

**PROJECT COMPLETION REPORT**

**ON THE**

**BASIC EDUCATION PROJECT**

(Loan 1541/1542[SF]-KAZ)

**IN**

**KAZAKHSTAN**

**December 2003**

## CURRENCY EQUIVALENTS

Currency Unit – tenge (T)

		<b>At Appraisal</b> (February 1997)	<b>At Project Completion</b> (March 2003)
T 1.00	=	\$0.017	\$0.006664
\$1.00	=	T60.00	T151.03

## ABBREVIATIONS

ADB	–	Asian Development Bank
BEP	–	Basic Education Project
DOE	–	Department of Education
EMIS	–	Educational Management Information System
GDP	–	gross domestic product
ERMIP	–	Educational Rehabilitation and Management Improvement Project
ICB	–	international competitive bidding
KAE	–	Kazakh Academy for Education (formerly Institute for Educational Problems)
MOES	–	Ministry of Education and Science
MOF	–	Ministry of Finance
O&M	–	operation and maintenance
PI	–	pedagogical institute
PIU	–	project implementation unit
pm	–	person-month
PU	–	pedagogical university
RIIQ	–	Republican Institute for the Improvement of Qualifications of Leaders and Research/Pedagogical Staff of the Education System (formerly Republican Teacher Improvement Institute)
RRP	–	report and recommendation of the President
SDR	–	special drawing rights
TA	–	technical assistance
TII	–	teacher improvement institute
UNESCO	–	United Nations Educational, Scientific and Cultural Organization

## NOTES

- (i) The fiscal year ends on 31 December.
- (ii) The school year runs from September to May.
- (iii) In this report, "\$" refers to US dollars.

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## BASIC DATA

### A. Loan Identification

1.	Country	Kazakhstan
2.	Loan Numbers	1541-KAZ 1542(SF)-KAZ
3.	Project Title	Basic Education Project
4.	Borrower	Republic of Kazakhstan
5.	Executing Agency	Ministry of Education and Science (MOES)
6.	Amount of Loan	Loan 1541-KAZ:US\$35.0 million Loan 1542(SF)-KAZ:SDR13,382,000
7.	PCR Number	PCR:KAZ 751

### B. Loan Data

1.	Appraisal	
	- Date Started	10 February 1997
	- Date Completed	28 February 1997
2.	Loan Negotiations	
	- Date Started	21 July 1997
	- Date Completed	23 July 1997
3.	Date of Board Approval	24 September 1997
4.	Date of Loan Agreement	23 February 1998
5.	Date of Loan Effectiveness	
	- In Loan Agreement	25 May 1998
	- Actual	5 August 1998
	- Number of Extensions	2
6.	Closing Date	
	- In Loan Agreement	30 June 2003
	- Actual	15 March 2002
	- Number of Extensions	0
7.	Terms of Loan	
	- Interest Rate	OCR loan pool-based variable lending system ADF loan 1%
	- Maturity	OCR loan 25 years ADF loan 35 years
	- Grace Period	OCR loan 5 years ADF loan 10 years
	- Commitment Charge	OCR loan 0.75% ADF loan none
8.	Disbursements	
	a. Dates	

<b>Initial Disbursement</b> 08 September 1998	<b>Final Disbursement</b> 15 March 2002	<b>Time Interval</b> 3 years 6 months
<b>Effective Date</b> 5 August 1998	<b>Original Closing Date</b> 15 March 2002	<b>Time Interval</b> 3 years 7 months

b. Amounts (\$)

### Loan 1541-KAZ

Description	Original Allocation	Last Revised Allocation	Amount Canceled	Net Amount Available	Net Amount Disbursed	UB
Equipment	17,505,000	18,594,000	481,000	18,112,980	18,112,980	0
Furniture	736,000	736,000	380,595	355,405	355,405	0
Instructional Materials	3,796,000	3,796,000	155,633	3,640,367	3,640,367	0
Training and Fellowships	1,210,000	721,000	689,743	31,257	31,257	0
Consulting Services	317,000	317,000	(128,038)	445,038	445,038	0
Workshops and Seminars	818,000	218,000	218,000	0	0	0
PIU Cost	186,000	186,000	71,142	114,858	114,858	0
Interest and Commitment Charge	7,820,000	1,981,985	0	1,981,985	1,981,985	0
Unallocated	2,612,000	2,612,000	2,612,000	0	0	0
Imprest Account	0	0	(21,150)	21,150	21,150	0
<b>Total</b>	<b>35,000,000</b>	<b>29,161,985</b>	<b>4,458,945</b>	<b>24,703,040</b>	<b>24,703,040</b>	<b>0</b>

PIU = Project Implementation Unit, UB = undisbursed balance

### Loan 1542(SF)-KAZ

Description	Original Allocation in SDR	Original Allocation	Last Revised Allocation	Amount Canceled	Net Amount Available	Net Amount Disbursed	UB
Equipment	5,602,000	7,736,000	7,635,069	(1,397,488)	9,032,557	9,032,557	0
Furniture	283,000	391,000	386,302	251,283	135,019	135,019	0
Instructional Materials	301,000	416,000	416,557	416,557	0	0	0
Consulting Services	87,000	120,000	116,163	17,957	98,206	98,206	0
Service Charge	238,000	328,000	139,484	0	139,484	139,484	0
Unallocated	730,000	1,009,000	1,010,254	1,010,254	0	0	0
Imprest Fund		0	(1,059)	(90,619)	89,560	89,560	0
<b>Total</b>	<b>7,241,000</b>	<b>10,000,000</b>	<b>9,702,770</b>	<b>207,944</b>	<b>9,494,826</b>	<b>9,494,826</b>	<b>0</b>

SDR = Special Drawing Rights, UB = undisbursed balance

9.	Local Costs	ADB-Financed	Government-Financed
	- Amount (\$ '000)	4,254	62,618
	- % of Local Costs	6	94
	- % of Total Costs	4	65

### C. Project Data

1. Project Cost (\$ '000)

**Loan 1541-KAZ**

Cost	Appraisal Estimate	Actual
Foreign Exchange Cost	29,283	20,552
Local Currency Cost	5,717	4,151
<b>Total</b>	<b>35,000</b>	<b>24,703</b>

**Loan 1542(SF)-KAZ**

Cost	Appraisal Estimate	Actual
Foreign Exchange Cost	9,155	9,360
Local Currency Cost	845	135
<b>Total</b>	<b>10,000</b>	<b>9,495</b>

## 2. Financing Plan (\$ '000)

Cost	Appraisal Estimate	Actual
<b>Implementation Costs</b>		
Borrower-financed	30,000	62,618
ADB-financed	36,852	31,965
Other External Financing	0	0
<b>Total</b>	<b>66,852</b>	<b>94,583</b>
<b>IDC Costs</b>		
Borrower-financed	0	0
ADB-financed	8,148	2,121
Other External Financing	0	0
<b>Total</b>	<b>8,148</b>	<b>2,121</b>

ADB = Asian Development Bank, IDC = interest during construction

## 3. Cost Breakdown by Project Component (\$'000)

Component	Appraisal Estimate			Actual		
	Foreign	Local	Total	Foreign	Local	Total
1. Staff Development						
a. External	210	0	210	31	0	31
b. In-Country	0	2,000	2,000	0	2,088	2,088
2. Textbooks and Instructional Materials	1,477	3,808	5,285	0	4,550	4,550
3. Consulting Services						
a. International	360	0	360	543	0	543
b. Domestic	0	77	77	0	9	9
4. Equipment and Furniture						
a. Equipment	25,240	0	25,240	27,146	0	27,146
b. Furniture	0	1,747	1,747	0	817	817
5. Implementation						
a. PIU Costs	30	216	246	0	115	115
b. Project Facilities <sup>a</sup>	0	16,798	16,798	0	41,248	41,248
Recurrent Costs						

PIU = project implementation unit

<sup>a</sup> The actual Government contributions are much higher due to coverage of more than twice the number of schools.

## 4. Project Schedule

<b>Item</b>	<b>Appraisal Estimate (Quarter)</b>	<b>Actual (Quarter)</b>
Equipment Procurement		
- First Procurement	III 1999	III 1998
- Last Procurement	IV 1999	IV 2001
- Completion of Installation	II 2000	IV 2001
Textbook Procurement		
- First Procurement	II 1999	III 2000
- Last Procurement	II 2000	IV 2001
Staff Development		
In-country training		
- Date of Award	I 1999	I 2002
- Completion of Programs	II 1999	IV 2002
External Training		
- Date of Award	III 1999	Not carried out
- Completion of Programs	IV 2002	
Consulting Services		
International Consultants		
- Date of Award	I 1999	III 1998
- Completion of Services	IV 1999	IV 2001
Domestic Consultants		
- Date of Award	I 1999	III 1998
- Completion of Services	IV 2002	IV 2001
EMIS		
- Date of Award (consulting services)	III 1998	III 2000
- Completion of Services	II 1999	IV 2001
Midterm Review		
- Date of Midterm Review	II 2000	II 2001

EMIS = educational management information system

## 5. Project Performance Report Ratings

<b>Implementation Period</b>	<b>Ratings</b>	
	<b>Development Objectives</b>	<b>Implementation Progress</b>
(i) From 1 Jan 1998 to 31 Dec 1998	Satisfactory	Satisfactory
(ii) From 1 Jan 1999 to 31 Dec 1999	Satisfactory	Satisfactory
(iii) From 1 Jan 2000 to 31 Dec 2000	Satisfactory	Satisfactory
(iv) From 1 Jan 2001 to 31 Dec 2001	Satisfactory	Satisfactory
(v) From 1 Jan 2002 to 31 Dec 2002	Satisfactory	Satisfactory

## D. Data on Asian Development Bank Missions

Name of Mission	Dates	Persons (No.)	Person-Days (No.)	Specialization of Members <sup>a</sup>
Loan Fact-Finding	16 Sep–4 Oct 1996	2	19	b-1, h-1
Appraisal	10 Feb–28 Feb 1997	5	90	b-1, c-1, d-1, h-2
Inception	27 Oct–7 Nov 1997	1	12	b-1
Loan Review	14–29 Apr 1998	1	15	b-1
Loan Review	22 Sep–8 Oct 1998	4	39	b-1, e-1, f-1, g-1
Loan Review	2–19 Mar 1999	1	17	g-1
Loan Review	16–22 Dec 2000	1	7	b-1
Midterm Review	25 May–7 Jun 2001	3	37	a-1, b-1, f-1
Loan Review	25 Sep–2 Oct 2001	2	16	a-1, e-1
Loan Review	5–16 Mar 2002	2	24	a-1, f-1
PCR <sup>b</sup>	26 Jul-6 Aug	3	46	a-1, f-1, h-1
<b>Total</b>		<b>25</b>	<b>322</b>	

PCR = project completion report

<sup>a</sup> a-education specialist, b-project economist, c-programs officer, d-counsel, e-project implementation specialist, f assistant project analyst, g-project specialist, h-consultant.

<sup>b</sup> The project completion report was prepared by B. Panth, Education Specialist.

Source: ADB mainframe.

## E. Related Loans

Loan No.	Project Title	Date of Approval	Amount (\$ million)
1420-KAZ	Educational Rehabilitation and Management Improvement Project	11 January 1996	20.0



## I. PROJECT DESCRIPTION

1. In response to the urgent challenges confronting Kazakhstan's education sector in the mid-1990s, the Asian Development Bank (ADB) adopted a two-tiered approach to supporting the Government's needs. The Educational Rehabilitation and Management Improvement Project (ERMIP),<sup>1</sup> approved in January 1996, addressed the immediate needs in the sector. In parallel, ADB approved technical assistance (TA) in March 1995 for a comprehensive education and training sector study.<sup>2</sup> Under the first stage of the TA, consultants worked closely with the Ministry of Education and Science (MOES)<sup>3</sup> to prepare a sector study, which was discussed at a national workshop in December 1995 and finalized in January 1996. The second stage of the TA involved the preparation of a feasibility study, which was the basis for processing the Basic Education Project (the Project) that the Board approved in September 1997.

2. The development objective of the Project was to strengthen and reform the delivery of basic education, in support of economic transition. The policy objective of the Project, to which its immediate objectives contribute, was to support the ongoing rationalization of basic education. The Project had four immediate objectives: (i) reforming educational management at the national and oblast levels; (ii) enhancing the relevance and quality of basic education; (iii) strengthening teacher training; and (iv) providing essential instructional materials, textbooks, and equipment to priority primary and secondary schools, particularly rural schools.

