> <li>- Conducting baseline and mid-term surveys and impact assessment (by local NGO) (first 6 months, then mid-term surveys and impact assessment by end of the project)</li> <li>- Conducting stakeholders workshops to discuss M&amp;E results (annually)</li> </ul> </li> <li>3. Annual audit <ul style="list-style-type: none"> <li>- Conducting annual audit (at the end of each financial year)</li> </ul> </li> </ol>

## 2. Financing Plan for the Proposed Grant to be Supported by JFPR

<b>Funding Source</b>	<b>Amount (\$)</b>	
JFPR-	1,000,000	(excluding incremental ADB cost)
Government (in-kind)	50,000	(central government contribution by supplying special equipment for children with special needs; providing office space for GIU and temporary working space for PMPC groups; participation at workshops, roundtables, and PMPC groups)
Other Sources (in-kind)	10,000	(beneficiary contributions through participation at workshops and roundtables)
<b>Total</b>	<b>1,060,000</b>	

## 3. Background

In December 2005, the Government of the Kyrgyz Republic requested ADB to help develop a project to address the educational requirements of children with special needs. The formal education sector, in which ADB has been the most active donor, has progressed well since independence, and ADB will soon become involved in vocational education. Children with special needs, most of whom are reported to be from poor families, have not, however, been adequately taken care of so far. The total number of registered children

with disabilities under 18 was about 17,100 in 2004, and this seems to be an underestimate.<sup>10</sup> Of these, only about 15–20% were enrolled at the specialized institutions as a result of reduced budget financing for the special segregated education system. There have been limited pilot activities supported by international financial institutions to introduce a model of inclusive education at a few schools, and the number of children receiving such education was only 250 in 2004.<sup>11</sup> Some 2,650 children with special needs were enrolled in mainstream education, but they face difficulties in learning as schools are not flexible enough to meet their special requirements. In addition, lack of support—both from the family and government—has worsened the conditions. Very few children with special needs actually receive education or training, and most of them remain outside the system of mainstream education. Analysis suggests that the following are the key factors contributing to the exclusion of children with special needs from mainstream education and constraining their integration into society.

- (i) **Poor policy, legal, institutional, and planning framework.** Recognizing the need for a shift from the current segregated approach to integration of SNE into the mainstream education, the Government signed the Dakar Framework for Action for Education for All. It also adopted the National Action Plan for Education for All that provided the basis for inclusion of children with special needs. Nevertheless, SNE has not yet been incorporated into the education strategies, programs, or financial plans. Poor interaction among the Government's agencies adds to the deterioration in educational services to children with special needs.
- (ii) **Lack of awareness among parents and communities.** Low expectations from parents and communities for children with special needs put those children at the highest risk of social exclusion. Therefore, communities' and parents' awareness needs to be improved to ensure their involvement in the inclusive education processes. Mere physical integration into schools is not enough. Very often absent are such factors essential for participation in the learning process of children with special needs as positive attitudes and a school environment that values diversity. Hence, teachers' and students' awareness needs to be raised to ensure creation of an environment conducive to inclusion of these children into mainstream activity, including education.
- (iii) **Inadequate teachers' skills for SNE.** The teachers' training for SNE has also been inadequate. This relates equally to pre-service and in-service training of teachers in special and mainstream schools. As a result, children with special needs are not getting quality education.
- (iv) **Inadequate education standards, curriculum, and teaching or learning materials.** There are no state education standards or suitable curricula for SNE for mainstream schools, and the existing standards for education at special schools are outdated. In addition, there is a shortage of textbooks as well as of teaching and learning materials for SNE.
- (v) **Scarcity of special equipment and facilities.** Special equipment for children with special needs and facilities and devices at schools are either not available or in dilapidated condition.

It is believed that there are far more children with disabilities than officially registered. At the same time, according to the local NGOs, there are a number of children at specialized institutions who could participate in mainstream education if the environment there were favorable and adapted to the requirements of children with special needs. The Government requested ADB to help pilot an integrated inclusive approach at the selected raions that could be replicated under ongoing and future ADB projects to bring one of society's most vulnerable groups into mainstream activities and hence reduce its vulnerability to poverty. Specialized boarding schools would still be required to serve some children with severe and multiple impairments. In addition, collaborative relations between specialized and mainstream schools need to be established to undertake joint activities and facilitate sharing knowledge and resources for smoother transfer of students between the two systems.

#### 4. Innovation

The project is innovative, as it will test new approaches that will complement the Second Education Project

<sup>10</sup> About 9,400 children with disabilities in the country are reported to be from the poorest families. Analysis of the Government's social passport survey data suggests that the families having children with disabilities are under greater risk of being among the poorest of the society.

<sup>11</sup> National Statistics Committee of the Kyrgyz Republic. 2005. *Social and Economic Situation in the Kyrgyz Republic*. Bishkek.

(SEP) in two respects. First, while the broad SEP policy focuses on equitable and quality access to basic education (e.g., through modernizing the curriculum, developing a new generation of textbooks and learning materials, and strengthening in-service teacher training), the JFPR project will target mechanisms or models for SNE at community level. The proposed project will analyze the existing educational policies, strategies, and national educational standards and curricula in the SNE context and develop recommendations to better orient these towards SNE. These recommendations will be used to modernize curricula and improve learning assessment under SEP. Second, the project will help improve and introduce SNE training modules into teacher training courses at the oblast TTIs. That will contribute to strengthening in-service training for teachers in rural areas and will ensure institutionalization and sustainability of teacher skills improvement. By involving kindergartens, the project will establish a link between care and education for children with special needs that encompasses the family, preschool, and the school system.

The current segregated system of specialized boarding schools and mainstream schools creates a gap between children with special needs and wider society that leads to their social exclusion. The project will introduce joint in-service training of mainstream and special education teachers in inclusive education and in joint planning and decision making through the raion working groups, capacity building, and other activities. The project will thus foster partnership between the specialized and mainstream schools in pilot raions, as well as integrated supervision of educational services at mainstream schools and better understanding of SNE issues. It will result in sharing knowledge and resources for promoting inclusive approaches. Through joint communication with families of children with special needs at mainstream and special education, parent and family involvement will also be encouraged to promote a philosophy of inclusive education.

The project will be the first attempt in the Kyrgyz Republic to implement SNE in a comprehensive way by improving skills and facilities, increasing public awareness, establishing relations between the specialized and mainstream schools, and fostering relations between parents and the teachers in specialized schools. The project's integrated design and approach—by targeting communities, families, schoolteachers, students, plus local and national governments—will pilot strategies that will be adapted and integrated into other ongoing or upcoming interventions.

## **5. Sustainability**

The project will address sustainability in various ways. First, the focus on improving the policy and institutional framework will help create necessary conditions for inclusion at the school level while putting mechanisms in place aimed at ensuring equal access to education. The project will formulate recommendations to improve the financial planning framework for SNE, and, by piloting local strategies, it will facilitate incorporating funding requirements for SNE into the national planning framework. Second, the project's support to improving the pre-service and in-service teacher training system to ensure integration of the SNE-related training into the larger system of formal education will help sustain efforts to build teachers' capacity. Third, the impact of the project training activities will be strengthened by developing a critical mass of people trained on inclusive education in the raions. Long-term sustainability of the project outcomes will be achieved by addressing both internal and external conditions affecting access and participation, as well as by involving local authorities, communities, and NGOs in SNE planning and implementation. The project will create opportunities for inclusion of children with special needs in the mainstream school system. This will bring closer interaction between children and teaching staff of special and mainstream schools. In addition, the project will establish a network of support to families of children with special needs.

Building on the successful experiences under the JFPR project, the pilot activities could be expanded to remaining raions of the country. With a strong chance of replication, therefore, the project will play a catalytic role in implementing SNE throughout the country.

## **6. Participatory Approach**

Communities, NGOs, and governments at all levels were consulted during the project design. The potential beneficiaries seemed satisfied that their views were considered, and they demonstrated great commitment and interest regarding the proposed activities.

