



Submission Snapshot

Date Submitted

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Reference No.

GPSA-BIR7

1.1 Project Title

Social Accountability in the Kyrgyz Republic – Enabling a change of discourse in the education sector (ECDES)

1.3 Project Overview

Recipient/Executing organization name: University of Central Asia (UCA)

Address of the recipient organization: 138 Toktogul St.; Bishkek 720001; Kyrgyz Republic

Country in which applicant CSO is a legal entity: Kyrgyz Republic

Mentee(s) organization(s) name(s):

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Project start date: 02-Jul-2013

Project end date: 01-Jul-2018

Project geographic scope: National & sub-national, with a particular emphasis on Osh and Naryn Oblasts

Total project cost: 1000000

Additional financing sources:

Section 2: Project Objectives

2.1 Project Objectives

Outcome: The discourse on education between government and society becomes more constructive and evidence-based.

Society has not been sufficiently engaged throughout the policy cycle; CSOs have in part exacerbated this by attacking Government rather than contributing constructively. A more objective, evidence-based approach on both

sides will boost the effectiveness of education reform aligned with Kyrgyzstan's needs and means.

Objectives

1: Improved, more accessible, more consistent evidence base.

While numerous analyses and a host of data exist, it has been difficult for policy makers and impossible for most CSOs to access and apply this evidence.

2: Analysis of gaps in existing mechanisms and needs for transparency, representation/voice, accountability, and learning.

Debates are often highly politicized; it is particularly important that stakeholders are guided by sound, comprehensive and up-to-date analysis.

3: Inclusive, informed, representative national debate on the future of education and social accountability.

This debate needs to be meticulously prepared given political sensitivities; it will provide a roadmap for the shift in discourse, based on a broad-based agreement on realistic goals and social accountability parameters and mechanisms.

4: Stakeholders, especially at the local level, enabled to access relevant information and participate meaningfully in social accountability mechanisms.

This is the pivotal capacity building element implemented by partners via a small grants facility.

5: Social accountability mechanisms strengthened, at the local level and linked through all levels.

By integrating and better connecting SA mechanisms at the different levels, the project will contribute both to more effective service delivery and to more holistic learning.

6: Data collected and analyzed to enable evidence-based learning at all levels from local to global.

UCA will apply its comprehensive research framework to integrate findings and disseminate analysis and recommendations via a second national forum and publications.

2.2 Focus Area

Social accountability initiative or program; CSO Institutional strengthening; Capacity-building and technical assistance; Mentoring [one or more of the above through mentoring]

2.3 GPSA Pillars of Governance

Transparency; Representation and voice; Accountability; Learning for improved results [required]

2.4 Project Goals and CSO's Mission

The University of Central Asia's (UCA's) mission is to promote social and economic development; the university seeks to contribute innovations to the transitioning communities of the region through modern education and vigorous research. The Institute for Public Policy and Administration (IPPA) fosters rigorous inquiry into socio-economic development, focusing on economic policy, equitable growth, and the management of public services (education, health, social welfare). This emphasis on applied research that examines how programmes can be made more effective and efficient for better, more equitable development results is a direct conjunction with GPSA'

2012 Theory of Change.

AKDN's Mountain Society Development Support Programme (MSDSP) is a locally registered public foundation that seeks to improve the livelihoods of communities in mountain areas. Local governance is one of MSDSP KG's key thematic areas and its interventions include: 1) supporting participatory local development strategies in 15 sub-districts benefiting more than 87,000 people; 2) strengthening the capacity of 177 school parliaments representing more than 62,000 children to play an active role in the development of their schools, and 3) building the capacity of local CSOs to monitor the quality of public sanitation and social protection services. MSDSP KG will build on these experiences to pilot UCA's recommendations to improve social accountability in education.

The "Roza Otunbayeva Initiative" (ROI) was founded by the former President of the Kyrgyz Republic after she left office, to promote the development of the people of Kyrgyzstan via outreach and pilot projects in education, art and culture, support of women and youth, and intercultural communication. ROI has garnered widespread attention and support both nationally and internationally, and the small, dynamic team has proven its strength in networking and mobilizing, including at the highest level of government and in the most dynamic parts of civil society.

