

**Ministry of education and science of the Kyrgyz Republic**

**National report of the Kyrgyz Republic on Adult education  
in the framework of preparation of the VI International  
Conference dedicated to Adult education (CONFINTEA VI)**

**Bishkek – 2008**

## **Introduction**

This report is prepared in the framework of implementation of international obligations of the Kyrgyz Republic on realization of the Global Programmes such as “Education for All” and “Millennium Development Goals”, the UN Literacy Decade, UN Decade on Education for sustainable development, and also in the framework of preparation of materials to the VI International Conference on Adult Education (CONFINTEA VI), which is being conducted by UNESCO on policy of dialogue and assistance to Adult Learning and Education to be held in 2009.

The report is based on materials presented by the ministries and organizations responsible for realization and support for achieving EFA and Millennium Development Goals in Kyrgyzstan. The report is also based on the data, reports, and research conducted by international and non-governmental organizations.

The Kyrgyz Republic shares the CONFINTEA goals in terms of renewal of international movement for Adult Learning and Education by bringing up to the first place a decisive role, which is played by Adult Learning and Education in achieving EFA and Millennium Development Goals, and in building of knowledge society and economy, based on the knowledge and on other important frameworks of international politics connected with education and development, with Literacy Initiatives (LIFE) in particular.

The report is transmitted to the National Commission of the Kyrgyz Republic for UNESCO for further forwarding to the UNESCO Lifelong Learning Institute and to UNESCO Asia-Pacific regional office.

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### **1. General overview**

At present, the Kyrgyz Republic represents independent multinational state in Central Asia, occupying a territory about 200 000 square kilometers located at the center of the Eurasian continent on a high level mountain ranges of Tian Shan and

Pamir, on the crossroad of the Great Silk Road. In the south it borders with Tajikistan, in the southwest – with Uzbekistan, in the northeast – with Kazakhstan, in the southeast – with China.

The main territorial units are 7 oblasts, 40 rayons, 22 towns, and 458 ayil okmotu (rural administrations).

As a result of natural and migration processes, the number of population of the republic in January-February 2008 have grown to 10,3 thousand people or at 0,2 % rate. According to the evaluation data, the number of population in March, 2008 amounted 5 million 262 people.<sup>1</sup>

The Kyrgyz Republic belongs to the category of countries, where the number of rural population significantly exceeds urban population and consists 65%. An average density of population is 26 people to per square kilometer. The most populous regions are Chui oblast and Bishkek city (78 people on average).

In demographic terms the population of Kyrgyzstan is young: at the beginning of 2007 32,8 % of the total population consisted of children and adolescents (up to 15 years old), 59% - of the able-bodied age<sup>2</sup> and 8.2% - people older of able-bodied age (or pension age).<sup>3</sup> More than 51% of population is women.

The birth rate exerts significant influence on formation of the age structure. Starting from 1990s of the past century a break in the natural reproduction of population connected with reduction of birth rate had occurred.

In its turn, the reduction of birth rate led to decline of the number of children entering in elementary schools. Thus, in 2007 the number of children aged 7-10 declined to 63,6 thousand people compared to 2002, and those of aged 11-15 almost to 13 thousand. At the same time, a significant increase in the number (15,7 thousand) has been noted in other age group (16-17 years old). It was determined by the impact of birth rates in the middle of 1980s and further (from 2000) annual increase of population of the given cohort. The households consisting of 4 and 5 people are mostly widespread. 74 percent of households in rural areas have 4 family members. Conversely, in urban areas the share of households up to four people - 73%.

According to preliminary estimate, in March 2008 the gross domestic product amounted to 28143,9 million Soms and compared to the same period of the past year has grown to 6,1 %. The size of the GDP per capita amounted to 5,3 thousand Soms<sup>4</sup> and has grown 5,2 %.

According to the integrated survey of the National Statistics Committee of the KR by January 1, 2007 the economically active population consisted 2286,0 thousand people, the increase of economically active population of rural areas in three years consisted 109,0 thousand people.

64% out of the total economically active population is rural population, urban population – 36%, women – 43%. The level of economic activity is 65,5 %, growth compared to 2003 is 3%.

By January 2007, the number of employed population of the republic reached 2096,1 thousand people. This number, compared to 2004 (1991,2 thousand people) increased to 105,0 thousand people or 5%. 65% of employed population is concentrated mainly in rural areas (1353,9 thousand people), urban population is 35% (742,2 thousand people). It is also important to note that 58% among employed are men

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<sup>1</sup> Monthly publication of the National Statistics Committee of the KR “Social and economic state of the KR. January – March 2008” Bishkek, 2008.

<sup>2</sup> Able-bodied age: for woman – at age 16-54 and for man at age 16-59.

<sup>3</sup> Older of the able-bodied age: for woman older than 55 and for man – older than 60.

<sup>4</sup> Exchange rate of Som – the national currency of the KR to US dollar is about 36,5 Som.

(1214,5 thousand people). In 2006, the employment rate reached 60,1%, and compared to 2004 had risen at 1,8%. Employment is mainly achieved with state investments.<sup>5</sup>

Out of the total population aged 15 and older: 16,9 % have higher professional education, 2,1% - incomplete higher professional education, 13,8% - secondary professional education, 10,3% - primary professional education, 47,9% - secondary education, 6,5% - primary education, 2,4% - has only elementary education or has not completed elementary school.

In other words, population of the republic has high level of education: almost each fifth out of the total employed population has higher or incomplete education, each seventh – elementary professional. The education level of urban employed population is significantly higher than that of the rural population. Thus, if in urban areas each third among employed population had higher or incomplete higher education, in rural areas – only each eights, and correspondingly, secondary professional – each sixth and each eights.

Primordially existing distribution of women and men on types and groups of occupation predetermined more high education level of the employed women. In 2006, the share of women in total number of employed, who have high professional education was 20%, men – 14%, secondary education 18% and 10% correspondingly. At the same time, the share of men, who received elementary professional education consisted 13%, among women – 6%.

Depending on the type of economic activity, the most of population is occupied in fields of education (69,7%), state administration (50,2%), real estate activities and service providers (58,4%), financial activities (57,1%), production and distribution of electrical energy, gas, and water (33,7%).

Most of the population, who received secondary professional education is occupied in fields such as health protection and provision of social services (49,5%), financial activities (28,7%), production and distribution of electrical energy, gas, and water (22,9%). With elementary professional education – in fields – mineral resource industry (37,6%), transport and communications (21,9%), processing industry (18,9%). Population, which received basic education are mainly occupied in agriculture and forestry (hunting) (78,3%), construction (67,3%), hotels and restaurants (61,9%), household service provision (68,5%).

At the same time, during the last five years a decrease of the overall load rate on able-bodied population from 783 people in 2003 up to 696 people in 2007. On average, the decrease of load rate on able-bodied population amounted to 22 people annually.

Only in a higher professional education the level of salaries of workers amounts 107,3% to the level of average salary in economy. In secondary education on average it amounts 48,8%, in adult education 71,2% out of the salary level in economy. At the same time, salary level in financial activities amounts 326,3% compared to the salary in economy, in transport and communication field – 157,2%, in processing industry – 189,9%, in construction and agriculture – 88,3% and 38,5% correspondingly.

Official unemployment level of population at age 15 and older composes on average 8,3%. In urban areas it reaches 10,8% and in rural areas – 6,8%.