The project is designed to promote a participatory and bottom-up planning and decision-making process involving all raion-level stakeholders, directly including the families of children with special needs and

communities. The design also draws on experiences of such international financial institutions and NGOs as the Japan International Cooperation Agency (JICA), Save the Children, United Nations Children's Fund (UNICEF), United States Agency for International Development, and the World Bank. These experiences highlighted the importance of (i) capacity building at all levels, particularly to address pre-service and in-service teacher training; (ii) central and local authorities' active participation; and (iii) working with communities to ensure an integrated approach and avoid fragmented efforts. The project will utilize the knowledge base and capacities already established by other international financial institutions. Teachers already trained and certified in inclusive education will be involved in training other specialized and mainstream teachers. The project will strengthen the existing network of parents and communities, who could facilitate mobilizing other parents to ensure sustainability of project outcomes. The project will also support small subprojects initiated by communities and NGOs to implement innovative community-based activities promoting inclusive education and social inclusion. This would contribute to empowering local communities for planning and implementing activities to benefit children with special needs.

By involving all stakeholders in the project's formulation, implementation, and monitoring, the project will promote SNE partnership among the Government, civil society, and other stakeholders. It also will establish private-public partnerships by engaging various types of training and other service providers into the capacity building and public awareness activities.

<b>Primary beneficiaries and other affected groups and relevant description</b>	<b>Other key stakeholders and brief description</b>
<p>The following groups will directly benefit from the assistance:</p> <ul style="list-style-type: none"> <li>(i) Children with special needs at pilot raions will participate in inclusive classes at pilot mainstream schools and kindergartens and will receive improved education.</li> <li>(ii) Children with special needs at the specialized schools in pilot raions will get improved education.</li> <li>(iii) Teachers at mainstream and special schools in pilot raions will benefit from training on SNE and inclusive approaches and will receive teaching materials.</li> <li>(iv) Pre-service and in-service training institutions will benefit from the capacity building activities.</li> <li>(v) Families of the children with special needs will benefit from the capacity building and public awareness campaign.</li> <li>(vi) Government officials and education authorities at the national and raion levels will benefit from public awareness activities.</li> </ul> <p>In total, about 1,100 special needs children and their families, 225 teachers in pilot areas, and about 500 educational specialists, government officials, and other government and nongovernment stakeholders will benefit.</p>	<ul style="list-style-type: none"> <li>(i) MOES will be the project's executing agency.</li> <li>(ii) The GIU will be responsible for day-to-day project coordination.</li> <li>(iii) A steering committee consisting of relevant government and nongovernment stakeholders will be established to ensure coordination. Agencies currently involved in SNE, including JICA and UNICEF, will be invited to join the committee.</li> <li>(iv) Working groups at the national and raion levels comprising various government and nongovernment stakeholders will be established to coordinate project activities.</li> <li>(v) The Ministries of Health Care and of Labor and Social Protection will coordinate cross-sector project activities.</li> <li>(vi) JICA has expressed interest in providing Japanese volunteers on SNE, particularly to the KSPU.</li> <li>(vii) The KSPU will establish a group to develop a pre-service training manual.</li> <li>(viii) TTIs will provide in-service training to pilot schools' teachers.</li> <li>(ix) Local NGOs, to be identified in each pilot raion, will facilitate project implementation at the community level.</li> <li>(x) Various institutions, particularly national and raion-level NGOs, will be engaged to conduct a public awareness campaign.</li> </ul>

## 7. Coordination

During project preparation, consultations were held with key external funding agencies, including JICA, UNICEF, United States Agency for International Development, and World Bank. International and local NGOs with relevant experience and knowledge also were consulted. JICA is currently providing volunteers—physiotherapists, special education teachers, and health care specialists—for a few boarding houses for children with disabilities. It plans to support activities aimed at inclusion of disabled people into society by raising awareness of and empowering the Ministry of Labor and Social Protection in helping disabled people, establishing partnerships between the Ministry’s staff and local NGOs, and uniting disabled people within the country. In addition, JICA will establish and equip resource centers for adults with disabilities, organize public roundtables, and arrange training for government officials. The World Bank’s Rural Education Project, approved in 2004, aims to improve teacher incentives and performance management systems in Issyk-Kul and Talas oblasts, revise the textbook rental scheme and reprint textbooks and learning materials for primary and secondary schools, and develop sample-based national student assessment. United States Agency for International Development is assisting on curriculum adjustment in a democratic context, strengthening education financing and management, voucher-based in-service teacher training, a post-secondary national scholastic test, and minor school improvements in cooperation with its partners. UNICEF has supported studies of learning achievement by students finishing grades 4 and 8.

The project will continue in close coordination and collaboration with these and other activities in the sector. Mr. Tatsuhiko Kasai, Charge D’Affairs, Embassy of Japan in the Kyrgyz Republic, was consulted on the project design at a meeting on 7 September 2006. The JICA office was consulted on possible areas of cooperation, and it has expressed interest in providing assistance through volunteers. A meeting was held with JICA representatives on 8 September 2006 to brief them on the JFPR proposal.

## 8. Detailed Cost Table

The total cost of the project is estimated at \$1,060,000 equivalent, including physical and price contingencies. It is proposed that the JFPR will provide a grant of \$1,000,000 equivalent to finance 94% of the project cost. The remaining \$60,000 equivalent, or 6%, will be provided by the Government and local communities, mainly in-kind. In addition, \$40,000 will be required by ADB for project administration. Please refer to Appendix 2 for the detailed cost estimates and Appendix 3 for the funds flow arrangement.

## C. LINKAGE TO ADB STRATEGY AND ADB-FINANCED OPERATIONS

### 1. Linkage to ADB Strategy

ADB’s country strategy and program<sup>12</sup> highlights the need to improve the level of human development and the importance of focusing on basic education and disadvantaged children. ADB has been the major external financing agency in the education sector since 1995, starting with its Education Sector Development Program aimed at improving quality of education and strengthening national capacity for sector reform management. To continue enhancing the quality of, and participation in, primary and general secondary education, an ADF grant of \$15.5 million was approved in October 2005 to finance SEP. The proposed JFPR project will contribute to the sector development by piloting new approaches for SNE and social inclusion.

Document	Document Number	Date of Last Discussion	Objective(s)
Kyrgyz Republic Country Strategy and Program Update (2006–2008)	N/A	November 2005	Overall objective is to reduce poverty. It focuses on three priority areas: pro-poor economic growth, regional cooperation, and human development. Within human development, the focus is on basic education and early childhood development.

<sup>12</sup> ADB. 2003. Kyrgyz Republic Country Strategy and Program 2004–2006. Manila.

The Government's Comprehensive Development Framework to 2010 and Medium-Term Country Development Strategy 2006–2010	N/A	Comprehensive Development Framework in 2003.  Country Development Strategy will be approved in 2 <sup>nd</sup> quarter 2007.	The documents address economic growth, poverty reduction, and sustainable human development with particular focus on human development and basic education. The principle of inclusive education is of particular focus in the education section.
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## 2. Linkage to Specific ADB-Financed Operation

<b>Project Name</b>	(i) SEP (ii) CBECDP
<b>Project Number</b>	(i) ADF Grant 0020-KGZ (ii) ADF Loan 2007-KGZ
<b>Date of Board Approval</b>	(i) 28 October 2005 (ii) 29 September 2003
<b>Grant Amount (\$ million)</b>	(i) 15.5 (ii) 10.5

## 3. Development Objective of the Associated ADB-Financed Operation

The ongoing CBECDP is supporting preschool education needs of children but excludes SNE. The ongoing SEP provides assistance in developing new curricula, textbooks, and learning materials; developing teachers; improving learning assessment; and rehabilitating schools. SEP is also undertaking a series of education policy studies, one of the proposed topics of which is inclusive education. The public awareness campaign for inclusive education will be provided under the SEP at the central level. The proposed JFPR project will address the education needs of children with special needs and which are not explicitly covered under these ongoing projects. It will help integrate SNE into the mainstream education. Activities like increasing public awareness and identifying and monitoring children with special needs in communities would also help to address integrating children from preschool age. In addition, the JFPR project will extend capacity building, rehabilitation, and equipment provision activities to two kindergartens in areas covered by the CBECDP. The JFPR project will generally concentrate its activities at the raion and community levels. At the same time, SEP has components that will support key components of the JFPR project. These include modernizing the curricula, developing an improved learning assessment system, strengthening in-service teacher training, and rehabilitating facilities. Community and school-based interventions that prove successful under the JFPR project may be incorporated into the ongoing projects and/or included under the next education and early childhood development projects programmed for 2008.