Integrity Action (IA) is a London-based international NGO. IA's mission is to empower citizens to act with and demand integrity, actively taking part in building institutions to promote a state that is open, accountable and responsive to their needs and expectations. Since 2008, IA has been working to build the capacity of civil society to increase state institutions' accountability in education, healthcare, social protection and water supply and sanitation in the Kyrgyz Republic. To that aim, IA is supporting the Pro Poor Integrity Consortium composed of the Academy of Management under the President, PF Insan Leilek, MSDSP KG and the Association of Attorneys.

<http://www.ucentralasia.org/ipppa.asp>

http://www.akdn.org/rural_development/kyrgyzstan.asp

<http://www.integrityaction.org/country/kyrgyzstan>

<http://www.roza.kg/en>

2.5 Project's Beneficiaries

2.5.1 Project's main direct beneficiaries: The project will be engaging stakeholders via several mechanisms at multiple levels throughout the country. The project is anticipated to directly benefit approximately two million people, including the more than one million children of school age and their families, as well as education sector employees. In other words, close to half the population of the Kyrgyz Republic stands to benefit directly if the discourse on education can be shifted, based on strengthened social accountability, resulting in more participatory policy processes and more effective service delivery, both in terms of reach/access and quality.

As the project will better enable remote and marginalized rural communities to access and understand relevant information, to participate meaningfully in policy processes and to hold those responsible for education accountable, the changes effected stand to benefit poor and vulnerable groups in particular. The social accountability tools and mechanisms chosen following the first national forum will be designed with a specific emphasis on giving a voice to those who have not been heard sufficiently so far, including women and minorities. UCA and MSDSP KG are particularly well placed to reach out to remote communities based on their presence in Naryn and Osh oblasts.

2.5.2 Project's indirect beneficiaries: As education is one of the key cornerstones of the future of any society,

the project stands to benefit the whole of the Kyrgyz Republic, especially given its focus on the policy process and public engagement in social accountability at all levels. Arguably, the project can be hoped to benefit stakeholders in the neighboring countries of Central Asia and beyond as many of the findings and lessons learned should be applicable at an international and even global level, not least in terms of the applicability and effectiveness of social accountability mechanisms.

Section 3: Project Description

3.1 Sectors of Focus

Public sector – State Reform:

Transparency/ Access to Information: National, Regional (in-country), District/Local

Budget Accountability: National, Regional (in-country), District/Local

Sector Reform:

Education: National, Regional (in-country), District/Local

3.2 Project Strategy

3.2.1 Governance and/or development issues: UCA, with its partners MSDSP KG, ROI, and IA will help strengthen “social accountability” in the education system in Kyrgyzstan. Based on a research and implementation framework to be refined following an initial needs assessment, the partners will better enable CSOs to understand education issues and policy processes, to engage both government decision-makers and stakeholders at the community level via relevant tools. As a result, CSOs and local stakeholders will be able to contribute to a constructive, participatory, mutually supportive process of reform for an education sector that strikes an appropriate balance between the needs and available means.

UCA and partners will:

- assess previous efforts on SA and key needs
- define gaps in transparency, stakeholder engagement, service delivery, and accountability
- organize a national forum on “what education is appropriate for the Kyrgyz Republic & how society wants the Government to be accountable for its provision,” and define SA parameters & mechanisms
- design NGO interventions / CSO engagement (via small grants)
- design training
- implement training
- create system to strengthen SA from center and periphery
- monitor & evaluate
- analyze
- publish / disseminate: global knowledge
- hold second national forum to discuss findings

3.2.2 Strategy for building multi-stakeholder support: By bringing together four partners, the project combines the central-level policy-making network and convening power of the Roza Otunbaeva Initiative with the capacity and presence of MSDSP KG at the local level in remote areas, as well as the specific experience of IA with the high-level expertise of UCA's Institute for Public Policy and Administration. Thus, the partners bring a diverse and multi-layered network of stakeholders to the project from the outset. Throughout each of the stages and components of the project, from initial assessments and research, via the national fora, to capacity building, the small grants facility and the integration of social accountability mechanisms, as well as outreach and dissemination, including via the internet and the media, a particular emphasis will be placed on connecting stakeholders.

Shifting the discourse in the education sector from a confrontational stance with stakeholders deeply divided to a genuinely shared and constructive approach, will crucially depend on the project's ability to find a common language at each level of stakeholders and to effectively connect to academics, policy makers, the private sector, educators, students, parents and other stakeholders. Designing the appropriate engagement strategy for each stakeholder group is facilitated by the partners' extensive existing networks.