By January 1, 2008 the total number of unemployed in republic, including those who were seeking jobs independently compared to a similar period of the last year increased to 73,2 thousand people and composes 270,5 thousand people, out of which 104,5 thousand people were registered in placement service and 166,0 thousand people were independently seeking jobs (in 2006 – 92,9%).<sup>6</sup>

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<sup>5</sup> Site of the State Committee on migration and employment of the KR, <http://www.mz.kg>

<sup>6</sup> Site of the State Committee on migration and employment of the KR, <http://www.mz.kg>

By education level unemployed were as following – with higher and incomplete higher education – 14,3%, with secondary professional – 10,3 %, with elementary professional – 9,3%, with basic and general education (grades 9-11 of the school) – 66%.<sup>7</sup>

Kyrgyz Republic is a multiethnic state, in which representatives of more than 90 nationalities live.<sup>8</sup> The main part of population are the Kyrgyz (68,4%), Uzbeks (14,3%), Russians (9,4%) that composes 92,17% out of the total number of country's population. Starting from 1999 the population upsurge composed almost 5%. Since 1999 the proportion of the Kyrgyz up to now has grown from 65% to 68,4%. Increase in number of Uzbeks, Dungans, Uygurs is connected with the natural increase. The number of European groups of population (Russians, Germans, and Byelorussians) has decreased due to migration processes.

Constitution of the Kyrgyz Republic proclaims that “no one may be subjected to any discrimination, and rights and freedoms of persons shall not be abridged on account of origin, gender, race, nationality, language, creed, political and religious convictions, or on any other account of personal or public nature”. According to the Constitution of the Kyrgyz Republic, activities that can shatter peaceful coexistence of people, propaganda, and activities that can lead to dissension between nationalities are considered to be anti-constitutional.

Occurrence and dissemination of poverty can be considered as exceptionally negative factor of the transition period, which formally did not exist in the Soviet period. If to take into account that in a world practice the size of the minimal consumer budget is taken for poverty line, then the problem of poverty in Kyrgyz Republic is of widespread and sustainable character. At present, according to the data of the National Statistic Committee of the Kyrgyz Republic almost half of the population (43,1%) of the country is below poverty line. The change of composition of the poor during economic reforms deserves special attention – their ranks were filled with the unemployed, which is caused by discrepancy in salaries and size of the living cost. This fact demonstrates that salary does not fulfill its function (traditional and natural) and correspondingly does not stimulate a labor. Extent of inequality in distribution of incomes between the most insecure and secure population groups comprises 9,9 times. The size of minimal consumption budget per capita increased compared to 2000 in 2,67 times and composes 3221 Som per month. At the same time, minimal wage amounts to 340 Som per month, and average size of social benefits – 504 Som per month.<sup>9</sup>

## **2. Policy, legal framework, and funding**

### **2.1. Legal framework, political and administrative frameworks of Adult Education and Learning**

According to the Law of the Kyrgyz Republic “On Education” the main principles of education management are:

- equality of rights of all citizens of the Kyrgyz Republic to access quality education;

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<sup>7</sup> Statistical data on employment and unemployment is presented on the basis of the module “Employment and unemployment” of the integrated survey of the households in 2006 of the NSC of the KR.

<sup>8</sup> Social tendencies of the KR, volume #1, NSC of the KR; Department on International development of the Great Britain, Bishkek, 2005.

<sup>9</sup> Analysis of social indexes of the KR (revised 20.02.08.); Site of the Ministry of labour and social development of the KR [www.mlsp.kg](http://www.mlsp.kg)

- compulsory and free access to elementary and basic education by each citizen, and free access to general secondary education in governmental and municipal education institutions;
- opportunity to free access to elementary, secondary, and higher professional education in governmental education institutions within the limits of requirements of governmental educational standards;
- possibility to receive education on a commercial basis, including in governmental educational institutions;
- humanistic character of education, priority of values common to all humankind in combination with national cultural wealth, citizenship breeding, diligence, patriotism, and respect to rights and freedoms of the man;
- orientation towards achievements of the national and world science and international experience;
- systematic and continuous education process;
- independence of education from political and religious institutions;
- multiplicity of educational organizations (types and forms of education, training, direction of activities, forms of ownership);
- secular character of education in educational organizations;
- accessibility of the general secondary education, conformity of the education system to the levels and peculiarities of development and training of learners;
- creation of conditions for continuous and creative development of gifted learners;
- possibility of functioning of non-state education structures;
- academic freedom of educational organizations, academic integrity.

Education has always been counted among the most important social priorities in Kyrgyzstan.

The first decade of independence of Kyrgyzstan turned out to be a period of implementation of educational experiments and of time, when face difficult replacement tasks of authoritarian and centralized system to the system based on democratic principles and on pluralism of values. Many things have changed. The key guiding lines of the reforms were **quality, efficiency, and accessibility**.

Constitution of the Kyrgyz Republic, the Law “On Education”, and series of the national educational programmes determined the main principles and tasks requiring decisions in education sphere:

- securing equality in access to education;
- renewal of the education content and education technologies;
- improving quality;
- enhancing effectiveness of the resource use;
- democratization of the management in education.

Thus, in 2000 a State Education Strategy of the Kyrgyz Republic determining the strategy of education development up to 2025 was approved. At the same time, models of the state educational professional standards of higher education were approved.

In 2002 the Education Conception of the Kyrgyz Republic was approved. Among the main priorities of the conception equality, accessibility, and quality of the basic education are underlined.

In 2003 new redaction of the Constitution of the Kyrgyz Republic was approved. Article 32 of the Constitution provides that the state guarantees realization of the right of all citizens of Kyrgyzstan to receive a free basic education. The new Law “On Education”,

where the principles of equal, quality, and accessible basic education take the formula of law.

In 2006 a Midterm Strategy of Education Financing of the Kyrgyz Republic was approved. A project on allocation of resources within the framework of the strategy of speeded up achievement of the EFA goals was prepared to the Catalytic Fund.

In 2007 the Law of the Kyrgyz Republic on “A new redaction of the Constitution of the Kyrgyz Republic” and Development Strategy of the Kyrgyz Republic 2007-2010 were approved.

In 2008 a Sectoral Strategic Development Programme of the Ministry of education and science of the Kyrgyz Republic was developed.

In Kyrgyzstan the following state and national programmes, including education components for youth and adults were developed and approved such as: “Ayalzat” directed at improvement of woman’s health through family planning; “Araket” directed at poverty reduction; “Labour market and assistance to the population employment of the Kyrgyz Republic”; State programme on realization of the children’s rights in Kyrgyzstan “New generation” for the period up to 2010; National programme “Youth” on youth development in Kyrgyzstan up to 2010; National programme “Human rights 2002-2010”; National programme of assistance to disabled; the State programme on development of the system of intellectual rights 2000-2010 “Intellect”; the programme of development of the national language of the Kyrgyz Republic 2000-2010; National programme of the Kyrgyz Republic on counteraction to drug addiction and illegal transaction of narcotics up to 2010; National programme on diminution of iodide-deficient diseases in Kyrgyz Republic 2003-2007; National programme “Public health strengthening” 2004-2010; State programme on science development and innovative activities in Kyrgyz Republic for the period up to 2015, etc.

The leadership of the republic in all its program documents have accentuated its attention on that that the strategic guarantor of progressive development of the country is a man himself, his conformable to the nature multiple activity, moral position, education, professionalism, and culture. The man living in a society is formed by that community and decisive role in this formation is played by the education system.

A socially significant purpose of education at a new stage of society development is “human development at the levels of his gifts, opportunities, and abilities”. A person-oriented character of education is proclaimed.

To achieve this aim the main directions of education reforms were developed:

- Democratization of the education system;
- Humanization of the education content;
- Humanization of the education process;
- Decentralization of the education management.

Given choice met those democratic processes, which had been occurring in society, to the global transition from the stable phase of society development to the dynamic one, which is realized in Kyrgyzstan.

As the changes in social, spiritual, and economic live of the society deepen individual life aims of the person are more recognized.

At present, the education plays a central role in a process of public mentality change that is to say a scaled process of human development is realized through education.

The education policy is based on the idea that education is a connecting link between all elements within the development process irrespective of poverty problems, achieving gender equality, and expansion of democratic principles.

One of the reasons of the fact that in Kyrgyz Republic an increased attention is paid to the Adult education, to the participation of the country in signing agreements,

decisions, and many other international documents related to Adult education as a whole. For instance, the World Education Forum (Dakar, April 2000) set a task to achieve realization of the right to education access. All countries of the world expressed their adherence to EFA Declaration, which determines 6 main goals have to be achieved by 2015.