## 4. Main Components of the Associated ADB-Financed Operation

No.	Component Name	Brief Description
<b>(i) ADF Grant 0020-KGZ: Second Education Project</b>		
1.	Modernizing the curriculum and learning assessment	Supporting the Government's efforts in modernizing the curriculum with a student-centered approach linked to developing an improved learning assessment system and a new generation of textbooks and learning materials.
2.	Strengthening the teaching profession	Strengthening in-service teacher training and incentives for teachers in rural areas.
3.	Improving participation and quality in rural schools	Rehabilitating facilities and providing educational equipment for 90 priority schools in rural areas.
<b>(ii) ADF Loan 2007-KGZ: Community-Based Early Childhood Development Project</b>		
1.	Child health and nutrition	It will (i) ensure universal coverage and quality of immunization, (ii) improve case management for major childhood morbidities, (iii) improve functioning of primary health care posts, (iv) universalize consumption of iodized salt, and (v) introduce

No.	Component Name	Brief Description
		behavioral change to prevent iron deficiency anemia.
2.	Early childhood care and education	It will (i) improve access of poor children to preschool programs, including state-run preschools and community preschool programs; (ii) improve the quality of grade 1 education; and (iii) improve the quality of child care at home.
3.	Capacity building	It will (i) develop the capacity of local governments and communities to plan, implement, and monitor early childhood development activities; and (ii) improve data collection and monitoring of development indicators for young children between birth and 8 years of age from the community to the central government levels.

## 5. Rationale for Grant Funding versus ADB Lending

In view of the debt sustainability issue, the International Monetary Fund recommended restrictions on the Kyrgyz Republic regarding non-grant public sector borrowing. Also, in order to ease the debt burden and reduce debt payments, the Government has expressed its interest in availing itself of the Heavily Indebted Poor Countries initiative, which will free resources for social sectors. In view of the above, the Government has restricted its non-grant borrowing to a minimum and is using such funds for infrastructure and other sectors with higher economic returns while seeking grant financing for social sector projects. To help the Government address its fiscal problems while still maintaining its support for the social sectors, ADB in 2005 began providing 50% of its assistance in grants. The remaining support continues to be financed from concessional ADF resources. The proposed JFPR grant will help the Government improve access to basic education for the most disadvantaged group of children without further burdening its fiscal resources.

While ADB's support to the education sector in the country is relatively comprehensive, SNE has not been incorporated into the country's education reforms agenda and is not a major focus of the ongoing projects. The JFPR project would have a significant impact by improving teacher knowledge and skills while raising public awareness, which are not specifically covered under the ongoing SEP. In addition, the conditions at schools and raions are very diverse and cannot be addressed by a single nationwide approach. The project will examine new approaches to strengthen community and parental participation in the education process, which can then be replicated under the ongoing and/or future ADB assistance to the sector. The Government is committed to incorporating the strategies piloted under the proposed project into the sector strategies and ongoing and future projects.

## D. IMPLEMENTATION OF THE PROPOSED GRANT

### 1. Executing Agency: The Ministry of Education and Science (MOES)

MOES will be the executing agency (EA). Since the EA has had the experience of implementing two ADB projects, it has developed adequate capacity to undertake the procurement envisaged under the project through the GIU to be established.

A steering committee consisting of representatives from the EA, Ministry of Finance, Ministry of Health Care, Ministry of Labor and Social Protection, and other relevant stakeholders will be established to oversee implementation of the project and advise on the need for adjustments in the scope, if any are required.

The GIU will be established within the central project implementation unit (CPIU) of the SEP under the EA and adequately staffed to implement the project. All procurements under the JFPR grant will be conducted in accordance with ADB guidelines.<sup>13</sup> Staff of the GIU will be recruited by the EA in accordance with ADB's guidelines<sup>14</sup> to provide the services for implementation, management, and monitoring progress of the JFPR grant. All international and domestic consultants, too, will be contracted by the EA in accordance with ADB's

<sup>13</sup> ADB. 2006. *Procurement Guidelines*. Manila.

<sup>14</sup> ADB. 2007. *Guidelines on the Use of Consultants by ADB and Its Borrowers*. Manila.

guidelines on consultants and their use. Details of the implementation arrangements and the procurement plan are in Appendixes 4 and 5, respectively.

## 2. Risks Affecting Grant Implementation

Type of Risk	Brief Description	Measure to Mitigate the Risk
Social	Lack of beneficiaries' (parents, students, and teachers) commitment may impede fulfilling the project objectives.	Consultations with beneficiaries and other stakeholders, initiated during the project processing stage, will be continued during project implementation to strengthen their ownership and commitment.
Institutional	High turnover among counterpart staff may weaken the capacity to implement SNE.	Measures will be suggested to retain counterpart staff for at least the project implementation period to minimize the risk.

## 3. Incremental ADB Costs

Component	Incremental Bank Cost
Amount requested	\$40,000
Justification	The incremental costs will be utilized for (i) developing the grant implementation manual (GIM), and (ii) project administration including the mid-term review.
Type of work to be rendered by ADB	(i) A domestic staff consultant, to be hired under ADB's <i>Guidelines on the Use of Consultants</i> , is to help develop the GIM; and (ii) international and domestic staff consultants and/or firms or NGOs, to be hired under ADB's <i>Guidelines</i> , are to assist during the mid-term review to analyze the monitoring data and evaluate project progress and outcomes.

## 4. Monitoring and Evaluation

The project's performance M&E will comprise the following: (i) baseline data and output targets set up at the overall project level by the GIU and by a local NGO recruited for baseline survey and impact assessment, (ii) quarterly implementation-related performance data collected and recorded by the GIU, (iii) annual social passport surveys by the Government, (iv) mid-term surveys and impact assessment data collected by the recruited local NGO and recorded by the GIU, and (v) performance and impact data collected by an NGO on project completion. The design and monitoring framework is given in Appendix 6.

In addition, there will be international and domestic staff consultants and/or firms or NGOs hired under ADB's incremental cost to assist during the mid-term review with analyzing the monitoring data and evaluating project progress and outcomes.