3.2.3 Strategy of constructive engagement: As described above, the project's entire strategy focuses on constructive engagement, connecting to previous work with the Public Advisory Board at the Ministry of Education and Science, and the oblast, rayon and local level, both regarding legislative and executive policy making and implementation. The project's main value-added is to better integrate social accountability mechanisms in a more coherent framework, and to facilitate genuine and constructive stakeholder participation at all relevant stages of the policy process. Thus, draft and final policy documents will be made accessible to stakeholders at the local level in more readily comprehensible form; and feedback from stakeholders will be collected, structured, analyzed and presented in forms that can more easily be taken into account at the different levels of government. These instruments will be presented in trainings by local CSOs for local stakeholders, as well as for government stakeholders, with support from IA, MSDSP KG, ROI and UCA. Consequently, the meaning and effect of government policies will be made less abstract for local stakeholders, and the feedback from stakeholders will be made less ad-hoc and more policy-relevant.

3.2.4 Communications and outreach strategy: Project partners, especially UCA and ROI, have a strong emphasis on professional communications and outreach. Since 2011, UCA Communications has established regional and international media contacts, and produced, edited and translated a range of communications materials for varied audiences. This will be vital to the project's success, as one of the main challenges the partners face is to overcome patterns of one-sided reporting and populist rhetoric based on incomplete information and skewed analysis.

Recent successes include the "Budget Reporting for Journalists and Media Training" project supported by the World Bank and the Global Partnership Facility, within the "Information Matters: Transparency and Accountability in the Kyrgyz Republic (IMTAK) initiative." UCA's IPPA secured 82 media stories in approximately 30 international, Central Asian and Afghanistan news media in 2012. Its website received approximately 2,000 visitors, with each IPPA working paper achieving between 50 – 100 downloads.

Its dissemination channels include press releases, UCA newsletter subscription base of 5,000 from 66 countries, and UCentralAsia.org which averages 40,000 hits annually. UCA and ROI have a strong track record in reaching large target audiences via the media in Bishkek, and MSDSP complements that with ample outreach experience at the local level.

3.2.5 Social accountability mechanisms or tools: To improve social accountability throughout the programming

cycle of education, a broad variety of tools need to be applied at different stages and levels. As the project aims to help build new forms of interaction between government and stakeholders, the tools and the way they are combined into a mechanism can only be finalized following the assessment and first national forum.

The urban-rural divide is significant in access to information and analysis, and the capacity to contribute to policy processes; this imbalance heightens the risk of manipulation. Consequently, non-elite stakeholders need to be empowered via appropriate information, training and well-designed tools. Only then can the project hope to strengthen genuine ownership and participation, and to contribute to a shift to an integrated, well-informed policy process.

Transparency and Access to Information

While a recent donor report cited 12 education assessments since 2009, local stakeholders are unlikely to have access to even basic information and analysis. Consequently, the project will not only develop materials to make information accessible to target audiences (including, but not primarily online), but will also provide analysis that is relevant to stakeholders at the local level rather than to donors or government decision-makers.

This includes UCA's in-house capacity for independent budget analysis (at national and district level), assessments of quality and more content-focused aspects of policies and curricula.

Voice and Representation

The main emphasis is on capacity-building of CSOs, networks and citizen groups, e.g. school boards, to enable them to not only collect mono-dimensional information (e.g. whether the quality of education services is sufficient), but to facilitate policy-relevant processes in the form of a multidirectional dialogue, based on evidence and results-focused strategies. This will be directly linked to strengthening state-civil society councils such as village councils and citizen participation mechanisms (not least in the form of the national fora), as well as ICT-based initiatives e.g. via SMS.

Accountability

The project may develop web-based tools to monitor public programs and budgets; a special emphasis will be placed on accessibility in remote communities, and hybrid approaches with off-line elements.

While community scorecards are likely to be used, the project will ensure they are a well-embedded means rather than an end. Similarly, social audits of public programming, and community-based monitoring are certain to be in the CSO toolbox, within the overarching policy framework. International standards and mechanisms will be applied above all at the central and policy analysis level.