The Kyrgyz Republic took responsibility to achieve these goals. An EFA National Action Plan, a separate part of which is devoted to Adult education problems was developed and approved by Government Resolution of the Kyrgyz Republic of June 30, 2002 # 504.

Adherence to Dakar principles was set not only in EFA National Action Plan, but also in the national strategic programmes, first of all in an Integrated basis of development of the Kyrgyz Republic up to 2010, in National Poverty Reduction Strategy 2003-2005, and in a Country Development Strategy (207-2010). The main postulate of these programmes is that that opportunity to receive continuously a modern quality base of knowledge is needed to live with dignity and develop in a sustainable manner in today's world based on information.

Taking into account the importance of Adult education several strategic measures on Adult education system development in Kyrgyzstan are taken: an active work on the creation of necessary environment for youth and adults, where they could study and develop is being carried out; to provide access to quality education for all people of appropriate age; to provide opportunity to population to receive education at any age, if it was not received in time due to any circumstances.

Kyrgyzstan has also taken a responsibility on realization of the following important international documents:

- Hamburg Declaration on Adult education, approved at V International Conference on Adult education (Hamburg, July 1997).
- Resolution of the Sofia Conference on Adult education (Sofia, Bulgaria, November 202), which has indicated that state authorities of all levels should make Adult education visible and essential element of their policy and practice in the sphere of continuous education.
- Agreements "On cooperation in the field of knowledge dissemination and adult education" of the NIS members countries.
- Decisions "On Adult education system development and enlightenment activities in NIS member countries" taken at VII Conference of the Education Ministers of the CIS member countries (12-13 May, 2003, Moscow, Russia).
- Adult education development strategies of the CIS member countries approved by the Board of the Heads of NIS governments on May 25, 2006.

Kyrgyzstan is also a leading country on Adult education in the framework of activities of the Central Asian and Kazakhstan Education Forum with functions of analysis, monitoring, and priority right on the development of the model strategic documents, decision-taking in this field at the level of Central Asian and Kazakhstan.

If to take into account that in the Law "On Education" the term and corresponding Article #24 on complementary adult education was introduced, than one can talk about the first steps of the entry of informal education into the system of recognition, ratification, and certification of education.

For the reporting period the world experience on development and functioning of the Adult education system, and legislative basis on Adult education were studies together with Representative Office of the Institute on international cooperation of the Universities of Germany (IIZ/DVV) and Latvian union on Adult education. A translation of the

European Laws on Adult education was conducted. The strategic documents such as the project of the Law on Adult education of the Kyrgyz Republic and Education Strategy the Kyrgyz Republic on Adult education were developed.

The system of continuous education is just being formed in Kyrgyz Republic and unites in its structure the main levels of the formal education (pre-school, school, vocational, general vocational, higher, tertiary, post-graduate), which is reinforced by a branchy and dynamically developing system of informal education – various courses of training and re-training, which as a rule functions on a commercial fees for education.

The availability of education in Kyrgyzstan as of in other countries of the world does not mean employment. It is directly connected as with the small number of workplaces on the whole, and with the low level of necessary training and skills. Critical issue is connected with enhancing functional and professional adult literacy – most of the working specialists need re-training and advanced training. In connection with gradual transition to 12-year education in a basic school, and also to the bachelor's and master's systems in order to enter in Bologna Process it is necessary to develop mechanisms of re-training of adult population, of so called certified specialists, which require recognition of education documents in countries entered in to Bologna process.

Out of total number of officially registered unemployed more that half are those, who resigned voluntarily, 36% are discharged on grounds of redundancy, 7% are not able to find a job after school, 3,7% - tertiary institutions, 2,1% - university graduates, and 4,8% - after graduation from technical and vocational education institutions.

Unemployment, raising poverty level, addiction to alcohol and narcotics led to the growth of the number of children in orphanages more than 3 times in less than 10 years<sup>10</sup>. Due to difficult social conditions many children are forces to work in the markets, wash cars, etc. and accordingly, raising the number of days spent out of school. As a result, the population literacy level is declining and potential contingent of unqualified labor force with a low level of education.

From year to year, the problem of education of people, so called marginalized groups (prisoners, immigrants, people with mental and physical disabilities, etc.) is growing. 51,7% out of total number of people, who committed a crime in Kyrgyzstan are aged 30 or less and 7% of then are under-aged. 1,9% of people, who committed crime are college educated, and 98,1% are people with full secondary education and junior secondary education. From 1996 the number of people with disabilities has risen 20,9%, and now totals 1,9% of the total population of the country.

A worldwide tendency of population increase, especially of elderly people puts to agenda a question of enhancing their education and training, i.e. development of adult education constituent, known in the world practice as a training of people of the “third age”. 10,2% out of the total population of the country are retired persons what constitutes more than 511 thousand people. The average amount of the pension is 13US dollars, and minimal consumer budget per head totals 40US dollars.

Despite the high level of adult literacy and various opportunities provided for adults in the market of education services, there are still problems with access to the basic and continued education in Kyrgyz Republic.

It is important to note that successful achievement of EFA Goals in Kyrgyzstan in many respects depends on their realization in rural area. It is connected with the fact that 65% of population lives in rural areas. And at the same time, the rural population,

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<sup>10</sup> <http://pr.kg/news2005/050430allinformationfromprkgginformationfrompgkginformatio.php>

especially rustic youth are the most vulnerable. In rural area a remuneration constitutes 47,4% of the urban level, and cash income of households comprises 67% of the urban level. Rural poverty level is also high compared to the urban one<sup>11</sup>. 75% of the children out of the total number of children not attending schools are rural ones.

The task of adult education is to help to reduce knowledge disparities. In the first place, it means a special reinforcement of educational measures for those, who received a minimal formal education, but it also means a responsibility towards those, who completed more long educational program and for various reasons need to broaden and enhance education in order to safeguard his/her position in employment sphere.

But today, Kyrgyzstan needs cardinal renewal of the adult education system, which should have the following purposes:

- to overcome a gap between various layers of population on the way to equality and social justice through education;
- to promote more opportunities for adults through rising of education level in order to teach them to understand, to apprehend the reality critically and accept participation in cultural, social, and political life, and also to contribute to the development of democratic society;
- to train adults to carry out various duties that they face during the career development, and to promote full employment, by advancing, thereby, on the way of development and progress of the society;
- provide to each adult person a wide range of opportunities to complement and rise her/his education level.

Adult education in Kyrgyzstan should be open for anyone, who would want to change occupation, to learn something new, and enhance professional knowledge.

Thus, Kyrgyzstan requires the system of continued education, which would cover the following directions:

- general education directed at continuous enrichment of the world-view, cultural skills and abilities by adult population, and also at their fulfillment, in connection with a rising tendency of the number of citizens, who do not have general secondary education or those, who did not study at school at all in NISs, Central Asia, and in Kyrgyzstan in particular;
- professional education oriented to life-long enrichment of professional knowledge and skills, advanced training, and re-training of workers, especially with the development of intellectually and scientifically rich manufactures;
- education of young adults – graduates of education institutions at the starting point of their career;
- education of unemployed, the number of which in NISs and in Central Asian countries in particular is growing due to intensive market restructuring, their re-training in new types of works, advanced training, and social and psychological correction;
- education of discharged military personnel, their re-training in civic professions and social adaptation;
- education and social adaptation of migrants, the number of which in NISs is significantly grown due to collapse of the Soviet Union and inter-national conflicts;
- education of retired persons to help them to cope with new age and life situation;

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<sup>11</sup> According to the data of the NSC of the KR by January 1 2004.

- education of women aimed at achieving social equality between men and women in practice;
- education of adult people with disabilities, which provides new opportunities for their integration into society, especially with development of new computer technologies;
- education of prisoners aimed at acquiring new modern professions and adaptation into society after completion of their sentence;
- enlightenment activities, which enhance the popular culture and social activity of population through distribution of scientific knowledge and cultural achievements, informing, and explaining decisions of authorities, and forming public opinion.