Key Performance Indicator	Reporting Mechanism	Plan and Timetable for M&E
Enrolment of the children with special needs at 35 mainstream schools increased by about 500 by end of the project	(i) Project progress and monitoring reports (ii) Surveys and impact assessment (iii) Social passport statistics	(i) Quarterly by the GIU and EA (ii) Baseline during the first 6 months, mid-term surveys, and impact assessment by an NGO (iii) Annual social passport survey by the Government
Academic performance of about 1,100 children with special needs in key subjects at 38 pilot schools improved by end of the project	(i) Project progress and monitoring reports (ii) Surveys and impact assessment	(i) Quarterly by the GIU and EA (ii) Baseline during the first 6 months, mid-term surveys, and impact assessment by an NGO

Children with special needs advancing from lower to upper grades increased by 10% by end of the project.	(i) Project progress and monitoring reports (ii) Surveys and impact assessment	(i) Quarterly by the GIU and EA (ii) Baseline during the first 6 months, mid-term surveys, and impact assessment by an NGO
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#### 5. Estimated Disbursement Schedule

<b>Fiscal Year</b>	<b>Amount (\$)</b>
2007	150,000
2008	350,000
2009	350,000
2010	150,000
<b>Total Disbursements</b>	<b>1,000,000</b>

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#### Appendixes

1. Summary Cost Table
2. Detailed Cost Estimates
3. Fund Flow Arrangement
4. Implementation Arrangements
5. Procurement Plan
6. Design and Monitoring Framework

## SUMMARY COST ESTIMATES

(\$)

<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="text-align: right;"> <p>↓ Inputs / Expenditure category</p> </div> <div style="text-align: left;"> <p>→ Grant Components</p> </div> </div>	Component A Policy and Institutional Framework	Component B Capacity Building and Public Awareness	Component C Physical Infrastructure, Furnishing, and Equipment	Component D Project Management, Monitoring, and Audit	Total (Input)	Percent
<b>1. Civil Works</b> (including technical surveys and designs, and supervision of constructions)	0	0	190,000	0	<b>190,000</b>	19.0
<b>2. Equipment and Supplies</b> (including special equipment for schools and children, training materials, office equipment, audio-visual, and furniture)	0	13,500	102,500	8,000	<b>124,000</b>	12.4
<b>3. Training, Workshops, Seminars, Public Awareness:</b> (including fees to training institutes, venue rental, travel, per diem for participants and other related costs)	8,400	254,300	0	3,400	<b>266,100</b>	26.6
<b>4. Consulting Services:</b> (for surveys, assessments and reviews, technical experts, external auditors, including related costs such as travel, accommodation and per diem)	73,500	29,900	6,500	28,500	<b>138,400</b>	13.8
<b>5. Grant Management:</b> (including GIU staff salaries, travel costs and per diem, O&M, recurrent costs and other costs)	0	0	0	145,800	<b>145,800</b>	14.6
<b>6. Other Inputs:</b> (including incremental costs of PMPCs, community facilitators/NGOs, small grants to communities)	0	60,200	0	0	<b>60,200</b>	6.0
<b>7. Contingencies:</b> (Use of contingencies requires prior approval from ADB)	7,550	30,200	22,650	15,100	<b>75,500</b>	7.6
<b>Subtotal JFPR Grant Financed</b>	<b>89,450</b>	<b>388,100</b>	<b>321,650</b>	<b>200,800</b>	<b>1,000,000</b>	<b>100.0</b>
<b>Government Contribution</b> (including supply of special equipment for children, office space for GIU and PMPCs, participation at workshops/roundtables and PMPCs)	0	35,000	10,000	5,000	50,000	
<b>Other Donors Contributions</b>	0	0	0	0	0	
<b>Community's Contributions</b> (mostly in kind): (including participation at workshops and roundtables)	0	10,000	0	0	10,000	
<b>Total Estimated Costs</b>	<b>89,450</b>	<b>433,100</b>	<b>331,650</b>	<b>205,800</b>	<b>1,060,000</b>	
<b>ADB's Incremental Costs</b>					<b>40,000</b>	

**DETAILED COST ESTIMATES  
(\$)**

Code	Supplies and Services Rendered	Costs				Contributions				
		Unit	Quantity Units	Cost per Unit	Total \$	JFPR		Central/ Local Government (in-kind)	Other Donors	Communities/ Beneficiaries (in-kind)
						Amount	Method of Procurement			
<b>Component A - Policy and Institutional Framework</b>					<b>81,900</b>	<b>81,900</b>		<b>0</b>	<b>0</b>	<b>0</b>
<b>1.1</b>	<b>Training, workshops, seminars</b>			<b>Subtotal:</b>	<b>8,400</b>	<b>8,400</b>	<b>DC</b>			
1.1.1	Inception stakeholder workshops	unit	7	200	1,400	1,400				
1.1.2	Raion Working Groups' workshops and roundtables (7 raions*6 workshops)	unit	42	100	4,200	4,200				
1.1.3	Roundables on policy and standards/curricula development (7 raions*4 workshops)	unit	28	100	2,800	2,800				
<b>1.2</b>	<b>Consulting Services</b>			<b>Subtotal:</b>	<b>73,500</b>	<b>73,500</b>	<b>IC</b>			
1.2.1	International Consultants:				60,000	60,000				
1.2.1.1	International SNE policy development Specialist / policies and strategies	person-month	1	20,000	20,000	20,000				
1.2.1.2	International SNE development specialist / educational standards and curricula development	person-month	2	20,000	40,000	40,000				
1.2.2	Domestic consultants:	person-month			13,500	13,500				
1.2.2.1	Domestic policy development specialist	person-month	3	900	2,700	2,700				
1.2.2.2	Domestic standards and curricula development specialist	person-month	12	900	10,800	10,800				
<b>Component B - Capacity Building and Public Awareness</b>					<b>402,900</b>	<b>357,900</b>		<b>35,000</b>	<b>0</b>	<b>10,000</b>
<b>2.1</b>	<b>Equipment and Supplies</b>			<b>Subtotal:</b>	<b>13,500</b>	<b>13,500</b>	<b>S</b>			
2.1.1	Equipment and supplies for diagnostic survey of SN children by PMPCs	set	7	500	3,500	3,500				
2.1.2	Printing/supply of the manual for pre-service training (1000 copies)	copy	1000	10	10,000	10,000				
<b>2.2</b>	<b>Training, workshops, seminars, public awareness campaigns</b>			<b>Subtotal:</b>	<b>254,300</b>	<b>254,300</b>	<b>DC</b>			
2.2.1	Training for seven raion PMPCs (6-days course)	course	7	4,000	28,000	28,000				
2.2.2	Training of trainers of OPUs by KSPU (3-days course in Osh, Djalalabad, and Naryn oblasts) (20 trainers from each OPU=60 trainers)	course	3	1,600	4,800	4,800				
2.2.3	Training of teachers of 35 mainstreams schools (175 teachers at 3 courses*3 days) (including training material, travel, and per diem for trainers and participants)	course	21	2,000	42,000	42,000				
2.2.4	Mentoring/post-training supervision of the trained teachers of 35 mainstream schools by TTIs (35 schools*2 visits)	unit	70	300	21,000	21,000				
2.2.5	Training of teachers of 3 specialized schools (80 teachers at 5-days course) (including training materials, travel, and per diem for trainers and participants)	course	3	1,500	4,500	4,500				
2.2.6	Mentoring/post-training supervision of the trained teachers of 3 specialized schools by KSPU	unit	6	500	3,000	3,000				
2.2.7	Training of the central and raion government officials, parents, and local communities (including trainers' fees, travel, and per diem; and travel and meals for participants)	days	30	500	15,000	15,000				