3. The Project comprised five components: (i) reforming educational management; (ii) enhancing educational relevance and quality; (iii) strengthening teacher training; (iv) providing essential materials, equipment, and furniture for urban and rural primary/secondary schools; and (v) textbook development. At appraisal, 800 primary and secondary schools—400 rural and 400 urban—were selected as priority recipients. In July 2000, ADB approved a major change of project scope, adding 930 more rural and urban schools.

4. The first component aimed to strengthen the Educational Management Information System (EMIS) by training 800 planners, administrators, school principals, and teacher trainers. The second component intended to (i) develop and prepare training modules for teacher training and retraining to support education and curriculum reforms, (ii) train 400 teacher trainers and 140 educational planners, and (iii) retrain about 10,000 teachers. The third component aimed to supply instructional materials, language laboratories and computer equipment for 20 pedagogical institutes (PIs) and pedagogical universities (PUs),<sup>4</sup> which provide formal pre-service teacher training, and 15 oblast-level teacher improvement institutes (TIIs), which offer in-service teacher training. The fourth component intended to provide equipment to 800 schools (about 9% of total schools) that demonstrated good performance, management capability, and responsiveness to change. The fifth component sought to support reform in textbook development and procure for national distribution 3–4 titles of newly approved textbooks (about 750,000 copies) and approximately 50,000 copies each of about 13 priority secondary level textbooks (a total of about 650,000 copies).

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<sup>1</sup> ADB. 1996. *Report and Recommendation of the President to the Board of Directors on a Proposed Loan to the Republic of Kazakhstan for the Educational Rehabilitation and Management Improvement Project*. Manila.

<sup>2</sup> ADB. 1994. *Technical Assistance to Kazakhstan for Education and Training Study*. Manila.

<sup>3</sup> At appraisal, the Executing Agency was the Ministry of Education and Culture. Following two reorganizations, it was renamed MOES in October 1999.

<sup>4</sup> During project implementation, PIs, which train primary level teachers, were merged with PUs.

5. Building on the foundation established by ERMIP, the Project aimed to help the Government address education sector management, rationalize the education sector, enhance the relevance and quality of basic education, strengthen teacher training, and support textbook development and provision. The quality of basic education, which was being eroded rapidly due to resource constraints, required priority attention.

## **II. EVALUATION OF DESIGN AND IMPLEMENTATION**

### **A. Relevance of Design and Formulation**

6. The project design and formulation were relevant to the needs of the education system at the time the Project was formulated. They were also in line with ADB's interim operational strategy, which prioritized human resource development to facilitate Kazakhstan's transition to a market economy. By supporting reform in education management, the Project aimed to strengthen the policy-making and standard-setting capabilities of MOES. The Project also sought to improve the relevance and quality of education by strengthening curriculum design and development, textbook design and development, and related teacher training and retraining programs. To enhance teacher training, the Project aimed to improve the national network of institutions providing pre-service and in-service teacher training (20 PIs and PUs and 15 oblast-level TIIs). The Project aimed to provide essential instructional materials, equipment and furniture to 400 urban and 400 rural primary and general secondary schools that would serve as models in each oblast for the educational changes that were being introduced. The Project also was designed to support the development of new textbooks, as well as the procurement and distribution of new titles.

7. The Project focused on strengthening selected institutions in the country. Recipient institutions participated in project activities and benefited from project inputs. These institutions appreciated the equipment, which has been used to improve the quality of their educational programs. The Project's design, based on a comprehensive education sector review, built on the experience gained under ERMIP. MOES, which became familiar with ADB project implementation guidelines and procedures through ERMIP, demonstrated strong ownership of the Project. The approach of the Project was relevant to addressing key needs of the sector and reinforcing the foundations for reform initiated under ERMIP. The feasibility study prepared during the second stage of the education and training sector study TA (footnote 2) was high quality and provided a solid basis for loan processing.

### **B. Project Outputs**

#### **1. Reforming Educational Management**

8. Under this component, the Project intended to provide in-service training to about 800 planners, administrators, school principals, and teacher trainers. This component also aimed to develop the EMIS initiated under ERMIP at MOES and the Department of Education (DOE), and then pilot its decentralization to the raion (district) level to support rationalization.

9. The Government canceled the loans 15 months before the original loan closing date, leaving several activities incomplete (para. 34). As a result, the Government used its own resources to train planners, administrators, school principals, and teacher trainers. ADB funds were not used for this purpose, except for an external study visit by MOES management and senior staff.

10. ERMIP initially made significant progress with the EMIS, including (i) establishing an EMIS framework, (ii) setting up a room at MOES with computer equipment dedicated to the system, (iii) providing computers to all oblast DOEs, (iv) establishing a core database, and (v) training key staff at the MOES and oblast levels. Building on ERMIP, the Project engaged the United Nations Educational, Scientific and Cultural Organization (UNESCO) to refine the EMIS framework, improve the system, establish a set of national education indicators, and propose a pilot program for extending EMIS coverage to raions and schools. However, the computerization of data-collection instruments before the development of the EMIS conceptual framework constrained the streamlining of data collection. Large amounts of data were gathered, causing high transmission costs between the Republican Scientific Center for Informatization of Education in Almaty and MOES in Astana. Integrating data-collection instruments with the EMIS would help generate relevant data more efficiently. While several staff at MOES and the oblast level underwent orientation on the EMIS, the high turnover of trained personnel in MOES made it difficult to implement the EMIS.

11. The MOES started piloting the EMIS in three regions (Astana city, Almaty and Atyrau oblasts) as part of the plan to extend the system to raions and schools. Modified software is being developed, and MOES is planning to expand the coverage of the EMIS to all raions and schools in the next few years.

## **2. Enhancing Educational Relevance and Quality**

12. This component was intended to support reforms in curriculum design and development, textbook design and development, and related teacher training and retraining programs. The training of 400 teacher trainers and 140 educational planners, and the retraining of about 10,000 teachers, were covered under this component. Computer and communications equipment were provided to the Kazak Academy for Education (KAE),<sup>5</sup> which was responsible for curriculum reform and the development of new generation textbooks. A comparison of external and in-country staff development programs with appraisal targets is in Appendix 1.

13. The Government undertook curriculum reform, textbook development and staff retraining from its own resources through KAE, TIIs and the Republican Institute for the Improvement of Qualifications of Leaders and Research/Pedagogical Staff of the Education System (RIIQ). As envisaged at appraisal, equipment for KAE was procured with loan proceeds. For other activities under this component, however, the Government did not use loan proceeds. In 2001-2002, the Government spent about \$1.3 million equivalent for in-country teacher training and staff development.

14. Using government funds, PIs and PUs, RIIQ and TIIs are doing considerable work to improve the qualifications of teachers. Training for informatics teachers is conducted at three levels: user, system and programmer (programming languages). Since 1998, TIIs and RIIQ also have conducted training courses for upgrading the qualifications of teachers. In addition, TIIs and RIIQ provide training courses on computer skills for teachers of other subjects. Different training initiatives are emerging at other institutes. The Almaty oblast TII, for example, developed a special course for school administrators on using computers in managing the education process. The course is used to implement the EMIS and link schools with the raion and oblast DOEs and MOES.

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<sup>5</sup> At appraisal, KAE was called the Institute of Educational Problems.

15. During the project period, RIIQ, TIIIs and KAE trained more than 10,000 teachers on new generation textbooks, foreign languages and computer applications, using government resources rather than loan funds. Many teachers are now able to use computers. However, many teachers indicated that they would require more targeted training to use advanced software and training methodologies for activities such as database development, new programming languages, Internet, and the development of web sites.

16. The Government's decision to cancel the loans prematurely (para. 34) affected staff development activities. While the Government financed teacher training and staff development, external training was not used to enhance the quality of teacher training through targeted training programs, as had been envisaged at appraisal. Management training and teacher training (particularly for the wider and integrated use of technologies and for new generation textbooks) are still needed to keep pace with the rapid changes in general secondary education.

17. The physical outputs of the Project were comprehensive, covering education sector management, teacher training, school facilities and equipment, curriculum development, and textbook development and provision (paras. 18–29). The outputs contributed to the improvement in the quality and efficiency of basic education.

### **3. Strengthening Teacher Training**

18. This component was intended to provide instructional materials, language laboratories and computer equipment for RIIQ; 20 PIs and PUs, which provide formal pre-service teacher training; and 15 oblast-level TIIIs, which provide in-service teacher training. Procurement of equipment for the recipients under this component was completed in accordance with appraisal plans. Because of the large number of training programs at RIIQ, an additional computer classroom was provided.

19. Staff at the recipient institutions reported that computers are rapidly becoming outdated and need to be replaced to run new programs and to use the Internet efficiently. Teachers emphasized that they would like to use virtual textbooks, modern programming languages, and more comprehensive and sophisticated programs. However, the computers need to be upgraded or replaced. While many schools have acquired more powerful computers, the training institutes sometimes are unable to match the training needs of these schools.

### **4. Providing Essential Materials, Equipment, and Furniture for Urban and Rural Primary/Secondary Schools**

20. This component was intended to provide essential materials, equipment and furniture to 400 urban and 400 rural primary and secondary schools throughout the country. The items were to include computer classroom equipment and related furniture, basic classroom equipment (mainly chalkboards), library books, science equipment, and/or language laboratory equipment to the targeted schools. The packages of materials, equipment and furniture would be determined based on the needs of each school. A comparison of appraisal targets and equipment procured is in Appendix 2.

21. The procurement of equipment was carried out as originally planned and was generally completed by 2001. Computer classroom equipment was procured and installed in 850 schools and 35 institutes; audiovisual equipment in 1,061 schools and 70 institutes; and chalkboards in 800 schools. Language laboratory equipment was procured for 600 schools and 35 institutes.

22. In July 2000, ADB agreed to a request by the Government to expand the scope to include the procurement of computer equipment for 930 additional schools. The request reflected the priority the Government puts on the providing computer classrooms for all general secondary schools. Additional computers for 930 schools were procured, delivered, and installed by mid-2001.

23. The computer equipment included two configurations depending on the size of the school: 10+1 (10 computers for students and 1 for the teacher) for 600 schools and 5+1 (5 for students and 1 for the teacher) for 1,180 schools. Similarly, the language laboratory equipment included two configurations: 20+1 (20 for students and 1 for the teacher) and 12+1 (12 for students and 1 for the teacher). At the end of the Project, 1,780 schools had received equipment for computer classrooms, significantly exceeding the appraisal target of 320. Meanwhile, 600 schools received language laboratory equipment, surpassing the appraisal target of 400. However, as a result of the change in scope to provide computers for additional schools, the Project did not have adequate financing for science laboratory equipment.

24. The schools and institutions supported under the Project are listed by oblast in Appendix 3. Due to the increase in schools provided with equipment, the list of schools supported by the Project changed significantly from the list at appraisal. In addition, numerous schools received computers funded from other sources, which needed to be taken into consideration when identifying schools eligible for the Project.

25. Many schools use computer classrooms intensively for 10–12 hours a day, six days a week. Computer lessons for informatics are held in the morning with other applications in the afternoon. Some schools organized summer lessons or private, fee-charging sessions to generate additional funds to support operation and maintenance (O&M) costs. While computer lessons are used in grades 7–11, schools offer lessons for students in lower grades for nominal fees. Evening classes often are organized for teachers, who also use computer classrooms to develop teaching materials.

26. ADB and MOES reviewed the supply, delivery, installation and operation of computer and other equipment at the midterm review in 2001 and at project completion in 2003. In both cases, a consultant was hired to visit selected schools; review the procurement, installation and operation of equipment; talk with officials and end-users; and make recommendations for follow-up actions. At the midterm review, the consultant called attention to the following: (i) some schools lacked or had inadequate window bars and steel doors; (ii) numerous schools, particularly in southern Kazakhstan, lacked or had inadequate uninterrupted power supply equipment to protect the computers from potentially damaging electrical fluctuations; and (iii) schools needed additional instructional materials (such as CD-ROMs and multimedia materials) for the computers in many subjects, additional audio cassettes for the language laboratories, and additional video cassettes. The midterm review mission and MOES agreed on a time-bound action plan to address these issues.