Adult education covers a significant part of consumers of education services as in the field formal and informal education as well.

The system of formal education in Kyrgyzstan covers – education programmes of general education schools/evening schools/ evening classes/ schools of working youth; professional programmes: - elementary professional education (professional lyceums, professional colleges); secondary vocational education (technical schools); - higher professional education (Higher education institutions – institute, academy, university, conservatory, etc.); post-graduate professional education (post-graduate studies, PhD studies); - supplementary professional education – advanced training and re-training in institutions, universities, and advanced training courses and professional re-training.

Middle age of the population in Kyrgyzstan is 27 for women and 25 for man. The number of population aged 15-24 is 1023618 people<sup>12</sup> 19% of them are studying at higher education institutions, 2,5% - at colleges, 2,5% - at vocational colleges. In other words, 24% are studying in the system of formal education, the rest are potential consumers of the system of informal adult education.

The system of formal education provides document of state standard and opens access to the next stage of education in the framework of legislation. This system provides adults with more opportunities for employment: in the total number of employed population the share of women with professional education (higher, secondary, and general professional) – 42%, man – 40%. In addition, the system of professional education plays important social function of retention of youth from criminal world. Only 19% of people with higher education commit crimes and 98,1% are people with general and incomplete general education.<sup>13</sup>

The system of informal education in Kyrgyzstan covers – professionally directed and common cultural courses of education in institutions and universities, centers of continuous education, centers of adult education, various courses of intensive training programmes in “Znanie” association, and rarely on TV. This form of education does not give the right to take a certificate providing the change of professional status. It plays often a compensating or adaptive role for people, who due to various reasons could not or did not want to receive formal education.

Formal education management is under the competence of the Ministry of education and science of the Kyrgyz Republic, and also of State Agency on vocational and technical education under the Government of the Kyrgyz Republic.

Informal education management, in relation to the licensing of various organizations with the right to provide education services is under the competence of the State inspection on licensing and certification of education institutions under the Ministry of education and science of the Kyrgyz Republic.

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<sup>12</sup> Women and Men of the Kyrgyz Republic: Collection of gender based statistics, Bishkek, 2003.

<sup>13</sup> Ibid.

The management of the system of retraining of unemployed population is under the competence of the State Committee on migration and employment under the Government of the Kyrgyz Republic.

In many countries of the world, the adult education is considered and functions as a special and in many cases, an independent sphere of education services.<sup>14</sup> In Kyrgyzstan, all forms of adult education, which exist in reality, are under the jurisdiction of many institutions both as organizationally and administratively. They operate separately from each other and are not unified by a state policy, management and coordination structures, and scientific and methodological principles of education.

## **2.2. Adult Learning and Education Funding**

For the last three years the state budget allocations for education sector have risen almost 1,5 times – from 4 milliard 357 million Soms (in 2004) up to 8 milliard 432 million Soms in 2007 (from 23,1% up to 31,1% to total expenditures of the state budget and from 4,63% up to 6% to GDP correspondingly).

Out of more than 8,5 milliard Soms allocated for education from the state budget only 18% (or 1,5 milliard Soms) are distributed through the Ministry of education, other resources are distributed through local budgets, other ministries, and organizations.

Despite the fact that in 2007 a special attention was paid to education system, 86% of all expenditures allocated for education were spent on salaries, deductions to the Social Fund, communal service payments, food, etc., and only 14% of resources were spent direct to education. The budget resources for formal education sector programmes are distributed as following, 7,5% - for pre-school education, 64,2% - for elementary and general secondary education, 11,4% for other programmes. The rest 16,9% - directly to the formal education system for adults and youth: 7,6% -for elementary professional education, 3,4% -for general professional education, and 5,9% - for higher education.

In 2007, the average expenditure per one pupil at school amounted to – 4126 Soms, for per student in professional and technical school – 10852 Soms, per college student – 11849 Soms, and per student in higher education institution – 12569 Soms.

Access to the budget programmes of higher education is secured by the system of general testing results through which 5705 state scholarships per year are distributed.

In the system of formal education for adults and youth scholarship funds for pupils and students of budgetary form of education are present. In addition, in the system of elementary education resources for meal for pupils and opportunity of earnings during practical training are envisaged.

77,7 million Soms or 66,5% out of the total employment expenditures resources for active and passive policies of employment (dole, professional training, micro-crediting, paid social work, and cheque for workplace) are allocated from the budget to the State Committee on migration and employment.

From 1999 a system of micro-crediting of unemployed was established as a stimulus forgoing through an official registration, training, and subsequent job placement. Up to present, 22,3 thousand people have been involved in micro-crediting and amounted to 172,3 million Soms. At present, financial resources are provided for the period up to 1 year

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<sup>14</sup> Scandinavian Adult Education and «folkeopplysning»

[http://www.ngosnews.ru/serv\\_pgs/serv\\_inf/01\\_ellibr/14\\_adults.htm](http://www.ngosnews.ru/serv_pgs/serv_inf/01_ellibr/14_adults.htm)

depending on the type of activity, and citizens, who received the micro-credit, have opportunity to extend the repayment term.

In 2007, 1548 unemployed citizens (25% more than in 2006) received micro-credits amounting 29,8 million Soms, 8,9 million of which are from the budget of the State Committee of the Kyrgyz Republic on migration and employment and 1,0 million from the resources of the local budget.

The system of information education exists on the principles of funding or co-funding from population – direct consumers of services.

The Adult education system receives foreign investments mainly through informal sector (advanced training and re-training) and provided through the following organizations:

- European Education Fund (EC)
- DVV international
- “Eurasia” Foundation
- Soros-Kyrgyzstan Foundation
- GTZ
- UNDP
- ADB
- WB
- UNESCO
- UNISEF
- USAID
- Aga Khan Foundation
- others

### **3. Adult Learning and Education quality: Delivery, participation, and attainment**

#### **3.1. Adult Learning and Education delivery and institutional framework, participation in Adult Learning and Education**

In a traditional form the system of Adult education in Kyrgyzstan presented several programmes:

1. General education programmes for adults, who did not receive general secondary education, which combined with work and realized in evening schools or in the form of boarding schools.
2. General education programmes for students of technical colleges.
3. Re-training and advanced training programmes of employed adult population as with general education and higher education as well.

At the beginning of 1980s 136 evening schools and distant education schools existed in Kyrgyzstan, many of which situated on the territories of enterprises. 12 thousand people had graduated from these schools that consisted approximately 0,4-0,6% out of the total able-bodied population.

Starting from 1991, effectiveness of adult education sphere in Kyrgyzstan, as in all countries of the ex-Soviet Union decreased sharply. Under the influence of financial instability organizational system of advanced training had decreased, practically all popular programmes of “Znanie” association were brought to the minimum, the share of people, who were receiving education on distant and evening forms of education had decreased, informal structures and inter-firm adult education had been developed weakly.

By 2000 the network of evening schools had significantly reduced. Under 25 schools only 4 schools and classes for working youth in which 1851 people had left.

The system of evening divisions had come to an end. The network of advanced training as the highest level of adult education had lost its global meaning. Budget deficit forced many organizations to stop funding of advanced training of their employees. Moreover, it was the system of professional education, which first met with new demands to specialists, and was not able to satisfy new demands.

At the same time, the new types of organizational structures offering education programmes to adult population of the country had started to be created.