3.3 Social Accountability Tools

Transparency and Access to Information: Develop policy proposals to advance new, modify or reform existing transparency and access to information legislation or regulations (national, state/provincial, municipal, sectoral), Develop information and communications materials to make public information accessible to targeted audiences, Submission of requests for access to public information, Develop online database to display public information in accessible, understandable formats, Independent budget analysis (national, state/provincial, municipal, sectoral)

Voice and Representation: Develop civic application to display public information and engage citizens or targeted audiences through the use of ICT tools (e.g. crowd-sourcing, SMS), Capacity-building of CSOs, CSO networks and/or targeted citizen groups, Setting-up or strengthening state-civil society councils or committees, Use of formal

citizen participation mechanisms (e.g., public hearings, participatory rulemaking processes, etc)

Accountability: Develop web-based civic application to monitor (national, state, municipal, sectoral) public programs and institutions, Independent budget monitoring (including budget expenditures tracking, budget process monitoring), Design and implement community scorecards to assess service delivery (availability of inputs, service quality), Design and implement social audits of public policy/public program implementation, community-based monitoring of public works' execution, Design and implementation of complaints handling or grievance redress mechanism, Collaboration with accountability institutions (e.g. Ombudsman Office, Supreme Audit Institution), Use of international standards and monitoring mechanisms to monitor (national, state/provincial, municipal, sectoral) country's compliance, enforcement and implementation of policies and programs

3.4 Summary of Project Components

3.4.1 Project summary: Component 1: Research & analysis – UCA with IA

Key objectives:

Study existing evidence base for accountability in school education

Define gaps / constraints in accountability

Assess needs for transparency

Develop accountability tools

Analyze implementation phase results

Indicative activities:

Review existing legislation,

Review current practices,

Analysis of gaps, conflicts and rationale for improvement,

Needs analysis of the stakeholders in accountability (CSOs, schools, general public)

Analysis of accountability tools (international, regional, Kyrgyz experience)

Select appropriate accountability tools, develop methodology and training materials for implementation

Methodology transfer to project partners

Collect data via accountability tools implemented by partners and small grant recipients

Analysis data and experience gathered via partnerships and social accountability mechanisms

Beneficiaries and stakeholders:

Ministry of Education

Rayon level Education Depts

Community Councils/AiyI Okmotu

Schools - Principals, teachers, pupils, parents

Component 2: Inclusive, informed, representative national debate – UCA with ROI

Key objectives:

Raise awareness of the need for a more constructive and evidence-based engagement of society

Present analysis of updated evidence base

Review and discuss strategic priorities and parameters for social accountability in education

Define most appropriate social accountability mechanisms

Indicative activities:

Refine terms of reference for national forum with key stakeholders

Define appropriate composition and select representative mix of participants

Organize forum with required quality inputs in terms of content, speakers, language services

Document fully for media, stakeholders and follow-up implementers

Beneficiaries and stakeholders:

Ministry of Education

Rayon level Education Depts

Community Councils/AiyI Okmotu

Schools - Principals, teachers, pupils, parents

Think tanks, civil society organizations

Media

Component 3: Engagement at the local level based on methodologies and modules developed based on components 1 & 2 – MSDSP KG with UCA, IA and partners through small grant facility

Key objectives:

Build capacity among civil society stakeholders (esp. village councils, school boards, parent committees, school parliaments) to engage in social accountability processes

Strengthen social accountability mechanisms

Better integrate social accountability mechanisms throughout the policy process

Indicative activities:

Train civil society stakeholders on basic social accountability skillset (literacy on policy priorities, budgets and relevant data; participatory analysis and planning; basic M&E)

Strengthen social accountability mechanisms (constructive/genuinely participatory vs. pro-forma; consistent & comprehensive vs. ad-hoc & narrow)

Better integrate social accountability mechanisms throughout the policy process (design and introduce integrated

consultation / feedback framework)

Beneficiaries and stakeholders:

Ministry of Education

Rayon level Education Depts

Community Councils/AiyI Okmotu

Schools - Principals, teachers, pupils, parents

Think tanks, CSOs

Component 4: Knowledge and Learning – UCA

Key objectives:

Provide overarching integrated research framework

Integrate findings from various mechanisms and geographic areas

Conduct analysis and extract lessons for worldwide learning

Indicative activities:

Build on previous assessments and design solutions to fill gaps with data collected

Provide for data compatibility and comparability, triangulate

Compare findings with results from comparable exercises

Beneficiaries and stakeholders:

Education policy makers in Government and civil society

Development partners and donors

Academia

Think tanks, CSOs

3.4.2 Summary of lessons learned: Among key lessons learned by UCA and its partners, the following conclusions drawn from the recent Budget Reporting for Journalists and Media Training Project (funded by the World Bank) are particularly relevant:

New concepts in socio-economic development: Participatory approaches and a sense of public goods (beyond familial ties and a relatively narrowly defined concept of community) are not yet firmly established in the Kyrgyz Republic. Consequently, a comprehensive, long-term approach with realistic expectations needs to be adopted.