27. For the project completion report (PCR), MOES collected basic information on the number of students, teachers, and project inputs from a sample of 340 schools, representing all oblasts. All sample schools that responded to the questionnaires, as well as those visited by the PCR mission, indicated that the quality of computers and language equipment was generally good and that they had encountered only minor operational problems. All schools visited had adequate security arrangements for the computer classrooms, such as window bars and steel doors. As a rule, computers had dust covers and the electric cables were protected. Generally, informatics teachers were trained to handle minor repairs. Some schools have agreements with

the oblast centers for new technologies to provide technical support. In some raions, however, repair and maintenance of computers was a problem due to lack of maintenance facilities and limited maintenance budgets. The number of computers in many large schools was inadequate to cover subjects other than informatics.

## 5. Textbook Development

28. This component was intended to provide for (i) external and domestic training to support reforms in the systems for textbook design and development, (ii) the development of approximately 30 new textbooks and teachers' guide titles for the new curriculum being introduced by MOES, and (iii) the procurement of about 1.4 million urgently needed textbooks for primary and secondary schools throughout the country. Appendix 4 compares the provision of textbooks as planned at appraisal with textbooks and instructional materials provided.

29. The procurement of about 1.8 million grade 4 textbooks (22 titles) was completed, exceeding the original project target of 1.4 million. Following the midterm review in 2001, ADB approved a proposal by the Government to procure library books for 3,800 schools, many of them in rural areas. Library books for 72 titles were procured and delivered to those schools. The Project also procured audiovisual cassettes and CD-ROMs for 1,250 schools to ensure greater integration of computer applications in teaching and learning. However, some teachers noted the need for more informatics textbooks and training materials.

## C. Project Costs

30. The cost of the Project, including taxes, duties and interest and other charges during implementation, was estimated at \$75.0 million equivalent. The estimated foreign exchange cost was \$38.4 million (51% of the total), while the local currency cost was estimated at \$36.6 million (49%). To finance the entire foreign exchange cost and 8% of the local currency cost, ADB provided two loans: Loan 1541 for \$35.0 million and Loan 1542 for \$10.0 million equivalent. The Government financed the local currency costs—estimated at \$30 million equivalent of taxes and duties, project facilities, recurrent expenses during implementation (staff salaries and utilities), and rehabilitating and providing security for computer and language laboratories.

31. A comparison of appraisal estimates and project costs by category is in Appendix 5 and summarized in the Table 1. ADB's contribution to the Project under Loan 1541 was \$24.7 million, consisting of \$20.6 million in foreign exchange and \$4.1 million equivalent in local currency. Under Loan 1542, ADB's contribution was \$9.4 million, consisting of \$9.3 million in foreign exchange and \$0.1 million equivalent in local currency. ADB loan funds were used mainly for procurement of equipment, textbooks, library books and consulting services. The Government's contribution of \$62.6 million equivalent was more than twice the appraisal estimate, mainly because the Project covered more than twice the number of schools planned at appraisal.

**Table 1: Cost Estimates and Actual Costs and Financing**  
(\$ million)

Source	Appraisal Estimate				Actual			
	FX	LC	Total	%	FX	LC	Total	%
ADB	38.4	6.6	45.0	60	29.9	4.3	34.2	35
Government	0.0	30.0	30.0	40	0.0	62.6	62.6	65
<b>Total</b>	<b>38.4</b>	<b>36.6</b>	<b>75.0</b>	<b>100</b>	<b>29.9</b>	<b>66.9</b>	<b>96.8</b>	<b>100</b>

ADB = Asian Development Bank, FX = foreign exchange costs, LC = local currency costs.

32. The unit costs for textbooks were lower than appraisal estimates. Consequently, the total expenditure for textbooks (\$2.52 million) was less than planned (\$3.43 million). For the library books, the amount spent (\$1.11 million) was more than planned (\$0.78 million) due to the increase in quantities. The unit cost for computers was significantly lower than appraisal estimates due to the generous cost estimates used at appraisal and low prices obtained through international competitive bidding. This allowed the Project to increase the number of schools provided with computer classrooms.

33. In 1998-2000, the counterpart allocation from the Government for project administration was inadequate, and imprest funds were used to cover the shortfall. This led to a deficit of \$271,000 in the imprest account, which the Government reimbursed in 2001.

34. In 2001, the Government requested the partial cancellation of loan proceeds, covering interest, service and other charges, to reduce its expenditures for service and commitment charges on external loans. ADB canceled \$5.8 million and \$0.16 million, respectively, from Loans 1541 and 1542. In early 2002, the Ministry of Finance (MOF) requested that ADB close the loans 15 months before the original loan closing date to reduce its debt, given the country's improved economy. ADB canceled the remaining loan balances of \$4.46 million and \$0.186 million for Loans 1541 and 1542, respectively.

35. Related to the premature closure of the loans, the Government assured ADB that it would finance the remaining project activities from its budget as follows: training activities (\$1.29 million), EMIS and equipment procurement (\$0.26 million), and library books (\$0.92 million). At project completion, the Government had spent more on each of these activities than initially agreed.

#### **D. Disbursements**

36. Disbursements are shown in Appendix 6. Under Loan 1542, disbursements totaled \$9.5 million, or 98% of the loan amount; under Loan 1541, disbursements were \$24.7 million, or 70% of the loan amount. By using implementation arrangements and the project implementation unit (PIU) established under ERMIP, implementation and procurement commenced without delay. Disbursements exceeded 20% during the first year of implementation and remained high in 1999–2001. After the cancellation of \$5.8 million (under Loan 1541) and \$0.16 million (under Loan 1542) representing interest during construction in 2001, disbursements slowed. The final disbursement was in March 2002. The imprest account turnover was low since most expenditures were made through direct payment and letter of credit. Only smaller expenditures associated with the PIU and consultant costs were made through the imprest account. To date, the Government has not liquidated the imprest account.

#### **E. Project Schedule**

37. The loans were approved in September 1997, signed in February 1998, and became effective in August 1998. Loan effectiveness was extended twice (for a total of 49 days) from the original loan effectiveness date of 25 May 1998.

38. The Project was to be implemented over 5 years, with completion scheduled for 31 December 2002 and loan closing for 30 June 2003. Since the project manager and the PIU team for ERMIP were also responsible for implementing the Project, the implementation structure was already in place at loan appraisal in early 1997. The PIU had gained experience from implementing ERMIP and received substantial support and training from the international

procurement consultant, who helped to prepare procurement documents at the start of the Project. Most project activities were implemented ahead of the appraisal schedule. Following the premature closure of the loans in March 2002, the remaining activities under the Project were implemented using Government resources and completed by the end of 2002. A comparison of the implementation schedule at appraisal with actual implementation is in Appendix 7.

## **F. Implementation Arrangements**

39. The Project was implemented in accordance with the arrangements envisaged during appraisal. MOES was the Executing Agency, while the PIU established under ERMIP handled the implementation of the Project. The PIU, which comprised four national staff (project manager, procurement specialist, disbursement specialist, and office administrator), coordinated day-to-day implementation of project activities, including procurement, disbursement, and financial management. Given the Government's limited familiarity with ADB policies, guidelines, and procedures, an international consultant who advised the PIU on procurement and project management under ERMIP continued to provide support under the Project. The Project Working Group (PWG), established to guide the PIU under ERMIP, and a steering committee, established under ERMIP to provide broader policy guidance, also provided guidance to the Project. A vice minister in MOES was designated as project director and coordinated project implementation.

40. Four factors affected project implementation. First, the Project was constrained by the limited implementation capacity of MOES and the limited familiarity of its staff with ADB policies, guidelines, and procedures. The staff's limited working knowledge of English was also a constraint. The steering committee and PWG were formed, but they did not meet regularly as envisaged, largely due to the reorganization of MOES twice during the Project.

41. Second, the turnover of MOES and PIU staff associated with the MOES reorganizations hampered the continuity of project implementation, the understanding of project objectives and activities, and the build-up of institutional capacity in MOES to support project implementation. The Project had three project managers (appointed in 1997, 1998, and 2000, respectively). In 1998, MOES changed the project manager unilaterally, without consulting with ADB regarding the need for a change or the qualifications of the new project manager.

42. Third, moving the project office from Almaty to Astana in July 2000 severely disrupted project activities in 2000, mainly due to changes in project staffing. All PIU staff resigned in mid-2000, except the procurement specialist, who moved to Astana and was promoted to project manager. A new procurement specialist, disbursement specialist, and office administrator were recruited in the second half of 2000 and had to be trained in ADB policies, guidelines, and procedures. Because of the change in office location and in PIU staffing, project activities were halted in June-October 2000 and gradually picked up at the end of 2000. Once the move was completed, the Project benefited from being closer to MOF and other government agencies, which facilitated communication and the clearance of documents.

43. Fourth, the Government's decision to close the loans prematurely left several components incomplete. However, in line with the agreement with ADB, the Government financed many of these activities from its budget (para. 35). Project activities for the last six months focused on procurement of essential equipment and library books. The premature loan closure also hampered the collection of baseline information and the inspection of equipment delivery, installation and follow-up (para. 45).

44. Benefit monitoring and evaluation under the Project was weak and expectations were not met fully. Despite repeated follow-ups by ADB, baseline data were not compiled within 3 months of project effectiveness, as required. However, at project completion, MOES helped to collect relevant information from a sample of 340 schools. With the EMIS framework established, monitoring of education benefits can be expected to improve in the future, provided MOES is able to implement the EMIS after the completion of the pilot activities.

## **G. Conditions and Covenants**

45. Compliance with major conditions and covenants, which was generally satisfactory, is summarized in Appendix 8. Quarterly progress reports were submitted regularly, except for the last two quarters in 2000 when PIU activities were disrupted by the office relocation to Astana. Government counterpart funds for project management were not provided in 1998-2000, but were reimbursed retroactively in 2001 (para. 33). The baseline information was not collected from project schools despite repeated follow-ups by ADB. To date, the Government has not submitted to ADB the audited financial statements for 2001.

46. To ensure an adequate level of government financing for education, the Loan Agreement contained a provision that the Government would maintain the share of the education budget above 3.5% of gross domestic product (GDP). This provision was met in 1998 and 1999. In 2000–2002, the proportion declined to below 3.5%, mainly due to a much higher GDP. However, the education budget increased significantly in real terms during the project period, as did the share of primary and general secondary education (Appendix 9). Education spending for 2003 was expected to be around 3.5% of GDP.

## **H. Related Technical Assistance**

47. A TA for strengthening education administration and management at the central and local levels was attached to the Project. The objective of the TA was to enhance the institutional capabilities of MOES and the basic education system. The TA was intended to support MOES and the oblast DOEs in (i) planning and implementing the rationalization of educational institutions and staffing policies; (ii) strengthening policy formulation and development capabilities; (iii) decentralizing educational management and further strengthening management development programs and the EMIS in MOES and the oblasts; (iv) curriculum reform and development; and (v) strengthening textbook development capacities. The TA provided 16 person-months (pm) of international and 36 pm of domestic consulting services. It also supported an external study visit for three key officials. The work carried out under the TA provided significant inputs to the reforms being carried out by the Government in education sector planning and rationalization, management, curriculum reform, and textbook development. The TA is rated as successful. The TA completion report is in Appendix 10.

## **I. Consultant Recruitment and Procurement**

48. The Project provided for international consultants in equipment procurement for 18 pm and domestic consultants in education planning, management and EMIS, school management, teacher training and retraining, curriculum design and development, and distance education, for 86 pm. The participation of the international consultants was higher than expected at 33.5 pm (23.5 for equipment procurement, project management and disbursement, and 10 for the EMIS). The role of the domestic consultants was less than envisaged: 12 pm for the EMIS and about 12 pm for PIU support. A comparison of the planned and actual consulting services are in Appendix 11. All consultants were engaged according to ADB's *Guidelines on the Use of Consultants*.

49. The PIU, which was established under ERMIP, was fully operational prior to loan effectiveness. The international consultant for procurement contracted under ERMIP was kept on at the start of the Project to provide a continuity of services. Procurement of goods was in accordance with ADB's *Guidelines for Procurement*, in line with specifications, and largely as envisaged at appraisal. Similar types of items were grouped together as much as possible to permit bulk procurement and international competitive bidding. Furniture and textbooks, which were available locally, were procured under local competitive bidding procedures acceptable to ADB. Some library books and equipment were procured through direct purchase.

#### **J. Performance of Consultants, Contractors, and Suppliers**

50. The performance of the consultants was generally satisfactory and helped to expedite project implementation. In September 1998, the Government revised the terms of reference of the international procurement consultant to reflect the need to have a consultant with experience in project management. In December 2001, an international consultant was hired for 10.5 pm to assist in disbursement and procurement and to help accelerate implementation.