As a result of reforms, by the present time the system of formal education of youth and adults demonstrates the following results:

- The transfer rate from elementary to the average level at schools is 99%.
- The transfer rate from average level to the high school is 73%.
- Technical education coverage is 3%.
- By 2006 the number of evening schools and distant schools – 32 distant education classes under schools and 11 evening schools with 2400 people coverage.
- During 5 years the number of students in professional colleges have risen to 10% and consists about 28,6 thousand people, about 36% of which are girls. Education is provided on 125 specialties. 11 thousand students receive professional education together with certificates on complete secondary education per year.
- During the last 5 years, a stable growth of the number of vocational schools, including private ones is observed – 2,5 times, the number of students in them as per 10 000 population have increased and reached 69. Equal distribution of elementary and vocational schools on the territory of the Kyrgyz Republic, comparatively short terms of education, and low education costs determine flexibility and mobility of the general professional education system in satisfying education needs of population with limited economic means, when the level of life of the larger part of population remains low.
- From 1991 the number of higher education institutions has grown from 9 to 47, and now covers 230 thousand students on more than 200 specialties.
- С 1991 года число вузов возросло с 9 до 47, и соответственно сейчас охватывает обучением 230 тысяч Governmental and non-governmental higher education institutions also have offered several programmes for adults connected with subjects of development of micro and macro economy, small and medium enterprises, ecology and environment, and also social and cultural programmes.

In 2007 more than 5,1 thousand unemployed were sent to professional education, which is left at the level of 2006 and composes 4,8% out of the total number of unemployed registered in placement services. More than 73% of the youth sent to the training are aged 16-35, and at the same time about 41% of trained youth falls to the share of rural area, 61,5% - are women, 48,4% are searching for jobs for the first time, 30,5% - have been unemployed for a long time. More than 74% of unemployed received profession for the first time and 3,2% of unemployed have advanced their skills.

Training of unemployed population has been carried out on the basis of vocational schools, lyceums, and other education institutions. 48,1% of trainees received professional training in vocational schools, and other 52% in other organizations.

Effectiveness of professional training and education is evaluated by the level of consequent employment. For the reported period, 3,7 thousand unemployed have found jobs, or 81% of the total trained people, of which 2,3 thousand people – are women, and 2,5 thousand people are youth.

From 2000 the system of informal education has been spontaneously formed (mainly due to assistance of foreign countries and international organizations), which at present represents the system of education services provided by various organizations implemented through professional, semi-professional courses and courses of civic education directed at

satisfying education needs of adult person. The Ministry of education and science of the Kyrgyz Republic has the system of registration of non-state providers of education.

This activity is licensed by the State Inspection on licensing and certification of education institutions under the Ministry of education and science of the Kyrgyz Republic.

Field of activity/education services	Number of providers	Adult population coverage/ per annum ≈	% in education market
Languages	157	5000	14,3
Multifunctional centers providing education services in different fields	147	8077	13,4
Worker specialties	140	9450	12,7
ICT	116	3420	10,5
Driving efficiency	72	5783	6,5
Finance and economics	71	3504	6,4
Sewing	55	2398	5
Beauty Industry (from make up artists to cosmetologists and hairdressers)	46	705	4,2
Tutorship	41	3855	3,7
Food Industry (from cooks to restaurant- administrators	38	1640	3,4
Maintenance/refurbishment	34	1517	3,1
Management	26	900	2,4
Arts ( from music and dancing to traditional crafts-making)	25	968	2,2
Professional education and advanced training	23	1501	2,1
Civic education and worlds culture	19	1400	1,7
Secretarial	18	473	1,6
Medicine	13	1475	1,2
Communication	14	370	1,2
Pedagogic and teaching methodology	12	830	1
Security service	10	260	0,9
Legal literacy	9	230	0,8
Transportation	8	598	0,7
General services	7	470	0,6
Tourism	6	320	0,5
Organizational culture (training in organization of seminars, workshops, etc. )	5	745	0,4
Psychology	5	105	0,4
Mass media	3	75	0,2
Religion	11	80	0,09
Total:		Programmes coverage – ≈51 000	

As the table shows, the largest number of education providers work in the field of language-training of adult population, training on the base of multifunctional centers, which offer various complex services, for instance, foreign languages + computer skills + office work + organizational management. There are also providers offering their services in training of worker specialties in the field of information and communication technologies, driving courses, accountants and economists, and sewing. Even though, courses such as civic education, worlds' cultures, arts, and management skills are presented by a smaller number of providers, these courses cover significant number of adult population compared to courses on acquiring skills and abilities for tourism or security services. The most part of these courses are concentrated in Bishkek city, Chui, Osh, and Jalalabat oblasts, whereas Naryn, Issyk-Kul, Batken, and Talas oblasts have a lesser number of institutions of informal education.

Nevertheless, there are many education institutions that are not registered, and it is difficult to evaluate the scale of informal education.

The target groups in informal education are the groups of adult population:

- youth
- women
- man
- unemployed
- migrants
- pensioners
- risk groups
- local administration
- professional union organizations
- pre-school and school teachers

Usually, the cost of education varies in different regions depending on paying capacity of the population and level of life. As a rule the term “annual education cost” is not acceptable. Courses in the system of informal education are short term ones and calculation cost of the course includes a period of time, which covers the course. For instance, duration of the courses in Adult Education Centers differ (from 30 to 400 hours).

If it is a special programme in the framework of the project funded by a donor organization, education or training is free of charge. A traditional funding source of courses – fee for education; co-funding of placement services, grants, and voluntary payments from business-structures and funding under the governmental programmes.

### **3.2. Monitoring and evaluation of programmes, determination of education results**

As a rule, organizations specialized on adult education, and in particular, Adult education centers have tight links with formal education, and first of all, it is expressed through attracting of teaching staff of the formal sector for course conduction in informal sector. All teachers attracted from formal sector pass additional methodological education in the framework of Adult education centers and the Kyrgyz Association of Adult education (KAAE). Thus, informal sector contributes to advancement of professional level of trainers of the formal sector.

Education organizations issue their own certificates. For instance, Adult education programmes in the framework of the Kyrgyz Association of Adult education have certificates and licenses set by the network of providers of informal education itself, the members of the KAAE. Certificates contain information about the course name, (and/or subjects), and the number of hours. If the course is provided with other partners than certificate contains not only a logo of the provider, but the logo of the partner. In the framework of join projects with international donors (EU, DVV international, etc.) certificates, which are set by donor organizations are issued.

Monitoring and evaluation of programmes, determination of education results in formal and informal adult education sectors is implemented through licensing and certification procedures of education institutions. In addition, in formal education there are intermediate sessions of examinations and tests, finals, and presentation of research works. Passing the final testing is a compulsory condition for receiving the certificate in informal sector as well.

### **3.3. Status of teaching staff for adults and their retraining**

Teachers/tutors, who teach adults, have different qualifications and education. Adult education is not only the formal education, first of all informal one, which gives knowledge, skills, and individual development, for instance, in terms of psychology and self-evaluation. Adult education means not only an advanced training, but also a civic education – it is to teach how to live in a rapidly changing society and environment. If it is the course of advanced training in a certain profession or activity, then first of all, the teacher should possess with a special knowledge in one or other profession, and confirm this knowledge with a document. If it is the course on individual development, handicrafts, etc., than these requirements are not necessary. For instance, courses, where you can learn how to care of flowers. This can be taught by any person, who can care of flowers. Or for instance, courses on yurt (nomadic house) making as in Karakol Adult Education Center. The teacher is an ordinary village dweller, who did not receive a pedagogical education and has no a service record, but a professional in yurt making. But, important thing is that the teacher should possess knowledge in the field of innovative and interactive methods of training, and is his ability to use it in practice.

Involvement of each participant into studying process, incentive to express his/her point of view and opinion, and sharing practice is an indispensable condition of the adult education.

Usually, teachers/tutors are involved in conduction of the advanced training and re-training on the basis of the contract and on the part-time basis. They are invited to courses, when the group is full. Forms and sizes of remuneration are different. If, it is a joint project funded by donor organization than the remuneration is fixed in a budget. If it is paid course than organization conducting it decides this matter independently depending on the number of students in the group and on the size of course fee. The remuneration of trainers also depends on education, experience, and quality of work.

Unfortunately, the higher education institutions in Kyrgyzstan do not offer such specialty as an andragog – the teacher for adults.

The Kyrgyz Adult Education Association conducts programmes of training of teachers for teachers working in adult education centers annually. All these programmes are implemented with the assistance of donor organizations and directed at an advancement of professional level of the teachers/trainers, who work in adult education, development of their skills including interactive education skills. These programmes concentrate on the methods of work with adults since education of adults differs from education of children or students. Teachers for these courses are invited from countries of Europe and NIS.