Code	Supplies and Services Rendered	Costs				Contributions				
		Unit	Quantity Units	Cost per Unit	Total \$	JFPR		Central/ Local Government (in-kind)	Other Donors	Communities/ Beneficiaries (in-kind)
						Amount	Method of Procurement			
2.2.8	Roundtables, workshops, consultation meetings in raions (two events per year)	days	42	500	21,000	21,000				
2.2.9	Roundtables, workshops, consultation meetings in Bishkek	days	10	1,500	15,000	15,000				
2.2.10	Public awareness campaign, including:	lump sum			100,000	100,000	S/DC			
	- printing materials (posters, leaflets, and others)	lump sum		30,000						
	- national and local TV programs, video-reels, and others	lump sum		70,000						
<b>2.3</b>	<b>Consulting services</b>			<b>Subtotal:</b>	<b>29,900</b>	<b>29,900</b>	<b>IC</b>			
2.3.1	International training specialist for improving modules for teachers and developing the manual for KSPU and OPUs	person-month	1	20,000	20,000	20,000				
2.3.2	Domestic SNE training specialist for developing the manual for KSPU and OPUs, improving modules for teachers training, developing mentoring check-list, and one-week course for training of teachers of specialized schools	person-month	6	900	5,400	5,400				
2.3.3	Domestic school improvement specialist for assisting the pilot schools and kindergartens to develop plans (including fees, travel, accomodation, and per diem)	person-month	3	1,500	4,500	4,500				
<b>2.4</b>	<b>Other Project Inputs</b>			<b>Subtotal:</b>	<b>105,200</b>	<b>60,200</b>				
2.4.1	PMPC (7 specilists) incremental costs (travel, accomodation, per diem) to identify SN children (2 times*3 years*7 raions)	visit	42	200	8,400	8,400				
2.4.2	NGO facilitator (One NGO in each of the seven pilot raions for 24 months)	unit	168	100	16,800	16,800	DC			
2.4.3	Grants to communities (5 sub-projects per raion)	unit	35	1,000	35,000	35,000				
2.4.4	Participation in roundtables/workshops - Beneficiaries' in-kind contribution	lump sum	1	35,000	35,000			25,000		10,000
2.4.5	Participation of specialists in PMPCs - Government's in-kind contribution	lump sum	1	10,000	10,000			10,000		
<b>Component C - Physical Infrastructure, Furnishing, and Equipment</b>					<b>309,000</b>	<b>299,000</b>		<b>10,000</b>	<b>0</b>	<b>0</b>
<b>3.1</b>	<b>Civil Works</b>	school	38	<b>5,000</b>	<b>190,000</b>	<b>190,000</b>	<b>NCB/S</b>			
<b>3.2</b>	<b>Equipment and Supplies</b>			<b>Subtotal:</b>	<b>112,500</b>	<b>102,500</b>	<b>S</b>			
3.2.1	Equipment for pilot mainstream schools and kindergartens	lump sum	1	33,500	33,500	33,500				
3.2.2	Equipment for pilot specialized schools	lump sum	1	9,000	9,000	9,000				
3.2.3	Special equipment for children with SN at pilot mainstream schools and kindergartens	lump sum	1	19,000	19,000	19,000				
3.2.4	Special equipment for children with SN at pilot specialized schools	lump sum	1	3,000	3,000	3,000				
3.2.5	Teaching/learning materials to pilot mainstream and specialized schools	set	38	1,000	38,000	38,000				
3.2.6	Special equipment for children with SN provided by the Government	lump sum	1	10,000	10,000			10,000		
<b>3.3</b>	<b>Consulting Services</b>			<b>Subtotal:</b>	<b>6,500</b>	<b>6,500</b>				
3.3.1	Domestic civil engineer	person-month	8	500	4,000	4,000	IC			
3.3.2	Domestic special equipment specialist	person-month	5	500	2,500	2,500	IC			

Code	Supplies and Services Rendered	Costs				Contributions				
		Unit	Quantity Units	Cost per Unit	Total \$	JFPR		Central/ Local Government (in-kind)	Other Donors	Communities/ Beneficiaries (in-kind)
						Amount	Method of Procurement			
<b>Component D - Project Management, Monitoring and Audit</b>					<b>190,700</b>	<b>185,700</b>		<b>5,000</b>	<b>0</b>	<b>0</b>
<b>4.1</b>	<b>Equipment and Supplies</b>			<b>Subtotal:</b>	<b>8,000</b>	<b>8,000</b>	<b>S/DC</b>			
4.1.1	Computers/laptops	unit	3	1,500	4,500	4,500				
4.1.2	Office equipment <sup>a</sup>	lump sum	1	2,000	2,000	2,000				
4.1.3	Furniture	unit	1	1,500	1,500	1,500				
<b>4.2</b>	<b>Training, Workshops, and Seminars</b>			<b>Subtotal:</b>	<b>3,400</b>	<b>3,400</b>	<b>DC</b>			
4.2.1	Stakeholders workshops to discuss monitoring and evaluation results (annually)	unit	4	600	2,400	2,400				
4.2.2	Training of EA staff in monitoring and evaluation	unit	1	1,000	1,000	1,000				
<b>4.3</b>	<b>Consulting Services (Monitoring and Audit)</b>			<b>Subtotal:</b>	<b>28,500</b>	<b>28,500</b>	<b>QCBS</b>			
4.3.1	Baseline and mid-term surveys and impact assessment (by local NGO) (first six months and mid-term surveys, and impact assessment by end of the Project)	unit	3	3,500	10,500	10,500				
4.3.2	Annual audit	unit	4	4,500	18,000	18,000				
<b>4.4</b>	<b>Grant Management and Coordination</b>			<b>Subtotal:</b>	<b>150,800</b>	<b>145,800</b>				
4.4.1	Component D - GIU Staff <sup>b</sup>				99,600	99,600	<b>IC</b>			
4.4.1.1	GIU manager/SNE specialist	person-month	48	1,000	48,000	48,000				
4.4.1.2	Procurement specialist	person-month	36	500	18,000	18,000				
4.4.1.3	Accountant	person-month	48	400	19,200	19,200				
4.4.1.4	Office manager/translator	person-month	48	300	14,400	14,400				
4.4.2	Local Travel and Per diem	month	48	600	28,800	28,800				
4.4.3	Other Miscellaneous Administration Costs	lump sum	1	17,400	17,400	17,400				
4.4.4	Other Miscellaneous Administration Costs - Government's in-kind contribution	lump sum	1	5,000	5,000			5,000		
<b>Components A to D = Subtotal (including Government and community contribution)</b>					<b>984,500</b>	<b>924,500</b>		<b>50,000</b>	<b>0</b>	<b>10,000</b>
<b>Contingencies</b>						<b>75,500</b>				
<b>Total Grant Costs</b>						<b>1,000,000</b>				
<b>ADB Incremental Cost Details:</b>										
	Preparation of grant implementation memorandum	person-month	2	1,500	3,000					
	Annual and mid-term review costs	lump sum		37,000	37,000					
<b>Total Incremental Costs</b>					<b>40,000</b>					

ADB = Asian Development Bank, DC = direct contracting, GIU = grant implementation unit, IC = individual consultant selection, KSPU = Kyrgyz State Pedagogical University, NCB = national competitive bidding, NGO = nongovernment organization, OPU = oblast pedagogical university, PMPC = psycho-medical-pedagogical consultation, QCBS = quality and cost-based selection, S = shopping, SNE = special needs education.

<sup>a</sup> Including computers, printer, facsimile machine, projector, laptop, and other equipment.

<sup>b</sup> Amounts are for budgeting purpose and will be subject to Government regulations related to the salaries in projects funded by international financial institutions