51. The performance of equipment suppliers was generally satisfactory. To avoid the confusion over liability for defective or damaged equipment seen under ERMIP, the PIU included delivery of equipment to the schools in international procurement contracts under the Project whenever possible. The equipment delivered was generally in good condition, and only minor operational problems were encountered (para. 27). However, suppliers did not always conduct basic training for maintenance and troubleshooting.

#### **K. Performance of the Borrower and the Executing Agency**

52. The performance of the Borrower and the Executing Agency generally was satisfactory. The PIU established for EMIP also served as the PIU for the Project. Although the turnover of PIU staff was high, ADB supported regular training of PIU staff to ensure sufficient understanding of ADB policies, guidelines, and procedures. The PIU and MOES cooperated fully with ADB missions and provided information on disbursements, procurement, and project implementation.

53. The high turnover of PIU staff reflected frequent organizational changes and high staff turnover in MOES. The relocation of the project office from Almaty to Astana also contributed significantly to the turnover. In one instance, MOES changed the project manager unilaterally, without consultation with ADB (para. 41). Delays in the development of the EMIS hampered project monitoring, and shortcomings were noted in monitoring and follow-up on equipment procurement (paras. 26 and 44).

#### **L. Performance of ADB**

54. The performance of ADB generally was satisfactory. ADB fielded nine review missions during the Project. Additional support was provided by missions to review the attached TA, which also coordinated with the PIU on project administration. The midterm review, which was undertaken during the fourth year of project implementation in May-June 2001, addressed major issues and undertook comprehensive field visits. The midterm review stressed the need to ensure stability of PIU staffing and recommended measures to expedite progress on EMIS development, textbook procurement, and staff development. ADB undertook review missions regularly. One gap of more than a year between missions coincided with the relocation of the project office from Almaty to Astana in 2000, and may have contributed to implementation

delays. During the Project, four mission leaders were assigned responsibility for the Project. These frequent changes may have had an adverse effect on the overall quality and continuity of support provided by ADB.

### **III. EVALUATION OF PERFORMANCE**

#### **A. Relevance**

55. The design and objectives of the Project were relevant to the needs of the education sector and were in line with ADB's interim operational strategy for Kazakhstan. The simple, straightforward project design was tailored to the needs of an executing agency with limited experience in project implementation. The Project focused on providing urgently needed educational inputs to about 20% of the general secondary schools and key educational institutions, improving the quality of education through teacher and staff training, and strengthening the foundation for further reform in the education sector.

#### **B. Efficacy in Achievement of Purpose**

56. The Project was efficacious in achieving the development objective of strengthening and reforming the delivery of basic education to support economic transition. In 1996–1997, schools had little and mainly obsolete equipment, inadequate instructional materials, and few trained teachers in informatics and language laboratory use. The Project was successful in changing the teaching and learning environment in schools by providing new computers, language laboratory equipment, textbooks, library books, and related software. Similarly, TIIs, which had limited funds and little equipment at appraisal, now can provide skills and training to a large number of teachers in the use of new teaching and learning technologies. Budget increases due to the improvement in the economy allowed training institutes to train more teachers, who benefited significantly from new technologies.

57. The Project was successful in achieving the outputs and purpose in line with government priorities, and it met or exceeded its planned coverage. The Project exceeded its targets for the number of schools provided with equipment, textbooks, and library books. Project investments were a catalyst for broader, similar investments by MOES, which were supported by parents and local governments. It also was a catalyst for several education reforms, including the provision of computer equipment for general secondary schools throughout the country and improvements in teacher training, curriculum reform, and the development of new textbooks. A summary of project achievements is in Appendix 12.

#### **C. Efficiency in Achievement of Outputs and Purpose**

58. The Project was efficient in achieving the physical targets, but the process was less efficient (paras. 40–43). The Project met or exceeded beneficiary targets in providing computers and associated accessories and furniture to 1,780 schools (against a target of 320 schools), audiovisual equipment to 1,061 schools (against a target of 800 schools), language laboratory equipment to 600 schools (against a target of 400 schools), 1.86 million textbooks (against a target of 1.4 million) and library books to 3,800 schools (against a target of 800). The Project provided computers and other equipment to about 20% of the country's schools and library books to about 44% (compared with the appraisal target of about 9%). It also was a catalyst for the use of budget resources for computer, equipment and textbook procurement. At appraisal, only a small proportion of secondary schools had operational computer classrooms. At project completion, however, most schools had computers and the national computer-to-student ratio

was 1 to 58. Changes were introduced in teacher training to integrate the application of new technologies in teaching and learning. The organization and quality of textbooks, including the contents, have improved.

59. Appendixes 13, 15, and 16 provide information on project beneficiaries based on a sample survey of 340 project schools. The questionnaires were provided to all oblasts to collect information from a list of schools identified by MOES. Appendix 13 summarizes the enrollments in sample schools, which increased 3.4% between 1997 and 2002. This was consistent with the national trend in student enrollment (Appendix 14).

60. Appendix 15 summarizes the number of teachers in the sample schools, which increased 13.5%, exceeding the growth in the number of students significantly. Appendix 16 summarizes the number of informatics and foreign language teachers in sample schools. The number of informatics teachers increased 115.3%, while the number of foreign language teachers increased more modestly at 26.7%. A significant number of teachers in informatics and foreign languages have been recruited by general secondary schools and provided with training. Field observations indicated that all informatics teachers have received some training at RIIQ or TIIs. More than half of the non-informatics teachers have also received some form of informatics training, mostly at schools.

61. Library books were procured for 3,800 schools. The provision of about 1.86 million textbooks benefited students in grade 4 throughout the country. Videocassettes and CD-ROMs also were supplied to 1,250 schools. The contracts for textbooks and library books provided business opportunities to local publishers and printers during a period of limited economic activity, supporting the development of private publishing of textbooks. MOES benefited from competitive bidding, which helped lower the price of the textbooks. The bidding procedures applied under the Project were used by MOES for textbook and equipment procurement using government resources.

#### **D. Preliminary Assessment of Sustainability**

62. The recent economic recovery in Kazakhstan, and significant increases in education spending since 2001, suggest that investments in textbooks, instructional materials, teacher training and staff salaries are likely to be sustainable (Appendix 9). However, the local governments are unlikely to be able to sustain, in the medium term, the expenditures to replace major equipment transferred to local budgets from the Republican budget. Although education spending declined slightly from 1997 to 2002 as a proportion of GDP (from 3.5% to 3.1%) and the government budget (from 18.1% to 14.9%), the education allocation increased from \$796 million to \$851 million in that period (Appendix 9). That indicates that education remains a high priority. Parents have made substantial contributions to buying computers for schools and financing computer lessons in lower grades, particularly in the cities. However, since computerization was undertaken rapidly, the Government needs to pay close attention to O&M and replacement costs. Current spending levels are inadequate for a rapidly expanding program. Mechanisms to determine and allocate adequate O&M and replacement budgets must be developed, and measures to protect these expenditures should be put in place. Staff training and software needs also should be emphasized to enrich computer applications. Teacher training is critical, and RIIQ and TIIs are receiving additional resources to train a large number of teachers in computer applications, foreign languages and new generation textbooks.

## **E. Environmental, Sociocultural, and Other Impacts**

63. The Project was classified as category C for environmental impact. The Project did not include any major civil works, and necessary precautions were taken by schools in the disposal of old equipment and furniture. The provision of computers, textbooks, library books, and CD-ROMs contributed to improving the teaching of environment-related subjects, in particular science and social science. No environmental impacts were noted during implementation.

64. The Project provided support to selected schools in each oblast in Kazakhstan. Project benefits were widely distributed, with more than half of the recipient schools in rural areas. The equipment provided to RIIQ, TIIs, and PIs and PUs helped strengthen teacher training, while support to KAE helped to enhance curriculum development and new generation textbooks.

## **IV. OVERALL ASSESSMENT AND RECOMMENDATIONS**

### **A. Overall Assessment**

65. The Project is rated partly successful (Appendix 17). Generally, the Project was implemented as conceived, achieved its immediate objectives, and met or exceeded most appraisal output targets. The procurement of essential equipment, textbooks, and library books was completed within the project period, and the Project had significantly more beneficiaries than envisaged at appraisal. However, largely due to the premature closure of the loans by MOF, several activities were not completed, in particular staff and teacher training and EMIS development. These shortcomings detracted from the overall effectiveness of project outputs.

### **B. Lessons Learned**

66. Teachers considered the 10+1 computer classroom configuration most efficient from a pedagogical perspective. The 5+1 configuration was considered appropriate for providing access to computer education in small rural schools, but was pedagogically less efficient. Large schools needed more than one computer classroom.

67. The complexity of developing an EMIS framework, establishing and modifying the system, and building the necessary capacities were underestimated at appraisal. This lesson should be taken into consideration in similar projects in the future.

68. The rapid computerization of all general secondary schools was an enormous achievement that was made possible by the high level of commitment in MOES, oblasts, raions and schools. Computers are being used for informatics as well as other subjects, and are increasingly integrated with the new curriculum and new generation textbooks. Discussions with staff and teachers at RIIQ and TIIs highlighted the need to provide continuous, targeted training to teachers to achieve more effective teaching and learning. It is also important to reduce skill gaps among teachers and between teachers and students.

69. Systematic follow-up by MOES and DOEs on equipment procurement, delivery, and installation was inadequate. Given the ongoing large-scale procurement of equipment, MOES and DOEs need to strengthen their systems for monitoring equipment delivery, installation and related follow-ups.

70. While MOES was the executing agency and the PIU was responsible for planning, budgeting and implementing project activities, several delays occurred when MOF reviewed and

rejected financing of activities that were included in the annual budget approved by MOF. The roles of each agency should be clarified to avoid implementation delays.

## **C. Recommendations**

### **1. Project-Related**

71. The basic EMIS established under ERMIP was developed further under the Project. To refine the EMIS, MOES should (i) finalize key education indicators, (ii) revise the instruments for data collection at the school level, (iii) input data using the new data instruments in the ongoing pilot programs in three oblasts, (iv) ensure availability of specialists to operate the system at MOES by 2004, (v) complete the pilot program at the school and raion levels, and (vi) prepare a plan to apply the EMIS nationwide by the end of 2004. UNESCO provided a set of recommendations for follow-up actions by MOES in its report.

72. The Project succeeded in providing urgently needed equipment to RIIQ, PIs, PUs, TIIs, and schools. The computers, language laboratory equipment, and photocopy machines have major implications in terms of recurrent O&M costs. The O&M costs for computers, Internet access, supplies and consumables, and software updates are particularly significant. The computers can be expected to have an operational life of 3–5 years. After that, they will have to be replaced at relatively high cost. Since the local governments are not expected to be able to cover O&M and replacement costs of the equipment, MOES, MOF, DOEs, and the schools must coordinate closely annually to ensure that adequate budgetary provisions are made to meet these expenditures.

73. The computerization of schools proceeded rapidly and was an initial success. Follow-up actions will be required to ensure that the educational benefits are sustained and developed. MOES and DOEs at the oblast and raion levels should continue to support schools with carefully prepared instructional materials and targeted staff development. Internet access should be provided to schools that do not have it.

74. While the Project trained more teachers and staff than planned, considerable further work is needed in developing the education staff's usage of new equipment, particularly computers and language laboratory equipment. MOES should emphasize targeted training in the use of available equipment, reducing gaps among teachers in the use of computers. MOES should also focus on developing instructional materials for the new technologies to enhance their effectiveness.

75. The Government should submit to ADB the outstanding audited financial statements for 2001 without delay.

76. The Government should liquidate the imprest account and refund to ADB \$3,636 without delay to allow the formal closing of the loans.

77. A project performance audit report should be prepared in 2005 to assess the Project's operational performance and development impacts.

### **2. General**

78. The computer equipment provided under the Project was part of a broader government program to computerize education. To ensure the sustainability and continuity of the program,

the Government will need to review the cost implications of providing computers and other equipment to schools and educational institutions.

79. MOES and oblast DOEs played an inadequate role in inspecting the delivery and installation of equipment and related follow-up actions. Objective and timely inspections are important to ensure that equipment is installed properly and that recipient institutions meet their obligations regarding security, facility maintenance and repairs, stable electrical power supply, and adequately trained staff. As additional computers and other equipment are procured for schools, the inspection capacity of MOES and DOEs will need to be strengthened.