Other important thematic direction in conducting courses for teachers is development of teaching instructions and materials. Participants of such trainings receive knowledge and develop their skills on elaboration of individual programmes as of professional and general education, and after completion of courses develop these programmes and materials themselves. At present, KAAE and AECs have 8 teaching and methodological complexes and 6 more are being elaborated.

Teaching and methodological complexes contain methodological recommendations for teachers on certain directions, education programmes, additional help materials, and handouts.

Special training for teachers working in adult education is necessary and required. It relates not only to the methods and approaches in adult education, but the philosophy and ideology of the adult education itself. Even highly qualified teachers, who know the subject but teach using out of date training methods, lectures, and written records, will not be competitive in adult education sphere.

The demand for courses of advanced training and re-training demonstrates - the necessity for development of theoretical bases of adult education as there are still traditional pedagogical principles used in trainings, which significantly reduces the effectiveness of

education; the need to create the system of adult education trainings, and to recreate centralized system of advanced training of pedagogical staff. During the last 5 years only 12% of teachers of higher education institutions and colleges have advanced their skills and knowledge.

### 3.4. Research in the field of Adult Learning and Education

From 2000 to 2007 the number of research works concerning education of adult and youth has been conducted and published.

Year	Research theme and results	Organization, which conducted research
2000	“Trade with women and children in Kyrgyz Republic” – The scale of the problem was determined, respondent statistics was conducted (age, education, nationality, marital status), Directory of the NGOs working on this problem was prepared, policy measures were defined.	International Labour Organization (ILO)
2000	“Programme of cooperation between the Government of the KR and UNISEF 2000-2004” The analysis of the state of children and women in KR on the basis of statistical data, policy measures were defined.	UNISEF
2001	“Integral migration in the KR” The scale of migration was determined and driving factors (ethnic groups), the list of NGOs working with migrants, and policy measures were defined.	International Labor Organization (ILO)
2002	“Demographic forecast of population of the KR. Tendencies and perspectives 2000-2020”; Interpolation of perspective number of population up to 2020.	Group of authors (with support of the UNFPA)
2002	“DCCA: Yesterday, Today, Tomorrow”. Expenditures on several NGOs in 2002 on rehabilitation of the vulnerable groups (with psychological disorders, migrants, disabled children, etc.) were identified.	Office on development of civic society of Kyrgyzstan and Kazakhstan / DCCA
2002	“National Action Plan on Achievement of Gender Equality in KR 2002-2006” – Gender based statistics was composed, research on programmes of support for girls and women was conducted, the number of cases of violence against women and others was determined. Policy measures were defined.	National Board on women, family and gender development affairs under the President of the KR and UNDP
2002	EFA National Action Plan – research on education coverage, out of school children, special education institutions, etc. Policy measures were defined.	Ministry of education and culture of the KR and UNESCO
2002	“Realization of the Millennium Development Goals in Kyrgyz Republic”, Forecast of statistical data on MDG up to 2015, Policy measures were defined.	Group of ministries and NSC of the KR
2002	“Professional education and teaching in Kyrgyzstan”, Composition of unemployment, labor force movement, employment, etc. Policy measures were defined.	National Observation Center of Kyrgyzstan (with support of the European Education

		Fund
2002	“Human development in mountain regions of the KR”, The structure of population, access to the transport, age ratio, and ethnic composition of territories. Policy measures were defined.	National Center of development of mountain regions (with support of the UNDP)
2002-2003	Training of the rural women “Basics of micro-financing and microcrediting”. The analysis of project results and effectiveness of training programmes in rural areas was conducted.	Center of Public Opinion and Forecasting and UNESCO
2002-2003	“Problems of street youth in towns of Kyrgyzstan”. The structure of the street youth: age, nationality, duration of habitation on the streets, health of ascertained children, etc.	Center of Public Opinion and Forecasting and UNESCO IOHECKO
2002-2003	“Monitoring of achievements in learning II”. Country research on education quality in Grade 8 was conducted; the level of achievements and characteristics of school and pupils was determined. Policy measures were defined.	Center of Public Opinion and Forecasting and UNESCO
2002	“Life-long Learning – demands and challenges”. The analysis of education models was conducted. Policy measures were defined.	National Observation Center of Kyrgyzstan (with support of the European Education Fund)
2003	“Introduction of gender approaches into family upbringing in KR”. A field study on needs of the family in gender enlightenment was conducted. Policy measures were defined.	Ministry of education and culture of the KR and UNESCO
2003	“Out of school children”. Reasons of drop outs from schools were revealed and information on out of school children aged 6-17 in 5 schools of the remote areas was analyzed.	Center of Public Opinion and Forecasting and UNISEF
2003	“Gender school in Kyrgyzstan”. In order to help women the practice of conducting gender schools was researched.	Center of help for women
2003	Report of the President of the KR at the III EFA High Level Meeting (New Deli). Statistic data and information on achieved results on the national education system in comparison with the NIS was collected and analyzed. Policy measures were defined.	Group of experts, Administration of the President of the KR
2003	“The strategy of education for local development in the context of poverty reduction”. Analysis of the situation in KR. Policy measures was defined.	National Observation Center of Kyrgyzstan (with support of the European Education Fund)
2003	“Central Asian children at risk of becoming the victims of slave-trade”. Situational analysis was conducted. The scale and character of the problem in KR was determined.	Save the Children
2003	Report on realization of the MDGs. Analysis of achievements of the MDG was conducted. Policy measures were defined.	CASE and UN agencies
2003-2004	“Family violence in KR: reasons, scale, and effectiveness of measures”. The research on perceptibility to the violence, education programmes was conducted. Evaluation of the effectiveness of activities of governmental structures on violence prevention was conducted.	Center of Public Opinion and Forecasting and UNIFEM
2004	“Social tendencies in KR”. The research presented 70	NSC of the KR

	diagrams and 100 tables reflecting processes in the social sphere.	
2004	“Practical guidelines for rural groups of mutual assistance training”. Figures of nutrition of population, the state of the health and education, percentage of access to credit resources were researched.	UNDP
2004	“Interactive methods of teaching and class management”. Results of the PIKS, ADB, IFES (USAID) projects on advanced training of teachers were analyzed.	IFES (USAID) and Kyrgyz Education Academy
2004	“The report of the working group of the KR on Adult Education of CARK Forum”. The analysis of the process of labor migration in KR, of the effectiveness of professional education of unemployed, and the monitoring of the project of the Center of Public Opinion and forecasting on education of adults in rural areas was analyzed.	Ministry of education of the KR and UNESCO
2004	“Report on the state of women in KR 2000-2005”. Problems of health, education, and poverty of women in KR were researched.	National Board on women, family and gender development affairs under the President of the KR and UNDP
2004	“The strategy of education in the context of local development”. The projects on implemented in this sphere were analyzed.	National Observation Center of Kyrgyzstan (with support of the European Education Fund)
2004	“The Strategy of Adult Education System Development in Kyrgyz Republic”. The analysis of existing system of training and re-training of adult population is presented. Policy measures were defined.	Ministry of education of the KR and UNESCO
2004	“Education as a tool of integration in poly-ethnic societies”. The analysis of poly-cultural education” Policy measures were defined.	Group of experts and OSCE
2004	“Report on results of the social research on provision and quality of information on HIV/AIDS in KR”. The research on HIV/AIDS information in KR was conducted including activities coverage, social survey, etc.	Public foundation “Informational support ” and UNDP
2004	“Assessment and problems of informal education in rural area”. The research on achievement of EFA goals was conducted, education of youth and enhancing literacy in rural area in particular.	Public Opinion Research Center “El Pikir”
2005	“Kyrgyzstan in facts”. The research on employment problems, the level of life, problems in economy in social sphere is presented.	NSC of the KR
2005	“Social development of the KR 2001-2005”. The analysis of tendencies in social sphere development is presented.	NSC of the KR
2005	“International experience in professional training. Adult education coverage and experience of the Adult Education Centers of the KR”	IIZ/DVV in Central Asia and Adult education centers of the KR
2005	“Association of educational programmes”. The analysis of 8 programmes implemented in KR: Critical thinking, Inclusive education, Step by step, Culture of health, etc. is presented.	NGO “New school”