Source: Asian Development Bank estimates

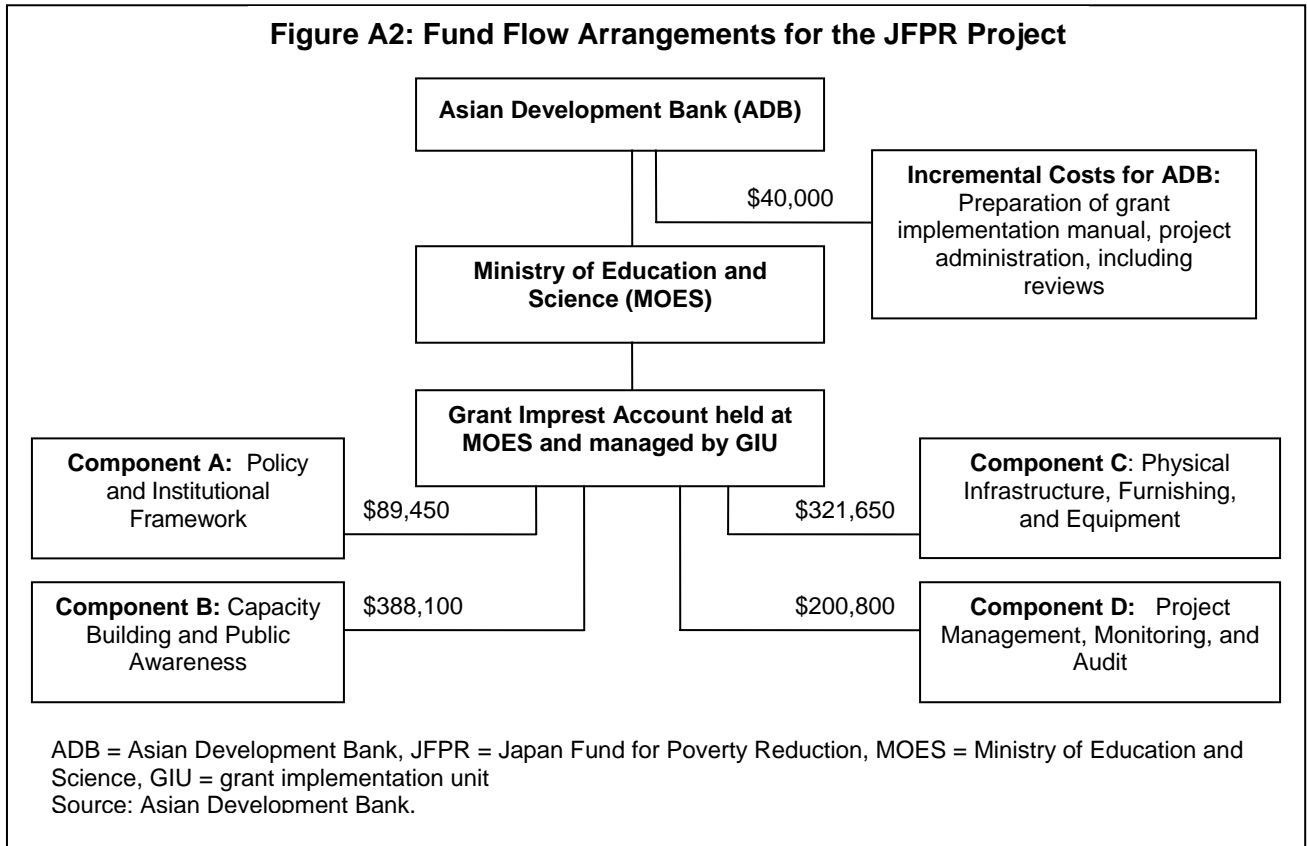
## FUND FLOW ARRANGEMENTS

1. Asian Development Bank (ADB) will channel the Japan Fund for Poverty Reduction (JFPR) funds directly to a JFPR imprest account, which will be opened and maintained by the Ministry of Education and Science, the executing agency (EA), in Bishkek at a bank endorsed by the Ministry of Finance and acceptable to ADB. This aims to facilitate day-to-day local expenditures of the grant. The JFPR imprest account will be managed by the EA on the principles of co-signatory arrangement with the Ministry of Finance, initially based on the first 6-month activity plan and related budget and afterwards based on the approved annual work plan and budget. The JFPR imprest account will be established, managed, replenished, and liquidated in accordance with ADB's *Loan Disbursement Handbook*<sup>1</sup> and detailed arrangements agreed upon by the EA and ADB. The grant implementation unit (GIU) will manage the expenditures for the grant and submit all relevant documents to the EA for liquidation and replenishment of the imprest account by ADB. It will also receive copies of all financial statements and audit reports.
2. The imprest account in US dollars will be established after the JFPR Letter of Agreement has been signed. ADB will initially channel an advance for 6 months of estimated expenditure or 10% of the grant amount, whichever is lower, to the imprest account for day-to-day project implementation during the inception period, and it will replenish funds every 3 to 6 months, based on replenishment requests from the GIU through the EA and in accordance with ADB's statement of expenditures procedure. The statement of expenditures procedure will apply for all payments and transactions under \$50,000 to ensure speedy project implementation. Details of implementation arrangements, such as the flow, replenishment, and administrative procedures, will be given in the grant implementation manual and be established between ADB and the Government through the JFPR Letter of Agreement. The schematic flow of funds is shown in Figure A2.
3. The interest earned on the imprest account can be used for project purposes within the approved total amount of the JFPR project, subject to ADB's approval, and any unutilized interest should be returned to the JFPR fund account maintained in ADB upon completion of the project and before closing of the JFPR account.

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<sup>1</sup> ADB. 2007. *Loan Disbursement Handbook*. Manila.

**Figure A2: Fund Flow Arrangements for the JFPR Project**



## IMPLEMENTATION ARRANGEMENTS

### A. Executing Agency and the Steering Committee

1. The Ministry of Education and Science will be the executing agency (EA) for the project. The EA will appoint one of its deputy ministers as national project director. A steering committee consisting of high-level representatives from the EA, Ministry of Finance, Ministry of Health Care, Ministry of Labor and Social Protection, and other relevant stakeholders will be established to oversee the project's implementation and advise on any needs for adjustments in the scope. Coordination with agencies involved in the education sector, including civil society organizations, government, and development partners, will be maintained throughout the implementation period through consultation workshops and meetings, as well as the steering committee meetings.

### B. Working Groups

2. A working group comprising specialists of the Ministry of Education and Science, Ministry of Finance, Ministry of Health Care, Ministry of Labor and Social Protection, parent associations and civil society organizations working for people with disabilities, and other stakeholders will be established at the central level to identify issues and recommend improvements in the educational policies, strategies, and plans (including smooth transition of children with special needs from preschool to school). The working group also will ensure multisector collaboration.

3. A raion working group at each pilot raion comprising the raion-level government, education specialists, families, communities, nongovernment organizations (NGOs), and other stakeholders will be created to (i) participate in identifying the pilot schools, (ii) confirm priority areas for project interventions, and (iii) help implement and monitor the project implementation at raion level.

### C. Grant Implementation Unit

4. **Grant Implementation Unit (GIU).** The GIU will be established within the central project implementation unit (CPIU) of the Second Education Project under the EA and adequately staffed to implement the project. It will be responsible for implementing and coordinating the grant activities and will report to the EA through the CPIU and to Asian Development Bank (ADB). Responsibilities of the GIU will include, but not be limited to (i) managing the grant accounts and disbursing funds; (ii) procuring civil works, goods, and services; (iii) submitting progress, financial, and audit reports to ADB; (iv) ensuring timely submission of audited accounts of the grant; (v) coordinating monitoring and evaluation activities; and (vi) coordinating grant supervision.

5. **GIU Location and Staffing.** The GIU staff and consultants will be hired in accordance with ADB guidelines.<sup>1</sup> The GIU will be located close to the CPIU's premises at the EA. The EA will recruit local GIU staff, including the following full-time specialists: (i) the GIU manager or special needs education (SNE) specialist, (ii) procurement specialist, (iii) accountant, and (iv) office manager and translator. The GIU will be supported by domestic consultants in the roles of (i) civil engineer and (ii) special equipment specialist. The following domestic short-term consultants will also be recruited: (i) policy development specialist, (ii) standards and curricula development specialist, (iii) SNE training specialist, and (iv) school improvement specialist. Detailed terms of reference for the above specialists will be specified in the grant implementation manual (GIM).

6. The following domestic short-term consultants will also be recruited: (i) policy development specialist, (ii) standards and curricula development specialist, (iii) SNE training specialist, and (iv)

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<sup>1</sup> ADB. 2007. *Guidelines on the Use of Consultants by ADB and Its Borrowers*. Manila.

school improvement specialist. Detailed terms of reference for the above specialists will be specified in the GIM.

#### **D. Selection of Project Areas**

7. The project will be implemented in the following seven pilot raions: (i) Djety-Ogus raion of Issyk-Kul oblast, (ii) Kadamjay raion of Batken oblast, (iii) Kochkor raion of Naryn Oblast, (iv) Moskovski raion of Chyi oblast, (v) Nookat raion of Osh oblast, (vi) Suzak raion of Djalalabat oblast, and (vii) Talas raion of Talas oblast. The raion with the highest number of school-age children with disabilities from the poorest families was used as a criterion for selecting one pilot raion from each oblast, thus effectively covering the entire country. The Government's 2005 social passport survey at the community level provided the database.<sup>2</sup>

8. Five mainstream schools in each pilot raion will be selected using the following criteria: (i) number of children with special needs living in immediate proximity to a school; and (ii) a school is not covered by any ongoing SNE and/or inclusive education projects run by other international financial institutions. In addition to the 35 pilot mainstream schools, 3 pilot specialized boarding schools, one each in Kadamjai (Batken oblast), Moskovski (Chui oblast), and Talas (Talas oblast) raions,<sup>3</sup> along with two selected kindergartens in Kochkor raion of Naryn oblast and Nookat raion of Osh oblast will participate in the project.