Delivering the program in Kyrgyz will broaden reach and increase impact: This is all the more important in the rural areas this project aims to target.

Flexibility is necessary to maximize participation and impact: Adopting a flexible approach to scheduling and mentoring fostered a higher participation rate; overall, project planning will need to accommodate the challenges of working in numerous locations, at several levels, with a diverse set of counterparts. This also implies that trainings

should be supported by well-developed materials so participants can catch up on content they may have missed.

Include practical tasks and technical tools in training programs: Especially with counterparts who are not familiar with academic settings or high-level policy making, it will be important to work with concrete, tangible examples that are directly relevant to each target group. This is another reason the partners' ample experience with counterparts at the different levels is so valuable.

3.4.3 Alternatives considered: UCA and its partners had discussed including more sectors and possibly linking to a parallel project in Tajikistan. While this would undoubtedly enrich the opportunities for comparative analysis across sectoral and national borders, and thereby increase the potential applicability of findings at a global level, the project planning staff decided to reserve such an expansion for a later stage (e.g. in a second phase).

The decision to focus on a single sector (education) within a single country (the Kyrgyz Republic) was found to be most appropriate given the complexity of the challenges involved in shifting a multi-stakeholder, multi-level discourse. As described in the risk management section, policy making can be highly politicized in the current volatile and rapidly evolving environment, which means interventions of this kind need to be very thoroughly thought out, consulted and negotiated.

For the project to be as effective as possible, UCA and its partners decided to focus on education as the sector in which the partners' expertise and experience most strongly combines into a capacity to engage at all levels and all stages of the policy process.

Section 4: Project Implementation

4.1 Capacity Building

Most capacity building is covered under Component 3: Engagement at the local level (including for small grant recipients), and under Components 1 & 2 for other direct external beneficiaries (e.g. government and non-government stakeholders at the central level), as well as under Component 4: Knowledge and Learning.

Internally, UCA will continue to build staff capacity in core areas (e.g. the latest techniques in policy analysis and education sector policy planning), and related fields (e.g. gender in social accountability and education), including through partnerships with leading international institutions (e.g. Carleton University on M&E in public administration).

Within the partnership, UCA, MSDSP KG, ROI and IA will keep sharing experience and expertise to further develop capacity on the core issues (social accountability in primary and secondary education), in cooperation with national and international partners.

For MSDSP KG to be well-equipped for engagement with civil society stakeholders at the local level, UCA will develop internal trainings with inputs from IA especially to enable MSDSP KG staff to support direct beneficiaries and small grant recipients in implementing social accountability mechanisms. UCA will also support MSDSP KG in building the capacity of MSDSP KG in project monitoring through the implementation of an information tracking system and training of project staff on using the tracking system.

4.2 Role of Partners

This project comprises a broad variety of partnerships at different levels. The closest partnership in the design stage is between UCA, MSDSP KG, ROI and IA, where in line with their capacity and experience,

- MSDSP KG is the main interface at the community level, with local NGOs, school parliaments, village councils and other civil society stakeholders;
- ROI leverages its high-level networking capability based on recognition in government and the public, and convening power (e.g. for the national fora at the beginning of year two and towards the conclusion of the project);
- IA contributes its experience with social accountability modules, i.e. expertise for methodology; and
- UCA provides the overall lead on conceptualization, development, integration, academic and administrative implementation, as well as the connection to World Bank and global learning.

A key partnership mechanism will also be the small grants facility via which UCA will select qualified CSOs to implement targeted social accountability mechanisms, based on UCA's assessment of gaps and needs, and the integrated SA research framework defined following an inclusive, multi-level national debate. After initial training on modules developed by UCA and IA, the grantees will receive mentoring support as required, to enable them to contribute relevant findings within the integrated SA research framework.

UCA, MSDSP KG, ROI and IA will also continue to work with their government and non-government partners at the central and local levels, to build a broad coalition required to bring about the comprehensive change in perceptions and knowledge that will be necessary for a sustainable change of the discourse in the education sector of the Kyrgyz Republic.