2005	“Third sector”. The research on dynamics of establishment of NGOs in KR, index of NGO sustainability, financial and organizational sustainability is presented.	Association of Centers of Support of Civil Society
2005	“Gender and Millennium Development Goals”. Gender review of the data on KR was conducted.	UNIFEM
2005	“Programme of cooperation between the Government of the KR and UNISEF 2005-2010”. The research on the state of children and women in KR on the basis of statistical data is presented. Policy measures were defined.	UNISEF
2005	“Realization of the EFA goals in the context of reforms in basic education in KR”. The research on processes of democratization of education system, mechanism of financial sustainability, involvement of civil society in education system, and cooperation with international organizations is presented. Policy measures were defined.	Ministry of education of the KR, KNU, Public Foundation “Education for social development”
2006	“Women and men in KR 2001-2005”. Collection on gender based statistics on numbers and population structure, life span, diseases, education, types of economic activity, and representation in public administration.	NSC of the KR
2006	“Education and Science in KR 2001-2005”. Statistics on the education levels and scientific potential of the KR is presented.	NSC of the KR, Ministry of education and science of the KR, WB
2006	“National Policy Programme on Employment of the population of the KR up to 2010”. The research on wages, poverty, migration, and child labor is presented. Policy measures were defined.	State Committee on migration and employment of the KR (with support of the EU)
2006	“Pogramme on HIV/AIDS prevention and its social and economic effects in KR 2006-2010”. The analysis of situation on HV/AIDS in KR is presented. Policy measures were defined.	Ministry of Health of the KR with support of the Global Fund
2006	“Family and Poverty: problems and decisions”. The main indicators on poverty in KR are presented, selected data presented.	National Board on women, family and gender development affairs under the President of the KR, UNIFEM, UNISEF
2006	“Violence against children in child institutions of the KR”. Policy measures were defined.	NGO SIAR and UNISEF
2006	“Methodological foundations for comparative analysis of the quality of education processes in HEIs of the Kyrgyz Republic on: business, economics, law, and IT”.	Fund Eurasia and USAID
2006	“Education and Training in social work in KR”. The research on the necessity of advanced training, NGOs activities, and situation on manpower development is presented.	Secretariat of the State program on realization of the rights of the children “New generation”, KEA, UNISEF
2006	“International comparative research of functional literacy of students aged 15” (PISA 2006, Program for International Student Assessment).	<b>ЦОМО по заказу</b> Ministry of education and science of the KR within the framework of the project “Rural education”, WB

### **3.5. Innovations and examples of good practice**

During the last 5 years within the framework of the Education Forum established by Central Asian countries and Kazakhstan, Kyrgyzstan is a team leader of the thematic group on Adult education, the aim of which to achieve EFA goals III and IV. The choice of this country theme was based on actuality of the Adult education sphere for the Kyrgyz Republic, which is determined by problems of adaptation of adults to the new social and economic conditions; decline of employment of adult population; growth of the unemployment; decrease of per capita incomes; loss of qualifications by the adult population and absence of new skills; by the risk of decreasing the level of access to education for children, whose parents are not adapted socially and economically in society. For the past period the Group has developed the projects of model strategic documents for Central Asia on Adult education: the project of the Law and Adult Education Development Strategy.

The annual meetings of experts on the national and sub-regional levels discussing problems of Adult education with all stakeholders have become the integration form of social partners in Adult education sphere, of organization and coordination of the adult education process, and consolidation of efforts of all Central Asian countries and Kazakhstan.

In 2006 a textbook “Andragogica (Adult education)” prepared by the experts of the Kyrgyz Education Academy L.P. Kabardina and E.P. Alekseeva for the university students on a special course “Adult Education” was published.

Articles on problems and programmes of Adult education in Kyrgyz Republic are published in the following editions – in “New knowledge” of the “Knowledge” Association (Russia); in Central Asian informational and analytical magazine “Ethnic world”; in series “Problems of Adult education in HIS countries”, which is published by the Institute of International Cooperation of German Association of Universities (IIZ/DVV), in series “Tendencies of education development: problems in education management of the region” of the Research Center of education policy of Moscow School of social and economic sciences, and in other publications.

Disabled children and youth, and children – orphans have access to education on free and privileged basis practically at all levels of education (from pre-school to professional). A special education quota in Kyrgyzstan is provided from the state budget for the ethnic Kyrgyz living abroad. As a whole, conditions for education export are created – by the beginning of the 2006/2007 school-year in higher education institutions of the country about 25 thousand students from NIS countries, and 2,3 thousand foreign students had been educated. At the same time, in the framework of different governmental programmes and intergovernmental agreements more than 3000 students from Kyrgyzstan are being educated abroad.

Conduction of the country-wide testing upon entering the budget places in higher education institutions of Kyrgyzstan through quotas guarantees equal and just representation of school graduates from rural and urban schools, oblast centers, and small towns, and of privileged categories: disabled of the I and II group, orphans, military personnel, discharges, and representation of youth from 4 NIS countries (Russian, Kazakhstan, Tajikistan, and Belorussia), who have equal rights upon entering on the budget basis with citizens of Kyrgyzstan in accordance with the special intergovernmental agreement.

12 Adult Education centers operate in all oblast centers of the Kyrgyz Republic. They offer wide range of opportunities starting from communication and personality development courses, professional and additional trainings, learning courses for completing basic education, and other certified courses, and completing with empowered participation in life of the society and by integration through adult education. Centers also provide services for special target groups: singles mothers, pensioners, and unemployed women.

In 2007 the Kyrgyz Association of Adult Education (KAAE) was established.

The project on establishment of local community learning centers was implemented with UNESCO assistance to provide local communities knowledge and skills, which are necessary for improvement of quality of life.

The philosophy of local community learning centers allows integrating uncoordinated education and training with in territorial frameworks of development and impact on the themes and quality of provided education. These centers also serve as a tool of capacity building of the local community and its participation in development issues.

The major target groups of the local community learning centers are:

- Farmers
- County communities
- Women
- Poor layers of the society
- Youth
- Children

The local community learning centers facilitate increasing the life level of population by:

- carrying out social mobilization
- capacity building of the population
- support of the local initiatives – interests and ideas of youth, women, and other groups of the population
- enhancement of the social activity of the rural population to resolve community problems by organizing trainings, participation in training activities, seminars, conferences, creation of the public control system over observance of rights and freedoms, attraction of humanitarian help for the indigent rural dwellers.

In addition, 2139 communal organizations, which are taking part in decision making of local importance, develop plans for development, and unite 51962 people.

In Kyrgyzstan the Board of Social Partners of professional education was established with participation of employers, governmental structures, and civil society (NGOs), the number of which is about 4 thousand.

In one way or another, all NGOs are connected with provision of services for local communities. According to the type of activities they can be divided as following:

*Humanitarian* – collect resources and provide material help to vulnerable groups of the population (disabled, refugees, orphans, large families, unemployed, etc.), provides placement services (temporary work, organization of paid works).

*Women* – widespread and sustainable organizations, which provided wide range of services to women (medical consultations, juridical consultations and help, business trainings, creation of work places for women, micro-crediting, motherhood support, etc.).

*Medical* – resolve problems of deficiency of medical services and medicines; provide privileged services to vulnerable groups of population, propagation activities and education for a healthy life style.

*Ecological* – carry out activities concerning protection of the environment, for instance, eco-communities on prevention of desertification, environmental contamination; resolve problems of clean water access, etc.

*Educational and consulting* – carry out training seminars and consultations for various categories of population (children, peers, unemployed, etc.) and on different issues (social and economical, legal, computer literacy, etc.). They also conduct round-tables, forums, cultural activities; work with schools and HEIs on organization of courses and centers for children, youth, and adults; assist in the establishment of other public foundations.