#### **E. Procurement and Consulting Services**

9. The grant will be administered by ADB in compliance with the procedures prescribed by the ADB's loan disbursement and procurement guidelines,<sup>4</sup> and by its *Guidelines on the Use of Consultants* (footnote 1).

10. All procurement will be conducted in accordance with ADB's *Procurement Guidelines*. Goods and services below \$10,000 will be procured using direct contracting. Goods and services above \$10,000 and below \$100,000 will be procured using shopping, while goods and services above \$100,000 and below \$500,000 will be procured using national competitive bidding procedure acceptable to ADB. For civil works, shopping or national competitive bidding procedures acceptable to ADB will be applied. Before commencing any procurement activity under national competitive bidding, ADB and the Government will review the national public procurement law to ensure consistency with ADB's *Procurement Guidelines*. Any necessary modifications or clarifications will be reflected in the procurement plan prepared for the initial 18 months and will be updated every 12 month (Appendix 5).

11. All international and domestic consultants will be hired following the *Guidelines on the Use of Consultants*. International consultants for a total of 4 person-months and domestic consultants for a total of 37 person-months will be recruited under the project. The terms of reference for consultants will be developed and summarized in the GIM that is to be prepared before project inception.

12. All individual consultants will be recruited in accordance with ADB procedures. The GIU will engage domestic individuals and/or NGOs or other community-based organizations for conducting a

<sup>2</sup> As reported by the Ministry of Labor and Social Protection, there are 881 children with disabilities in Djety-Ogus raion of Issyk-Kul oblast, 940 children in Kadamjay raion of Batken oblast, 149 children in Kochkor raion of Naryn Oblast, 347 children in Moskovski raion of Chyi oblast, 427 children in Nookat raion of Osh oblast, 803 children in Suzak raion of Djalalabat oblast, and 82 children in Talas raion of Talas oblast.

<sup>3</sup> These are (i) Petrovskaya boarding school, Petrovka village, Moskovski raion of Chui oblast; (ii) Talas boarding school, Pik village, Talas raion of Talas oblast; and (iii) Ychkorgon boarding school, Ychkorgon village, Kadamjai raion of Batken oblast.

<sup>4</sup> ADB. 2007. *Loan Disbursement Handbook*. Manila.; ADB. 2007. *Procurement Guidelines*. Manila.

public awareness campaign, training, as well as monitoring and evaluation in accordance with procedures acceptable to ADB. The GIU will propose individuals and/or NGOs or community-based organizations based on criteria agreed with ADB and submit terms of reference and contracts for ADB's review and approval. The qualification criteria will include (i) the history of work with local communities and evidence of satisfactory performance under similar assignments, (ii) familiarity with participatory development approaches, (iii) committed leadership and adequate management, and (iv) capacity to motivate beneficiary participation.

13. A domestic project management expert will be hired by ADB out of the JFPR incremental cost provision to prepare the GIM. International and domestic individual consultants and/or firms or NGOs will be recruited to provide services related to project administration activities. ADB will be responsible for developing the detailed terms of reference for these consultancies.

## **F. Training**

14. Training for teachers from pilot mainstream schools in SNE and inclusive education will be conducted by the oblasts' teachers training institutes using qualified trainers who have been trained in inclusive education and certified by the Kyrgyz Academy of Education. Organization of this training in raions will be contracted out to these trainers through teachers training institutes on a competitive basis and in a manner acceptable to ADB.

15. The grant will also support training of pre-service trainers of oblast pedagogical universities by the Kyrgyz State Pedagogical University, which has trainers on inclusive education as its staff and has been the main training institute for specialized and inclusive education. In total, about 225 schoolteachers and 60 teacher trainers of the oblast pedagogical universities will be trained. Mentoring and post-training supervision constitute an integral part of the training and will be conducted by a team of two supervisors. A mentoring checklist will be developed for this purpose.

16. The project will also train seven raion psycho-medical-pedagogical consultation (PMPC) groups in identifying and monitoring children with special needs, as well as in consulting with teachers and families about SNE. The national PMPC group will conduct training for pilot raions in Chui, Issyk-Kul, Naryn, and Talas oblasts. The Osh PMPC group will conduct training for pilot raions in Batken, Djalalabat, and Osh oblasts.

17. Training of government officials, parents, and local communities in planning and implementing SNE will be contracted out to NGOs selected on a competitive basis.

## **G. Grants for Small Community-Based Subprojects**

18. Grants will be used to support small subprojects initiated by communities, community-based organizations, and/or NGOs to implement innovative community-based activities that will have tangible positive impacts for promoting inclusive education and social inclusion in the communities. The objectives are to (i) build local capacity to identify the needs of targeted children with special needs and opportunities for their social inclusion, and (ii) promote participation of local communities in development activities regarding children with special needs.

19. The following selection criteria will be used to identify subprojects: (i) expected impact of the subproject on targeted children with special needs, and (ii) participation of the community in planning and implementation. Eligible applicants are communities, community-based organizations, and/or NGOs in the pilot raions.

20. The applicants will be guided by the raion NGO facilitator in preparing applications and implementing the subproject. Communities will submit applications to the GIU via the relevant raion

working group, which will ensure that the application is in order. Examples of such projects include (i) preparing facilities for inclusive education, (ii) creating a parent resource center, (iii) developing a community care program for children with special needs, (iv) producing learning materials for children that promote inclusion, and (v) creating a library with physical access for children with special needs. Each subproject should not exceed \$1,000.

#### **H. Auditing and Reporting**

21. The GIU will submit through the EA to ADB (i) quarterly implementation progress reports, and (ii) annual audited reports and financial statements. The quarterly implementation progress reports must be submitted not later than 2 weeks following the end of each quarter. The audited reports from the external audit must be submitted to ADB not later than 6 months following the end of the fiscal year or the project closing date, whichever is earlier. The audit report should include certified copies of the audited accounts and financial statements, including the auditor's opinion on the use of funds, operation of the imprest account, and the application of any statements of expenditures procedure.

#### **I. Implementation Schedule**

22. The grant will be implemented over 4 years, commencing in July 2007.

## PROCUREMENT PLAN

## Project Information

Country	Kyrgyz Republic
Name of Grantee	Government of Kyrgyz Republic
Project Name	Improving Access to Quality Basic Education for Children with Special Needs
Grant Reference	
Date of Effectiveness	July 2007
Amount US\$	1,000,000
Executing Agency	Ministry of Education and Science
Approval Date of Original Procurement Plan	May 2007
Approval of the Most Recent Procurement Plan	May 2007
Publication for Local Advertisements (expected)	From 2 <sup>nd</sup> quarter 2007 to 4th quarter 2008
Period Covered by This Plan	July 2007– December 2008

## Procurement Thresholds for Works and Goods &amp; Related Service

Procurement Method	To be used (Value \$)
NCB Works	Below 1,000,000
NCB Goods	Below 500,000
Shopping Works	Above 10,000 but less than 100,000
Shopping Goods	Above 10,000 but less than 100,000
Direct Contracting	Less than 10,000