4.3 Monitoring, Evaluation and Learning

4.4.1 Monitoring: Monitoring efforts under this project will focus on defining realistic expected results, monitoring progress toward their achievement, integrating lessons into management decisions, reporting on performance, and fostering knowledge translation.

At the beginning of the project, project staff will further develop the Project Results Framework (PRF) which identifies indicators and targets for assessing progress on achieving project results at both the outcome and output level. The PRF will guide all monitoring activities, results reporting, and identification and incorporation of program learning into ongoing planning and decision-making. The PRF is seen as an iterative framework, subject to periodic adjustment if needed for program innovation and effectiveness.

Routine data collection will be carried out by the project team. At the project management level, workshops will be held with partners to reflect on progress toward expected results; re-examine assumptions and risks; share lessons learned between components; and apply what has been learned to the project's ongoing planning cycle to ensure that evolving needs and circumstances are reflected in activities. A full analysis of project progress will be provided in periodic reporting to the GPSA, along with a formal lessons learned section.

Using the project's PRF as a guide, a project baseline will be developed to assess the project's starting point on all indicators and to allow for the subsequent measurement of progress over the life of the project. As the project covers multiple levels with a variety of partners, over an extended period of time, a key task for the project team in the inception phase will be to design an integrated monitoring framework that clearly defines the links and delineations between data gathered to contribute to project deliverables, and data that allow the team to measure project progress.

4.4.2 Evaluation: As indicated above, rigorous monitoring will be conducted throughout the project life cycle. A project-end evaluation incorporating baseline, monitoring, and ongoing research data will be conducted to better

understand project impact.

A variety of tools will be implemented to evaluate results at the outcome level at the end of the project (directly linked to the baseline assessment at the outset), including primary and secondary quantitative and qualitative research, feedback mechanisms for participants in stakeholder engagements, the direct and meta-level findings from the social accountability mechanisms used, and the project's monitoring tools. Overall, a combination of data collection tools (qualitative and quantitative), review methods and an evaluation will ensure accurate measurement of project results at the outcome and output levels, as well as accountability to stakeholders and opportunities for learning.

4.4.3 Knowledge and Learning: As a key project output focuses directly on enabling learning and discourse at the global level (see component 4), UCA and its partners will place a strong emphasis on sharing evidence-based knowledge and learning through a three-strand approach to K&L. Specifically, the research performed will form the evidence base for proof of concept and replication. The project's K&L approach will support the overall policy advocacy agenda that is designed to reach government, academia, and civil society stakeholders.

1. Integration of research outputs into comprehensive research framework: at project onset, baseline research will identify areas of intervention. Mechanisms to address specific areas will be designed and piloted, and monitored to understand the impact of project interventions whose best practice will be disseminated.
2. Fostering worldwide learning through macro-level analysis of project learning: This higher-level analysis will draw on M&E data and project-related research activities, specifically the impact of project interventions, to identify conclusions and lessons learned that can inform global debates on social accountability and the discourse on education.
3. Dissemination of communications and knowledge products: knowledge will be disseminated through various outlets at local and national levels to foster discourse on the education sector and encourage the use of knowledge and replication of best practice.

The project will leverage UCA's institutionalized K&L channels, which include a network of partners in academia and policy making; the UCA website and online knowledge hub, public lectures and conferences attended by the university's researchers.

4.4 Sustainability

UCA and IPPA are dedicated to promoting socio-economic development via knowledge and evidence-based policy making. Consequently, UCA will continue to serve as a hub for learning, especially at the intersection between global expertise and local experience. Capacity building with government and non-government counterparts is very likely to be sustainable as the skills remain relevant even if beneficiaries change jobs or roles; and the issues that the project focuses on will continue to be at the center of public debate on socio-economic development in the Kyrgyz Republic. Thus, the demand for evidence-based, accessible policy analysis is likely to grow rather than to abate, and UCA and partners will continue to strive to meet this demand.

At the local level, MSDSP KG will reinforce the institutional capacity of counterparts through training on organizational development, which will facilitate their evolution and sustainability. As e.g. school parliaments and parents committees are linked to school structures, they are long-term rather than ad-hoc CSOs. Using AKDN's built-in sustainability approach, the project team will establish agreements between local authorities and CSOs to keep mechanism operational beyond the life of the project. At the Oblast level, school parliament associations link

with relevant national CSOs to continue influencing policy.

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