## STAFF DEVELOPMENT

Subcomponent	Appraisal			Actual <sup>b</sup>			
	Focal Point/ Institutions	International Fellowships/ Study Tours	Domestic Consultants (PM)	Domestic Teacher Training	International Fellowships/ Study Tours	Domestic Consultants (PM)	Domestic Teacher Training
1. Education Planning, Management and Management Information System	MOES, RIIQ, oblast	3	25	0	0	12	0
2. School Management	RIIQ, oblast	2	13	0	2	0	0
3. Teacher Training and Retraining <sup>a</sup>	RIIQ, oblast	7	25	10,000	0	0	10,000
4. Curriculum Design and Development	MOES, KAE	3	13	0	0	0	0
5. Textbook Design and Development	KAE	3	0	0	0	0	0
6. Distance Education	RIIQ, oblast	3	10	0	0	0	0
7. Project Management	PIU	0	0	0	0	12	0
<b>Total</b>		<b>21</b>	<b>86</b>	<b>10,000</b>	<b>2</b>	<b>24</b>	<b>10,000</b>
<b>Amount (\$'000)</b>		<b>210</b>	<b>77</b>	<b>2,000</b>	<b>31</b>	<b>9</b>	<b>2,088</b>

KAE = Kazakh Academy for Education, MOES = Ministry of Education and Science, PM = person months, PIU = project implementation unit, RIIQ = Republican Institute for the Improvement of Qualifications of Leaders and Research/Pedagogical Staff of the Education System.

<sup>a</sup> The Government funded the teacher training and retraining. MOES spent about \$1.29 million on teacher training in 2002.

<sup>b</sup> Funding for staff development for school management, curriculum design and development, textbook design and development and distance education came from the government budget in 1998-2002.

Source: Report and Recommendation of the President, Mission calculations.

**EQUIPMENT PROCUREMENT**  
**Comparison of Quantity, Cost, and Tender Mode**

Item	Appraisal			Actual <sup>a</sup>		
	Quantity	Cost (\$'000)	Tender Mode	Quantity	Cost (\$'000)	Tender Mode
1. Computer Equipment and Software	320 schools, 15 TIIs + 20 PIs/PUs + KAE	10,335	ICB	1,780 schools, 15 TIIs + 20 PIs/PUs + KAE	16,300	ICB
2. Audiovisual Equipment	800 schools, 15 TIIs + 20 PIs/PUs	6,844	ICB	1,061 schools + 15 TIIs+ 20 PIs/PUs	1,825	ICB
3. Language Laboratory Equipment	420 schools, 20 PIs/PUs	4,899	ICB	600 schools + 15 TIIs + 20 PIs/PUs	7,745	ICB
4. Science Laboratory Equipment <sup>a</sup>	334	2,443	ICB	—	—	—
5. Language Laboratory Furniture	400 schools 20 PIs/Pus 15 TIIs	1,015	ICB	600 schools + 15 TIIs + 20 PIs/PUs	82	LCB
6. Computer Classroom Furniture	320 schools	728	LCB	1,615 schools	407	LCB
7. Duplicating Equipment	15 TIIs 20 PI/PUs 1 PIU	682	ICB	15 TIIs 20 PI/PUs 1 PIU	350	ICB
8. Computers, Office Equipment, and Vehicle	1 PIU	41	DP	1 PIU	210	LCB/DP
9. EMIS equipment <sup>b</sup>	20 raions	241	IS/LCB	—	—	—

DP = direct purchase, EMIS = Educational Management Information System, ICB = international competitive bidding, IS = international shopping, KAE = Kazakh Academy for Education, LCB = local competitive bidding, PI = pedagogical institute, PU = pedagogical university, PIU = project implementation unit, RIIQ = Republican Institute for the Improvement of Qualifications of Leaders and Research/Pedagogical Staff of the Education System, TII = teacher improvement institute.

— = not available.

<sup>a</sup> Science equipment was not provided due to the change in scope of the Project.

<sup>b</sup> The Government funded EMIS equipment. All other equipment procurement was funded by the loans and completed by 15 March 2002.

Source: Report and Recommendation of the President, Mission Calculations.

### INSTITUTIONS SUPPORTED UNDER THE PROJECT

Oblast	Appraisal <sup>a</sup>					Completion <sup>a</sup>				
	Rural Schools	Urban Schools	Total Schools	PI/PUs	TIs	Rural Schools	Urban Schools	Total Schools	PI/PUs	TIs
Astana	—	—	—	—	—	0	18	18	1	0
Akmola	17	17	34	1	0	114	28	142	1	0
Aktobe	16	24	40	1	1	80	32	112	1	1
Almaty	15	29	44	1	1	120	30	150	1	1
Almaty City	37	—	37	1	1	0	75	75	3	2
Atyrau	15	9	24	1	1	6	20	26	1	1
East Kazakhstan	31	22	53	1	1	150	59	209	2	1
Karaganda	41	17	58	1	1	22	62	84	2	2
Kokshetau	12	23	35	1	0	0	0	0	0	0
Kostanai	28	25	53	1	1	84	43	127	1	1
Kzyl Orda	15	18	33	1	1	54	29	83	1	1
Manghystau	10	5	15	1	1	6	13	19	1	1
North Kazakhstan	8	23	31	1	1	89	36	125	1	1
Pavlodar	28	17	45	1	1	93	35	128	1	1
Semey	13	14	27	1	0	0	0	0	0	0
South Kazakhstan	36	65	101	1	1	180	60	240	1	1
Taldykorgan	18	16	34	1	1	0	0	0	0	0
Torgai	6	16	22	1	1	0	0	0	0	0
West Kazakhstan	12	27	39	1	0	100	27	127	1	0
Jambyl	31	16	47	1	0	82	33	115	1	0
Zhezkazgan	3	17	20	1	1	0	0	0	0	0
Republican schools	8	0	8	0	0	0	0	0	0	0
<b>Total</b>	<b>400</b>	<b>400</b>	<b>800</b>	<b>20</b>	<b>15</b>	<b>1,180</b>	<b>600</b>	<b>1,780</b>	<b>20</b>	<b>15</b>

PI/PU= pedagogical institute/university; TII= teacher improvement institute.

<sup>a</sup> At appraisal the country was divided into 19 oblasts and the capital Almaty. Following reorganization of the oblasts and the transfer of the capital to Astana, at Project completion there were 14 oblasts and Almaty and Astana cities.

Source: Report and Recommendation of the President, Ministry of Education and Science.

**PROCUREMENT OF TEXTBOOKS AND INSTRUCTIONAL MATERIALS**  
**Comparison of Quantity, Cost, and Tender Mode**

Item	Appraisal			Actual		
	Quantity	Cost (\$'000)	Tender Mode	Quantity	Cost (\$'000)	Tender Mode
1. Textbooks	1.40 million	3,433	IS/LCB/DP	1.84 million	2,524	LCB/DP
2. Instructional Aids	800 sets	820	ICB/IS/LCB	1,250 sets	948	ICB/IS/LCB
3. Library Books	800 sets	780	LCB/DP	3,800 sets	1,116	LCB/DP

DP = direct purchase, IS = international shopping, ICB = international competitive bidding, LCB = local competitive bidding.  
Source: Report and Recommendation of the President, Mission Calculations.

**COMPARISON OF APPRAISAL AND ACTUAL PROJECT COSTS**  
**Table A5.1: Appraisal Cost Estimates**  
(\$'000)

Category	Total Cost			ADB Financing-OCR			ADB Financing-ADF			Government Financing		
	Foreign	Local	Total	Foreign	Local	Total	Foreign	Local	Total	Foreign	Local	Total
<b>A. Base Cost</b>												
1. Staff Development												
a. In Country	0	2,000	2,000	0	1,000	1,000	0	0	0	0	1,000	1,000
b. External	210	0		210	0		0	0	0	0	0	0
<b>Subtotal (1)</b>	<b>210</b>	<b>2,000</b>	<b>2,000</b>	<b>210</b>	<b>1,000</b>	<b>1,000</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1,000</b>	<b>1,000</b>
2. Consultant Services												
a. International	360	0	360	240	0	240	120	0	120	0	0	0
b. Domestic	0	77	77	0	77	77	0	0	0	0	0	0
<b>Subtotal (2)</b>	<b>360</b>	<b>77</b>	<b>437</b>	<b>240</b>	<b>77</b>	<b>317</b>	<b>120</b>	<b>0</b>	<b>120</b>	<b>0</b>	<b>0</b>	<b>0</b>
3. Research, Studies and Workshops												
a. Research and Studies	0	550	550	0	550	550	0	0	0	0	0	0
b. Workshops and Seminars	0	268	268	0	268	268	0	0	0	0	0	0
<b>Subtotal (3)</b>	<b>0</b>	<b>818</b>	<b>818</b>	<b>0</b>	<b>818</b>	<b>818</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
4. Facilities Upgrading												
a. RTII/TII	0	245	245	0	0	0	0	0	0	0	245	245
b. Primary/Secondary Schools	0	7,190	7,190	0	0	0	0	0	0	0	7,190	7,190
<b>Subtotal (4)</b>	<b>0</b>	<b>7,435</b>	<b>7,435</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>7,435</b>	<b>7,435</b>
5. Equipment, Furniture and Materials												
a. Equipment	25,240	0	25,240	17,505	0	17,505	7,736	0	7,736	0	0	0
b. Furniture	0	1,747	1,747	0	736	736	0	391	391	0	621	621
c. Library books	218	870	1,088	114	250	364	104	312	416	0	308	308
d. Textbooks	1,259	2,938	4,197	1,259	2,174	3,433	0	0	0	0	764	764
<b>Subtotal (5)</b>	<b>26,717</b>	<b>5,555</b>	<b>32,272</b>	<b>18,878</b>	<b>3,160</b>	<b>22,038</b>	<b>7,840</b>	<b>703</b>	<b>8,543</b>	<b>0</b>	<b>1,693</b>	<b>1,693</b>
6. Project Implementation												
a. Staff Salaries												
i. PIU	0	96	96	0	96	96	0	0	0	0	0	0
ii. Institutions and Schools	0	10,850	10,850	0	0	0	0	0	0	0	10,850	10,850
b. Incremental Operating Expenses												
i. PIU	30	120	150	30	60	90	0	0	0	0	60	60
ii. Institutions and Schools	0	5,948	5,948	0	0	0	0	0	0	0	5,948	5,948
<b>Subtotal (6)</b>	<b>30</b>	<b>17,014</b>	<b>17,044</b>	<b>30</b>	<b>156</b>	<b>186</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>16,858</b>	<b>16,858</b>
<b>Total Base Cost</b>	<b>27,317</b>	<b>32,899</b>	<b>60,216</b>	<b>19,358</b>	<b>5,211</b>	<b>24,569</b>	<b>7,960</b>	<b>703</b>	<b>8,663</b>	<b>0</b>	<b>26,986</b>	<b>26,986</b>
<b>B. Contingencies</b>												
1. Physical Contingencies	1,366	1,645	3,011	968	183	1,151	398	47	445	0	1,415	1,415
2. Price Contingencies	1,607	2,014	3,621	1,138	323	1,461	469	95	564	0	1,597	1,597
<b>Total Contingencies</b>	<b>2,973</b>	<b>3,659</b>	<b>6,632</b>	<b>2,106</b>	<b>506</b>	<b>2,612</b>	<b>867</b>	<b>142</b>	<b>1,009</b>	<b>0</b>	<b>3,012</b>	<b>3,012</b>
<b>C. Interest and Other Charges</b>	<b>8,148</b>	<b>0</b>	<b>8,148</b>	<b>7,820</b>	<b>0</b>	<b>7,820</b>	<b>328</b>	<b>0</b>	<b>328</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Grand Total</b>	<b>38,438</b>	<b>36,558</b>	<b>74,996</b>	<b>29,284</b>	<b>5,717</b>	<b>35,001</b>	<b>9,155</b>	<b>845</b>	<b>10,000</b>	<b>0</b>	<b>29,998</b>	<b>29,998</b>

Source: Report and Recommendation of the President.