## Procurement Mode

Description	Procurement Mode	No. of Package	Expected Date of Advertisement
<b>A. Civil Works</b>	<b>NCB/S</b>	<b>multiple</b>	1 <sup>st</sup> quarter 2008
<b>B. Equipment and Furniture</b>			
1. Equipment and supplies for psycho-medical-pedagogical consultation groups	DC	1	1 <sup>st</sup> quarter 2008
2. Equipment for schools and kindergartens	S	1	1 <sup>st</sup> quarter 2008
3. Special equipment for children	S	1	1 <sup>st</sup> quarter 2008
4. Equipment and furniture for grant implementation unit	S/DC	1	3 <sup>rd</sup> quarter 2007
<b>C. Materials and Supplies</b>			
1. Teaching and learning materials for schools	S	1	1 <sup>st</sup> quarter 2008
2. Manual for pre-service training	DC	1	1 <sup>st</sup> quarter 2008
<b>D. Training and Awareness Campaigns</b>			
1. Awareness materials	S/DC	multiple	3 <sup>rd</sup> quarter 2008
2. Training providers	DC	multiple	4 <sup>th</sup> quarter 2007
<b>E. Consulting Service</b>			
1. NGO for monitoring	QCBS	1	4th quarter 2007
2. Audit firm	QCBS	2	1 <sup>st</sup> quarter 2008
3. Individual international consultants	IC	3	3 <sup>rd</sup> quarter 2007
4. Individual domestic consultants	IC	6	3 <sup>rd</sup> quarter 2007
<b>F. Others</b>			
1. NGO facilitators in raions	DC	multiple	3 <sup>rd</sup> quarter 2007

DC = direct contracting, IC = individual consultant selection, NCB = national competitive bidding, NGO = nongovernment organization, QCBS = quality and cost-based selection, S = shopping.

Source: Asian Development Bank.

## DESIGN AND MONITORING FRAMEWORK

Design Summary	Performance Targets/ Indicators	Data Sources/ Reporting Mechanisms	Assumptions and Risks
<p><b>Impact</b> Children with special needs brought into the mainstream activities and become active members of the society.</p>	<p>Increased opportunities for children with special needs graduated from basic education</p>	<p>Social passport statistics by the Government</p>	<p><b>Assumption</b></p> <ul style="list-style-type: none"> <li>The general socioeconomic situation remains stable.</li> </ul>
<p><b>Outcome</b> Increased number of children with special needs obtaining quality basic education through new approaches, including inclusive methods of education.</p>	<p>Enrolment of children with special needs at 35 mainstream schools increased by about 500 by end of the project.</p> <p>Academic performance of about 1,100 children with special needs in key subjects at 38 pilot schools improved by end of the project.</p> <p>Children with special needs advancing from lower to upper grades increased by 10% by end of the project.</p>	<p>Social passport statistics by the Government</p> <p>Surveys conducted under the project</p> <p>Project progress and monitoring reports</p>	<p><b>Assumption</b></p> <ul style="list-style-type: none"> <li>Design of project interventions remains consistent with the general education reform policies.</li> </ul>
<p><b>Outputs</b></p> <ol style="list-style-type: none"> <li>An improved policy, legal, and institutional framework, as well as standards and curriculum for inclusion of children with special needs into mainstream education.</li> <li>Improved capacity and awareness of teachers, parents, and communities at pilot raions, plus awareness of the national and raion-level governments about special needs education (SNE).</li> <li>Improved physical access for children with special needs to pilot mainstream and specialized schools and kindergartens in the pilot raions.</li> </ol>	<p>SNE requirements incorporated into the education policies and strategies, legal and institutional framework, and standards and curricula by 3rd year.</p> <p>225 teachers trained and capable to implement SNE through inclusive approaches by the fourth year.</p> <p>Awareness of education authorities, government agencies, parents, and communities raised on SNE by end of the project.</p> <p>Improved physical infrastructure and attitudinal environment for SNE at 35 pilot mainstream and 3 specialized schools plus 2 kindergartens by the third year.</p>	<p>Surveys conducted under the project</p> <p>Project progress and monitoring reports</p>	<p><b>Risks</b></p> <ul style="list-style-type: none"> <li>Lack of beneficiaries' commitment to fulfill the project objectives</li> <li>Weak capacity of counterpart staff to implement SNE due to high staff turnover</li> </ul>

<b>Activities with Milestones</b>	<b>Inputs</b>
<p><b>Component A. Policy, Legal, and Institutional Framework:</b></p> <p>1.1 Setting up (i) a working group at the central level, and (ii) a raion working group and a psycho-medical-pedagogical consultation (PMPC) group at each pilot raion.</p> <p>1.2 Analyzing educational policies and strategies while developing recommendations to make these supportive to SNE.</p> <p>1.3 Preparing recommendations for (i) incorporating SNE into the national educational standards and curricula in mainstream education, and (ii) improving the standards and curricula being used for education at specialized schools.</p> <p>1.4 Revising policies and strategies, as well as standards and curricula based on the recommendations.</p> <p><b>Milestones:</b> The component will be implemented within the first 24 months.</p> <p><b>Component B. Capacity Building and Public Awareness:</b></p> <p>2.1 Identifying (i) the numbers and types of children with special needs in each raion (while developing recommendations on care and education), (ii) pilot mainstream schools and kindergartens, and (iii) a nongovernment organization in each raion to help the raion government to implement the project activities.</p> <p>2.2 Developing a plan for each pilot mainstream school and kindergarten for inclusion of the children with special needs.</p> <p>2.3 Developing (i) a course for training of teachers in three pilot specialized schools, (ii) an SNE manual for pre-service training of teachers, and (iii) modules for in-service teacher training.</p> <p>2.4 Printing and supplying training materials, including the manual for Kyrgyz State Pedagogical University and the oblast pedagogical universities.</p> <p>2.5 Conducting training for (i) seven raion PMPC groups on improving identification and monitoring of children with special needs, (ii) teachers at pilot mainstream schools on inclusive approaches, (iii) teachers of specialized schools regarding SNE, (iv) for trainers of oblast pedagogical universities by Kyrgyz State Pedagogical University, and (v) government officials, parents, and local communities in planning and implementing SNE.</p> <p>2.6 Conducting (i) information dissemination and public awareness campaigns, and (ii) consultations and workshops on SNE and inclusive education.</p> <p>2.7 Supporting small subprojects initiated by communities, community-based organizations, and nongovernment organizations.</p> <p>2.8 Evaluating results of subprojects.</p> <p><b>Milestones:</b> Capacity building support will be provided within 30 months, while the public awareness campaign will be undertaken throughout the implementation period. Implementation and evaluation of small subprojects will be within 40 months.</p> <p><b>Component C. Physical Infrastructure, Furnishing, and Equipment:</b></p> <p>3.1 Establishing rehabilitation and equipment requirements for the pilot institutions and special equipment requirements for needy children.</p> <p>3.2 Constructing and/or rehabilitating facilities at pilot institutions.</p> <p>3.3 Supplying equipment as well as teaching and learning materials to pilot institutions, plus special equipment for the pilot institutions' most needy children.</p> <p><b>Milestones:</b> This component will be completed within the first 17 months.</p> <p><b>Component D. Project Management, Monitoring, and Audit:</b></p> <p>4.1 Effective project management and coordination</p> <p>4.2 Operational monitoring and evaluation system</p> <p>4.3 Annual audit</p> <p><b>Milestones:</b> The activities of this component will continue throughout the implementation period.</p>	<p><b>Japan Fund for Poverty Reduction:</b> <b>\$1,000,000</b></p> <ul style="list-style-type: none"> <li>• civil works</li> <li>• goods</li> <li>• services</li> </ul> <p><b>Central and Local Governments:</b> <b>\$50,000</b></p> <ul style="list-style-type: none"> <li>• in-kind (including special equipment for children with special needs, providing office space for the grant implementation unit and PMPC groups, participation at workshops and PMPC groups)</li> </ul> <p><b>Communities:</b> <b>\$10,000</b></p> <ul style="list-style-type: none"> <li>- in-kind (including participation at workshops and roundtables)</li> </ul>

PMPC = psycho-medical-pedagogical consultation, SNE = special needs education.