**Table A5.2: Actual Costs**  
(\$'000)

Category	Total Cost			ADB Financing-OCR			ADB Financing-ADF			Government Financing		
	Foreign	Local	Total	Foreign	Local	Total	Foreign	Local	Total	Foreign	Local	Total
<b>A. Base Cost</b>												
1. Staff Development												
a. In Country	0	2,088	2,088	0	0	0	0	0	0	0	2,088	2,088
b. External	31	0	31	31	0	31	0	0	0	0	0	0
<b>Subtotal (1)</b>	<b>31</b>	<b>2,088</b>	<b>2,119</b>	<b>31</b>	<b>0</b>	<b>31</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2,088</b>	<b>2,088</b>
2. Consultant Services												
a. International	534	0	534	436	0	436	98	0	98	0	0	0
b. Domestic	0	9	9	0	9	9	0	0	0	0	0	0
<b>Subtotal (2)</b>	<b>534</b>	<b>9</b>	<b>543</b>	<b>436</b>	<b>9</b>	<b>445</b>	<b>98</b>	<b>0</b>	<b>98</b>	<b>0</b>	<b>0</b>	<b>0</b>
3. Research, Studies and Workshops												
a. Research and Studies	0	0	0	0	0	0	0	0	0	0	0	0
b. Workshops and Seminars	0	0	0	0	0	0	0	0	0	0	0	0
<b>Subtotal (3)</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
4. Facilities Upgrading												
a. RTII/TII	0	245	245	0	0	0	0	0	0	0	245	245
b. Primary/Secondary Schools	0	17,800	17,800	0	0	0	0	0	0	0	17,800	17,800
<b>Subtotal (4)</b>	<b>0</b>	<b>18,045</b>	<b>18,045</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>18,045</b>	<b>18,045</b>
5. Equipment, Furniture and Materials												
a. Equipment	27,146	0	27,146	18,113	0	18,113	9,033	0	9,033	0	0	0
b. Furniture	0	817	817	0	355	355	0	135	135	0	327	327
c. Library books	0	1,395	1,395	0	1,116	1,116	0	0	0	0	279	279
d. Textbooks	0	3,155	3,155	0	2,524	2,524	0	0	0	0	631	631
<b>Subtotal (5)</b>	<b>27,146</b>	<b>5,367</b>	<b>32,513</b>	<b>18,113</b>	<b>3,995</b>	<b>22,108</b>	<b>9,033</b>	<b>135</b>	<b>9,168</b>	<b>0</b>	<b>1,237</b>	<b>1,237</b>
6. Project Implementation												
a. Staff Salaries												
i. PIU	0	115	115	0	115	115	0	0	0	0	0	0
ii. Institutions and Schools	0	31,780	31,780	0	0	0	0	0	0	0	31,780	31,780
b. Incremental Operating Expenses												
i. PIU	0	0	0	0	0	0	0	0	0	0	0	0
ii. Institutions and Schools	0	9,468	9,468	0	0	0	0	0	0	0	9,468	9,468
<b>Subtotal (6)</b>	<b>0</b>	<b>41,363</b>	<b>41,363</b>	<b>0</b>	<b>115</b>	<b>115</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>41,248</b>	<b>41,248</b>
<b>Total Base Cost</b>	<b>27,711</b>	<b>66,872</b>	<b>94,583</b>	<b>18,580</b>	<b>4,119</b>	<b>22,699</b>	<b>9,131</b>	<b>135</b>	<b>9,266</b>	<b>0</b>	<b>62,618</b>	<b>62,618</b>
<b>B. Contingencies</b>												
1. Physical Contingencies	0	0	0	0	0	0	0	0	0	0	0	0
2. Price Contingencies	0	0	0	0	0	0	0	0	0	0	0	0
<b>Total Contingencies</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>C. Interest and Other Charges</b>	<b>2,121</b>	<b>0</b>	<b>2,121</b>	<b>1,982</b>	<b>0</b>	<b>1,982</b>	<b>139</b>	<b>0</b>	<b>139</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Grand Total</b>	<b>29,832</b>	<b>66,872</b>	<b>96,704</b>	<b>20,562</b>	<b>4,119</b>	<b>24,681</b>	<b>9,270</b>	<b>135</b>	<b>9,405</b>	<b>0</b>	<b>62,618</b>	<b>62,618</b>
<b>Imprest Account</b>				<b>21</b>	<b>0</b>	<b>21</b>	<b>90</b>	<b>0</b>	<b>90</b>			
						<b>24,702</b>			<b>9,495</b>			

Source: Ministry of Education and Science, Mission calculations.

## DISBURSEMENTS

Year	Quarter	Loan 1541			Loan 1542		
		Quarterly Disbursements (\$ million)	Cumulative Disbursements (\$ million)	Percent of Disbursement	Quarterly Disbursements (\$ million)	Cumulative Disbursements (\$ million)	Percent of Disbursement
1998	III	0.400	0.040	1	0.100	0.100	1
	IV	7.013	7.413	21	3.143	3.243	32
1999	I	0.592	8.005	23	0.059	3.302	33
	II	1.002	9.007	26	0.759	4.061	41
	III	1.127	10.134	29	1.092	5.153	52
	IV	2.392	12.526	36	1.378	6.531	65
2000	I	0.672	13.198	38	2.343	8.874	89
	II	0.443	13.641	39	0.294	9.168	92
	III	2.524	16.165	46	0.000	9.168	92
	IV	0.700	16.865	48	0.106	9.274	93
2001	I	0.133	16.998	49	0.147	9.421	94
	II	0.640	17.638	50	0.039	9.460	95
	III	5.198	22.836	65	0.000	9.460	95
	IV	0.999	23.835	68	0.034	9.494	95
2002	I	0.869	24.704	71	0.000	9.494	95
<b>Total</b>		<b>24.704</b>			<b>9.494</b>		

Source: Loan Financial Information System.

### PROJECT IMPLEMENTATION SCHEDULE

Activities	Year and Quarter of Implementation																				
	-1	Year 1				Year 2				Year 3				Year 4				Year 5			
	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
<b>STAFF DEVELOPMENT</b>																					
Select Trainees		■	■	■	■	■	■	■	■												
Implement In-country training			■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Implement External Training								■	■	■	■	■	■	■	■	■	■				
<b>CONSULTANT SERVICES</b>																					
Recruitment of Consultants-International	■	■																			
Recruitment of Consultants-Domestic		■	■	■	■																
Implement Services-International			■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Implement Services-Domestic			■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
<b>RESEARCH, STUDIES AND DEVELOPMENT<sup>1</sup></b>																					
Identify topics and prepare protocols		■	■	■	■	■	■	■	■												
Implement Studies			■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
<b>FACILITIES AND UPGRADING</b>																					
Design/document/tender			■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Civil works undertaken			■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
<b>EQUIPMENT, FURNITURE, AND MATERIALS</b>																					
Finalize school selection	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Specify and Document		■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Bid Invitation, Evaluation and Contract			■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Supply and Installation-PIU			■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Supply and Installation-RTII/TII																					
Supply and Installation-EMIS <sup>2</sup>			■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Supply and Installation-Schools			■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
<b>TEXTBOOK DEVELOPMENT</b>																					
Specify and Document		■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Bid Invitation, Evaluation and Contract			■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Supply and Delivery			■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Development of New Textbooks			■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
<b>PROJECT IMPLEMENTATION</b>																					
Select/Appoint PIU Staff	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Project Implementation and Monitoring		■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Midterm Review																					

EMIS = educational management information system, MIS = management information system, PIU = project implementation unit, RIIQ = Republican Institute for the Improvement of Qualification of Leaders and Research/Pedagogical Staff of the Education System, TII = teacher improvement institute.

<sup>1</sup> This component was not implemented.

<sup>2</sup> This is being funded by the Government.

Legend: ■ Appraisal ■ Actual

## COMPLIANCE WITH LOAN COVENANTS

Standard Covenants	Reference	Status
1. Maintenance and audit of separate accounts for the Bank-financed components of the Project; audited project accounts must be furnished not later than twelve months after the end of each fiscal year.	Loan Agreement (LA), Section 4.06(b)	Complied with.
2. The Borrower shall furnish to the Bank quarterly reports on the carrying out of the Project and on the operation and management of the Project facilities.	LA, Section 4.07(b)	Complied with.
3. PCR must be prepared and furnished not later than three (3) months after physical completion of the Project.	LA, Section 4.07(c)	Complied with.

### Project Specific Covenants

#### Implementation Arrangements

4. The Borrower shall appoint a Project Director, at the level of deputy minister, to oversee project implementation. Project implementation will be the responsibility of the Project Implementation Unit (PIU) established in the Ministry of Education and Culture (MOEC) for the implementation of BEP. For the implementation of the Project, the Borrower shall appoint, subject to the Bank's prior approval in each instance, a Project Manager and three additional full-time staff members, including an accountant and a procurement specialist, to handle the day-to-day management of all project activities. The Borrower shall pay the incremental recurrent costs of the PIU on an increasing basis, commencing with 20% in the second year and increasing by such percentage during each subsequent year of project implementation until the amounts of such incremental recurrent costs are fully paid by the Borrower.	LA, Schedule 6, para. 1	Complied with. Four full-time staff assigned were assigned to the PIU. Following the premature closure of the loans, MOES staff took over the implementation of remaining project activities.
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Standard Covenants	Reference	Status
<b>Project Working Group</b>		
<p>5. The PIU shall work together under the general guidance of the Project Working Group (PWG), which shall be chaired by a deputy minister of MOEC. PWG also shall include representatives of the concerned departments of education (DOEs), the Unit for Information and Innovation in the Department of Coordination and Control, Kazakh Academy for Education, Republican Institute for the Improvement of Qualifications of Leaders and Research/Pedagogical Staff of the Education System (RIIQ) and departments of MOEC and such schools and institutions as may be required for effective project implementation and coordination. The project manager shall act as secretary of the PWG, which shall meet as necessary to discuss issue related to project implementation and management, and decide on appropriate action to resolve any problems that may be encountered.</p>	LA, Schedule 6, para. 2	Complied with. The PWG met, but not regularly.
<b>Project Steering Committee</b>		
<p>6. Broader policy guidance shall be provided by a Project Steering Committee (PSC), which shall be chaired by the minister of education and culture or his representative and shall include representatives of MOEC and Committee on External Loan (CEL). The PSC shall meet at least twice a year.</p>	LA, Schedule 6, para. 3	Complied with. The PSC met, but not regularly.
<b>Operation and Maintenance</b>		
<p>7. The Borrower shall ensure, through MOEC and the DOEs, that throughout project implementation: (i) staff and budgetary resources are made available for the operation and maintenance of the project facilities; and (ii) the physical facilities required for effective installation and operation of equipment and materials provided under the Project are provided in a timely manner to the satisfaction of the Bank.</p>	LA, Schedule 6, para. 4	Complied with.
<p>8. The Borrower shall ensure that all schools and institutions to be provided with language laboratory equipment under the Project have qualified foreign language teachers to make use of such equipment. and that all schools and institutions provided with computer equipment under the Project have at least one computer science teacher to make use of such equipment.</p>	LA, Schedule 6, para. 5	Complied with.

Standard Covenants	Reference	Status
9. The Borrower shall ensure that: (i) MOEC submits to the Bank external training program proposals and candidates within six months of the Effective Date; (ii) the recipients of overseas training continue their service with MOEC, or in a capacity relevant to the training provided, for a reasonable period of time after completion of such training; and (iii) MOEC selects all candidates for in-country training programs in accordance with procedures satisfactory to the Bank.	LA, Schedule 6, para. 6	Partly complied with. The proposal was submitted with significant delay in April 2001. Subsequently, the Government decided not to implement external training and funded in-country training programs itself.

#### Benefit Monitoring and Evaluation

10. Within three months after the Effective Date, the Borrower shall, in accordance with the baseline data questionnaire approved by the Bank under ERMIP, compile benefit monitoring and evaluation baseline data on each school and educational institution included in the Project.	LA, Schedule 6, para. 7	Not complied with. Baseline data gathering was not completed.
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#### Action Plans for Rationalization

11. The Borrower shall ensure that MOEC: (i) prepares a draft overall action plan for the rationalization of basic education, including comprehensive specific action plans for rationalization of physical facilities, staff, and delivery and implementation of educational programs, indicating quantitative time-bound targets, within two months after the Effective Date; and (ii) finalizes and submits to the Bank, within 12 months after the Effective Date, the overall action plan for the rationalization of basic education, including the comprehensive specific action plans detailed above, after discussions and input from the consultants engaged under the Technical Assistance (TA).	Loan Agreement, Schedule 6, para. 8	Complied with. Plan was prepared with support from the associated TA and submitted to ADB in 1997.
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#### Eligible Schools

12. The Borrower shall ensure that MOEC, not later than three months after the Effective Date: (i) finalizes the list of eligible urban and rural schools to be supported under the Project, and the packages of instructional materials, equipment and furniture to be provided to each selected school under Part D of the Project; and (ii) submits such list and information to the Bank for its review and approval.	LA, Schedule 6, para. 9	Complied with.
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Standard Covenants	Reference	Status
<b>Other Matters</b>		
13. Prior to delivery of equipment to any school supported under the Project, the Borrower shall cause MOEC and each DOE concerned to ensure that all necessary repairs are completed at the relevant school to allow effective use of such equipment.	LA, Schedule 6, para. 10	Complied with.
14. The Borrower shall ensure that MOEC informs the Bank in a timely fashion of: (i) any planned or actual developments in the administrative, legal or ownership status of the pedagogical institutes (PIs), pedagogical universities (PUs) and teacher improvement institutes (TIIs) supported under the Project; and (ii) any proposals under active consideration by the Borrower or any of its authorities for changes in the organizational or administrative structure of MOEC, DOEs and/or any other entities in the education sector.	LA, Schedule 6, para. 11	Complied with. The Bank was informed in early 1998 of changes in the organization of TIIs.
15. Without limiting the generality of Section 4.02, the Borrower shall ensure timely and regular release of adequate budgetary allocations for all counterpart funds required for Project implementation.	LA, Schedule 6, para. 12	Partly complied with. Counterpart funds for project management were not provided in 1998-2000, but were retroactively reimbursed to the imprest account in 2001.
16. The Borrower shall endeavor to maintain annual expenditure for education sector activities of at a level not less than 3.5% of gross domestic product (GDP) during each year of project implementation and, in such connection, shall provide the Bank annually with information on allocations and actual expenditures for the education sector.	LA, Schedule 6, para. 13	Partly complied with. After 1999, annual expenditure was below 3.5% due to a significant increase in GDP. However, in real terms expenditure increased significantly.

## EDUCATION EXPENDITURES

**Table A9.1: Total Expenditures**

Item	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
Education Expenditures (T billion)	—	—	—	—	—	70.6	78.7	85.4	107.9	124
Education Expenditures (\$ million)	227	366	559	744	796	831	569	588	760	851
As Percent of Government Budget	16.7	13.4	13.9	16.5	18.1	19.7	16.8	14.2	14.1	14.9
As Percent of GDP	4.7	2.9	4.5	3.5	3.5	3.8	3.8	3.1	3.1	3.1

GDP = gross domestic product, T = tenge

— = not available

Source: Ministry of Finance, Ministry of Education and Science, Ministry of Economy and Budget Planning and Mission estimates.

**Table A9.2: Expenditures By Subsector  
(percent)**

Subsector	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
Preschool	11.5	11.6	9.8	9.6	9.2	6.4	3.5	3.7	3.4	3.8
Primary and Secondary	50.7	51.5	54.9	51.3	55.7	72.1	78.1	78.4	80.4	77.1
Boarding School <sup>a</sup>	4.3	5.3	4.6	5.3	2.6	—	—	—	—	—
Technical and Vocational	13.9	13.7	9.1	13.4	10.9	10.5	8.3	7.8	7.7	7.4
Higher Education	12.2	10.8	12.5	14.2	14.0	11.0	10.1	10.1	9.5	11.6
Others <sup>a</sup>	7.4	7.1	9.1	6.2	7.6	—	—	—	—	—
<b>Total</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

<sup>a</sup> Expenditure for the boarding school and other categories included under the primary and secondary subsector from 1998.

— = not available

Source: State Committee on Statistics.

### TECHNICAL ASSISTANCE COMPLETION REPORT

<b>TA No. and Name:</b> 2872-KAZ: Management at Central and Local Levels			<b>Amount Approved:</b> \$600,000	
			<b>Revised Amount:</b> -	
<b>Executing Agency:</b> Ministry of Education and Science <sup>1</sup>		<b>Source of Funding:</b> JSF	<b>TA Amount Undisbursed</b> \$31,783	<b>TA Amount Utilized</b> \$568,217
<b>Date</b>			<b>Closing Date</b>	
<b>Approval</b> 24 Sep 1997	<b>Signing</b> 8 Jan 1998	<b>Fielding of Consultants</b> 2 Feb 1998	<b>Original</b> 31 Jul 1999	<b>Actual</b> 31 Mar 2000
<b>Description</b>				
<p>The Technical Assistance (TA) was approved with the loan for the Basic Education Project (the Project). The TA was intended to support to the Ministry of Education and Science (MOES) and the education system in key areas and complement the activities of the Project.</p>				
<b>Objectives and Scope</b>				
<p>The objective of the TA was to strengthen the institutional capabilities of MOES and the basic education system. Specifically, the TA aimed to support MOES and the oblast Departments of Education (DOEs) in (i) planning and implementing the rationalization of educational institutions and staffing policies; (ii) strengthening policy formulation and development capabilities; (iii) decentralizing education management; (iv) strengthening management development programs and the Educational Management Information System (EMIS) in MOES and oblasts; (v) curriculum reform and development; and (vi) strengthening textbook development capabilities. The TA activities were intended to complement the rationalization program, policy reforms, and strengthening of basic education programs and institutions supported by the Project. The TA was to provide 16 person-months (pm) of international consulting services and 36 pm of domestic consulting services, covering (i) education planning, organization, and rationalization (5 pm international and 12 pm domestic) and (ii) basic education curriculum development (4 pm international and 8 pm domestic). The TA also supported an external visit for three key MOES and oblast staff (accompanied by an interpreter) to study rationalization of the education system.</p>				
<b>Evaluation of Inputs</b>				
<p>MOES was the Executing Agency (EA) for the TA. A team of consultants provided 16.25 pm of international and 36 pm of domestic expertise, as originally envisaged. The consultants were fielded on schedule, and the services provided by the consultant team leader and team members were satisfactory. The terms of reference of the consultants were well formulated and relevant. The implementation of the TA focused on different aspects of the education system and was, therefore, divided into four components: (i) education planning, organization and rationalization; (ii) management development and EMIS; (iii) curriculum development; and (iv) textbook development.</p>				
<b>Evaluation of Outputs</b>				
<p>The consultants prepared inception, technical, draft final and final reports. The TA also produced reports on educational planning, organization and rationalization; EMIS; curriculum development; and textbook development. The findings and recommendations by the consultants were satisfactory, and the reports were well written and of a high technical standard. In addition, the consultants prepared a comprehensive report entitled "Achieving Educational Excellence" that synthesized the conclusions and policy recommendations and provided a broad framework for education sector reform. It included a final rationalization plan for basic education to meet the Government's commitment in the Loan Agreement. The reports produced by the consultant team addressed the key issues facing the basic education system, proposed appropriate and creative solutions that can be implemented, and were well received by MOES. A study tour in Finland and England was conducted to familiarize three officials from MOES with education administration issues at the national, regional and local levels, and to visit schools and educational institutions.</p>				

<sup>1</sup> The Ministry of Education and Science was called the Ministry of Education and Culture at the time of TA implementation.

The TA accomplished its major objectives by (i) developing a rationalization plan to improve the efficient use of resources and deliver basic education more effectively; (ii) identifying training needs and the steps required to proceed towards a decentralized system; (iii) supporting the development of the EMIS; (iii) supporting curriculum reform, including preparation of a model curriculum using an integrated system of development; and (iv) familiarizing curriculum developers with new curriculum concepts. MOES staff worked closely with the TA team on the following issues: (i) development of a regulatory framework; (ii) preschool education; (iii) textbooks for Grades 5-9; (iv) quality improvement initiatives; (v) problems of small schools; and (vi) improvement of teacher qualifications.

#### **Overall Assessment and Rating**

The TA addressed the Government's needs and accomplished its objectives. Implementation went as scheduled, all envisaged activities were completed, and all planned outputs produced. TA outcomes supported and complemented the Project. The TA helped MOES develop the rationalization plan required by the Project, including comprehensive action plans for the rationalization of facilities, staff, and delivery of education programs. The TA is rated as successful.

#### **Major Lessons Learned**

A major lesson learned was the importance of a supportive EA and cooperation among various stakeholders from the beginning of implementation. Good relationships ensured smooth implementation of the TA and excellent teamwork between the EA and the consultants.

#### **Recommendations and Follow-Up Actions**

The TA supported the MOES in key areas of reform and complemented the Project. Policy reforms supported by the TA, including financial arrangements and decentralization, are being followed up by the ongoing TAs for Social Sector Expenditure Review<sup>2</sup> and Education Sector Development Strategy.<sup>3</sup> MOES has made some progress in curriculum reform and textbook development, but it needs to continue this process. MOES needs to take further measures to refine and decentralize EMIS.

Prepared by: Brajesh Panth Designation: Education Specialist

<sup>2</sup> ADB. 2002. *Technical Assistance to Kazakhstan for Social Sector Expenditure Review*. Manila.

<sup>3</sup> ADB. 2002. *Technical Assistance to Kazakhstan for Education Sector Development Strategy*. Manila.

## CONSULTING SERVICES

Field of Specialization	Appraisal		Actual	
	Duration (person-months)	Cost (\$)	Duration (person-months)	Cost (\$)
A. International				
Equipment Procurement	18	360,000	23.5 <sup>a</sup>	442,945
EMIS	—	—	10	90,940
<b>Subtotal</b>	<b>18</b>	<b>360,000</b>	<b>33.5</b>	<b>533,885</b>
B. Local				
EMIS	25	23,000	12	4,558
School Management	13	12,000		0
Teacher Training and Retraining	25	23,000	0	0
Curriculum Design and Development	13	12,000	0	0
Distance Education	10	9,000		0
PIU Support	0	0	12	4,800
<b>Subtotal</b>	<b>86</b>	<b>79,000</b>	<b>24</b>	<b>9,358</b>
<b>Total</b>	<b>104</b>	<b>439,000</b>	<b>57.5</b>	<b>543,243</b>

EMIS = Educational Management Information System, PIU = project implementation unit.

<sup>a/</sup> Includes consultancy on equipment, procurement, project management, and disbursement.

— not available

## SUMMARY OF PROJECT RESULTS

Project Component	Project Inputs		Project Outputs	
	Appraisal	Actual	Appraisal	Actual
Reforming education management.	<p>Consulting services (domestic). External Training. In-country workshops. Training of administrators, principals and teachers. Research studies. Equipment for Educational Management Information System (EMIS). Consulting Services (domestic).</p>	<p>One study tour conducted for the Ministry of Education and Science (MOES) minister.</p> <p>EMIS equipment and consultancy services provided. Government provided own resources.</p>	<p>Training modules developed for educational planning, EMIS and school management. 800 teacher trainers, planners, administrators and principals trained. EMIS developed and decentralized to pilot raions.</p>	<p>EMIS workshop held. Government-funded training of principals. EMIS concept developed. Government funding for EMIS pilot project in Astana and Atyrau and Almaty oblasts.</p>
Enhancing educational relevance and quality.	<p>Consulting Services (domestic). - Curriculum design and development. - Textbook design and development.</p> <p>External Training. In-country workshops. Training of 400 teacher trainers and 140 educational planners. Retraining of 10,000 teachers. Research studies.</p>	<p>Government decided not to support external training; in-country training was provided by Kazakh Academy of Education (KAE) and teacher improvement institutes (TIIs).  Computers provided to KAE.</p>	<p>Training modules developed in curriculum design, textbook design, distance education and related teacher training and retraining. 400 teachers trained and 140 educational planners trained. 10,000 teachers trained or retrained. Equipment provided to KAE.</p>	<p>Government funded training of 10,313 teachers. One computer classroom provided to KAE.</p>
Strengthening teacher training.	<p>Consulting services. Staff Development. Equipment for pedagogical institutes (PIs), pedagogical universities (PUs), and TIIs Instructional materials.</p>	<p>Equipment procured for PIs, PUs, and TIIs.</p>	<p>20 PI and PUs equipped. 15 TIIs equipped. Teacher training programs developed.</p>	<p>20 PI and PUs and 15 TIIs equipped with 1 computer classroom, 1 language lab classroom, and 1 photocopy machine.</p>

Project Component	Project Inputs		Project Outputs	
	Appraisal	Actual	Appraisal	Actual
Provision of instructional materials, equipment and furniture for urban and rural schools.	Equipment. Furniture.	Computers and computer furniture to 1,780 schools. Language lab and furniture to 600 schools. Audiovisual to 1,061 schools. UPS equipment. Duplicating machine to institutions. Chalkboards to 800 schools. CD-ROMs to 1,250 schools.	Educational equipment provided to 400 urban and 400 rural schools, teacher training institutions and KAE.	More than 300,000 students are benefiting from computers. More than 100,000 students are benefiting from language laboratories. More than 200,00 students are benefiting from audiovisual equipment. About 35 TIIs, PIs, and PUs, where more than 10,000 teachers are trained every year, are benefiting from computers, language labs and audiovisual equipment.
Textbook Development. Textbook and library books provided.	Consulting services. Development of approximately 30 new textbooks and teacher's guide titles. 1.4 million priority textbooks.	1.86 million textbooks for 22 titles for grade 4 in all schools. 72 titles of library books for all grades for 3,800 schools.	Planners and staff trained in textbook design and development. 30 new textbooks and teachers' guides developed. 750,000 textbooks provided to support primary and 650,000 textbooks provided to support secondary education.	About 900,000 students in grade 4 benefited from textbooks (assuming 3-year textbook life). About 1.4 million students benefit from library books.

DOE = Department of Education, EMIS = Educational Management Information System, KAE= Kazakh Academy for Education, MIS = Management Information System, MOES = Ministry of Education and Science, PI = Pedagogical Institute, PU = Pedagogical University, RIIQ = Republican Institute for the Improvement of Qualifications of Leaders and Research/Pedagogical Staff of the Education System, TII = Teacher Improvement Institute.

### ENROLLMENTS IN SAMPLE PROJECT SCHOOLS

Oblast	1997-1998					2002-2003					% Change		
	Male	%	Female	%	Total	Male	%	Female	%	Total	Male	Female	Total
Karaganda	5,813	48.9	6,086	51.1	11,899	5,883	49.2	6,069	50.8	11,952	1.2	(0.3)	0.4
East Kazakhstan	6,429	50.8	6,233	49.2	12,662	6,744	52.9	6,011	47.1	12,755	4.9	(3.6)	0.7
Pavlodar	2,480	50.7	2,413	49.3	4,893	2,164	49.1	2,244	50.9	4,408	(12.7)	(7.0)	(9.9)
Akmola	3,493	48.8	3,658	51.2	7,151	3,503	49.1	3,636	50.9	7,139	0.3	(0.6)	(0.2)
Astana City	3,236	49.1	3,359	50.9	6,595	4,144	51.4	3,918	48.6	8,062	28.1	16.6	22.2
North Kazakhstan	15,210	49.5	15,502	50.5	30,712	13,574	49.6	13,815	50.4	27,389	(10.8)	(10.9)	(10.8)
Kostanai	9,246	48.6	9,792	51.4	19,038	7,979	49.1	8,271	50.9	16,250	(13.7)	(15.5)	(14.6)
Aktobe	10,838	49.4	11,098	50.6	21,936	10,906	49.8	10,986	50.2	21,892	0.6	(1.0)	(0.2)
Mangystau	5,917	49.1	6,124	50.9	12,041	6,648	50.8	6,441	49.2	13,089	12.4	5.2	8.7
Atyrau	7,128	48.6	7,537	51.4	14,665	6,975	49.9	7,012	50.1	13,987	(2.1)	(7.0)	(4.6)
West Kazakhstan	10,203	48.9	10,660	51.1	20,863	10,312	50.1	10,282	49.9	20,594	1.1	(3.5)	(1.3)
Almaty	9,115	50.2	9,038	49.8	18,153	9,275	50.8	8,992	49.2	18,267	1.8	(0.5)	0.6
Almaty City	3,635	50.2	3,603	49.8	7,238	3,336	50.6	3,255	49.4	6,591	(8.2)	(9.7)	(8.9)
Jambyl	7,193	49.7	7,273	50.3	14,466	7,606	48.9	7,934	51.1	15,540	5.7	9.1	7.4
Kzyl Orda	24,334	48.6	25,730	51.4	50,064	29,258	50.0	29,203	50.0	58,461	20.2	13.5	16.8
South Kazakhstan	10,472	48.3	11,199	51.7	21,671	13,479	50.0	13,470	50.0	26,949	28.7	20.3	24.4
<b>Total</b>	<b>134,742</b>	<b>49.2</b>	<b>139,305</b>	<b>50.8</b>	<b>274,047</b>	<b>141,786</b>	<b>50.0</b>	<b>141,539</b>	<b>50.0</b>	<b>283,325</b>	<b>5.2</b>	<b>1.6</b>	<b>3.4</b>

Source: Ministry of Education and Science.

## KEY INDICATORS FOR THE EDUCATION SECTOR

**Table A14.1: Enrollment by Level of Education (1994-2002)**  
(‘000)

Level	1994	1995	1996	1997	1998	1999	2000	2001	2002
Preschool	538	407	323	185	171	125	135	146	154
Primary and Secondary Education	3,071	3,057	3,078	3,104	3,115	3,121	3,112	3,085	3,115
Technical and Vocational Education, and Primary School Teacher Training	214	199	171	215	206	233	244	278	298
Higher Education	267	260	256	246	251	266	294	314	331
Total Excluding Preschool	3,552	3,256	3,505	3,565	3,572	3,620	3,650	3,677	3,744
<b>Grand Total</b>	<b>4,090</b>	<b>3,516</b>	<b>3,828</b>	<b>3,750</b>	<b>3,743</b>	<b>3,745</b>	<b>3,785</b>	<b>3,823</b>	<b>3,898</b>

Source: State Committee on Statistics and Ministry of Education and Science.

**Table A14.2: Teachers at Different Levels of Education (1994-2002)**  
(‘000)

Level	1994	1995	1996	1999	2000	2001	2002
Preschool	70	55	36	14	15	15	—
Primary and Secondary Education	270	262	271	262	276	274	279
Technical and Vocational Education, and Primary School Teacher Training	19	18	17	9	8	9	10
Higher Education	33	32	26	33	36	41	44
Total Excluding Preschool	322	312	314	304	320	324	333
<b>Grand Total</b>	<b>392</b>	<b>367</b>	<b>350</b>	<b>318</b>	<b>335</b>	<b>339</b>	<b>333</b>

— = not available.

Source: State Committee on Statistics and Ministry of Education and Science.

**Table A14.3: Proportion of Female Pupils/Students Enrolled  
By Level of Education  
(%)**

<b>Level</b>	<b>1994</b>	<b>1995</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>
Preschool	46.9	47.3	—	—	—
Primary and Secondary Education	50.1	50.1	49.4	49.4	49.5
Technical and Vocational Education, and Primary School Teacher Training	58.4	58.7	37.3	37.9	36.1
Higher Education	52.6	52.9	54.3	54.3	55.2
Total Excluding Preschool	50.8	50.8	47.0	47.5	47.5
<b>Grand Total</b>	<b>50.3</b>	<b>50.4</b>	<b>47.0</b>	<b>47.5</b>	<b>47.3</b>

— = not available.

Source: State Committee on Statistics and Ministry of Education and Science.

**Table A14.4: Female Primary and Secondary School Teachers**

<b>Level</b>	<b>1994</b>	<b>1995</b>	<b>2002</b>
Female Teachers ('000)	216.0	210.3	225.1
Female Teachers (%)	79.9	80.2	80.6

Source: State Committee on Statistics and Ministry of Education and Science.

### TEACHERS IN SAMPLE PROJECT SCHOOLS

Oblast	1997-1998					2002-2003					% Change		
	Male	%	Female	%	Total	Male	%	Female	%	Total	Male	Female	Total
Karaganda	82	9.83	752	90.17	834	97	10.70	810	89.30	907	18.29	7.71	8.75
E. Kazakhstan	179	16.37	918	83.68	1,097	214	17.66	998	82.34	1,212	19.55	8.71	10.48
Pavlodar	95	20.34	372	79.66	467	109	20.41	425	79.59	534	14.73	14.25	14.35
Akmola	90	14.73	521	85.27	611	115	16.79	570	83.21	685	27.77	9.40	12.11
Astana City	25	7.12	326	92.88	351	61	11.53	468	88.47	529	144	43.56	50.71
N. Kazakhstan	288	14.08	1,757	85.92	2,045	353	16.75	1,755	83.25	2,108	22.57	(0.11)	3.08
Kostanai	201	13.90	1,246	86.10	1,447	171	12.48	1,199	87.52	1,370	(14.92)	(3.77)	(5.32)
Aktobe	211	14.41	1,253	85.59	1,464	240	15.08	1,352	84.92	1,592	8.74	7.90	8.74
Mangystau	96	14.55	564	85.45	660	100	11.59	763	88.41	863	4.16	35.28	30.76
Atyrau	141	11.58	1,077	88.42	1,218	144	10.80	1,189	89.20	1,333	2.13	10.40	9.44
W. Kazakhstan	253	16.11	1,317	83.89	1,570	280	16.39	1,429	83.61	1,709	10.67	8.50	8.85
Almaty	194	15.36	1,069	84.64	1,263	221	16.06	1,155	83.94	1,376	13.91	8.05	8.95
Almaty City	24	7.25	307	92.75	331	33	10.15	292	89.85	325	37.5	(4.89)	(1.81)
Jambyl	194	16.34	993	83.66	1,187	238	16.46	1,208	83.54	1,446	22.68	21.65	21.82
Kzyl Orda	659	15.57	3,574	84.43	4,233	778	15.79	4,149	84.21	4,927	18.06	16.09	16.40
S. Kazakhstan	476	24.84	1,440	75.16	1,916	531	20.55	2,053	79.45	2,584	11.55	42.57	34.86
<b>Total</b>	<b>3,208</b>	<b>15.50</b>	<b>17,486</b>	<b>84.50</b>	<b>20,694</b>	<b>3,685</b>	<b>15.68</b>	<b>19,815</b>	<b>84.32</b>	<b>23,500</b>	<b>14.87</b>	<b>13.32</b>	<b>13.56</b>

Source: Ministry of Education and Science.

## COMPUTER AND FOREIGN LANGUAGE TEACHERS IN SAMPLE PROJECT SCHOOLS

Oblast	Computer Teachers			Foreign Language Teachers		
	1997-1998	2002-2003	% Change 1997-2003	1997-1998	2002-2003	% Change 1997-2003
Karaganda	23	31	34.78	41	55	34.15
East Kazakhstan	22	53	140.90	49	77	57.14
Pavlodar	11	16	45.45	—	—	—
Akmola	9	23	155.55	32	35	9.38
Astana City	6	16	166.66	29	40	37.93
North Kazakhstan	35	78	122.86	144	157	9.02
Kostanai	20	48	140.00	80	76	(5.00)
Aktobe	27	57	111.11	86	96	11.63
Mangystau	13	34	161.54	26	39	50.00
Atyrau	17	37	117.65	48	65	35.41
West Kazakhstan	27	62	129.63	120	125	4.16
Almaty	22	41	86.36	59	78	32.20
Almaty City	6	6	0.00	22	22	0.00
Jambyl	17	42	147.06	49	73	48.98
Kzyl Orda	73	137	87.67	223	297	33.18
South Kazakhstan	32	94	193.75	61	119	95.08
<b>Total</b>	<b>360</b>	<b>775</b>	<b>115.28</b>	<b>1,069</b>	<b>1,354</b>	<b>26.66</b>

— = not available.

Source: Ministry of Education and Science survey.

### ASSESSMENT OF OVERALL PROJECT PERFORMANCE

Criterion	Assessment	Rating (0-3)	Weight (%)	Weighted Rating
Relevance	Relevant	2	15	0.30
Efficacy	Efficacious	2	25	0.50
Efficiency	Less Efficient	1	20	0.20
Sustainability	Less Likely	1	25	0.25
Institutional Development and Other Impacts	Moderate	2	15	0.30
Overall Rating	Partly Successful		100	1.50

Rating criteria:

Highly successful (HS): overall weighted average (OWA) is  $>2.5$  and none of the 5 criteria has a score less than 2; otherwise the rating would be downgraded by one level.

Successful (S): OWA is between  $1.6 \leq S \leq 2.5$  and none of the 5 criteria has a score less than 1; otherwise the rating would be downgraded by one level.

Partly successful (LS): OWA is between  $0.6 \leq LS < 1.6$  and number of criteria receiving a rating less than 1 should not exceed 2; otherwise the lowest rating would be given.

Unsuccessful (U): OWA is  $<0.6$ .

Source: Mission calculations.