Education providers are both local and international organizations. Counterpart Consortium, Soros Foundation –Kyrgyzstan, UNDP, and UNESCO are used as resource centers. Fund of Small Grants was established to finance small-scale programme initiatives such as: Poverty Reduction, Mobilization and legalization of refugees, migrants, and ethnic Kyrgyz; Village Support; Consolidation and joint activities of various national Diasporas.

Existing adult education programmes have the following aims:

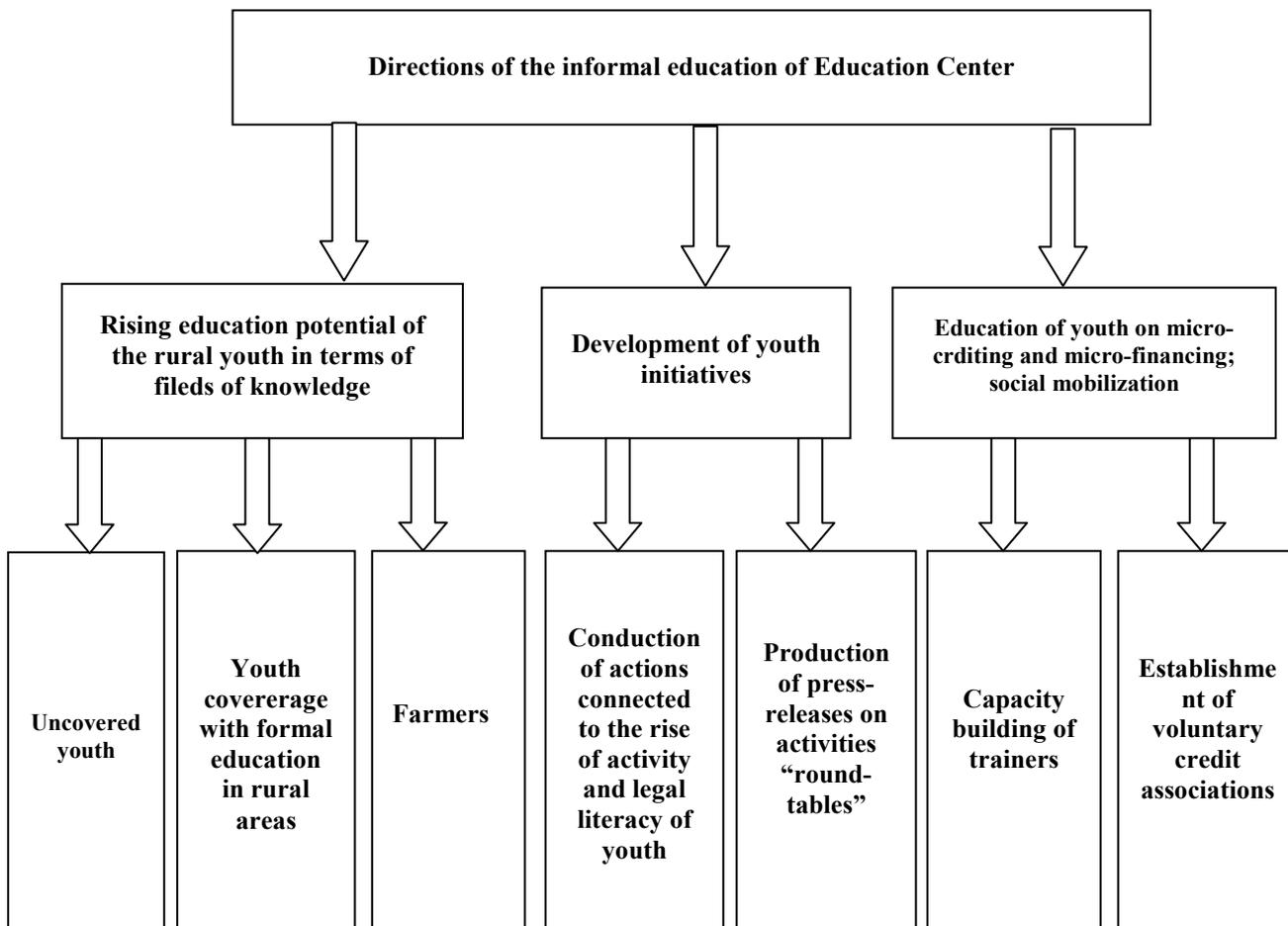
- Enhancement of management skills; strengthening technical, organizational, and operational capabilities.
- Social mobilization of local population; creation of different groups of self-help and mutual aid.
- Development of skills in profit making activities.
- Enhancing legal literacy.
- Enhancing professional knowledge and skills

Important role in achieving EFA goals in rural area is given to the informal education, which is connected with utmost stimulation of self-education, self-discipline, and self-development of the person, regardless of his/her profession, age, and place of residence.

In rural areas mainly the centers established by international organizations operate. Education centers usually operate in three interconnected directions:

- education
- development of youth initiatives
- involvement of youth in to the process of mirco-crediting and micro-financing

| Directions of activities of education centers in rural area:



In organization of training courses on agricultural specializations (including animal husbandry and veterinary medicine) new experience such as community participation in thematic selection of courses, development of the training programme, and also selection of instructors from among qualified community members is usually used. This method of organization of training is the most cost-effective one. All collected resources (payments for training) cover administrative needs (communal services, stationary, telephone) and salaries of instructors. Some training centers form their development funds.

Sometimes the local governments participate in these activities by providing free of charge premises, free lodging for trainers, etc.

In assessing work results of education and training centers it is necessary to take into account that in many cases the potential received through informal education in rural areas can not give immediate effects in the form of employment or creation of profit making activity, or growth of social activity of youth. In practice, trainees receive knowledge and skills which are not used just after completion of courses. At the same time, experience acquired during courses change individual's thinking, rises literacy level, facilitates equal access to basic and life-long education for all.<sup>15</sup>

#### **4. Adult literacy**

Compared to 1970, in 1990 a general decline of the literacy of population was observed. Due to committed and systematic work on mass education coverage of school age children and provision of access to education for all categories of population this gap was bridged in 2006.

The literacy level of adult population (15+) was determined by the national census and is about 99%. This level was confirmed by the results of selective research of **MIKS** in 2006. The literacy level of youth (aged 15-24) is 100%.

The percentage ration of the adult population in terms of education shows that 50% of the population received secondary education, 18% - general education, 12% - higher education, 11% vocational education, 8% - elementary, and about 1,2% of adult population aged 7 and older are illiterate, 51,4 of which are elder population, 16,7% - children aged 7-10, who live in poor households and are not able to attend schools., 32% - children with mental and physical disabilities and disabled from childhood.

High literacy level of population is ensured as it was indicated above, by functioning of multilayer system of continuous education, which includes the following: pre-school, school (including evening classes), professional, post-graduate, and adult education (advanced training courses and re-training). Operation of this system is ensured by the realization of the Constitution of the KR, the Law of the KR "On Education".

Teaching to the classical understanding of literacy as ability to read, write, and count is conducted within the framework of school education for school-age children, and in evening classes and schools for adult population.

In addition to the standard understanding of literacy as ability to read, write, and count it is accepted to use the term "functional literacy" in Kyrgyzstan – i.e. literacy for rising professional qualification and employment, literacy in information and communication technologies, information literacy, including the skills to use the media, legal literacy, and scientific and practical literacy.

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<sup>15</sup> "Assessment and problems of information education in rural area" Center of Public opinion "El Pikir", Bishkek, 2004.

In this connection, the network of non-governmental structures providing adult education services through programmes of informal education for rising functional literacy is actively being developed.

Projects implemented by the Kyrgyz Adult Education Association (from 1996 to 2008) are among the examples of innovative programmes on functional literacy.

№	Project name	Duration	Region/ coverage	Partners in KR	Donor	Activity
1	Informal professional education in rural areas of the KR	November 2007 – October 2009	<b>Chiu, Osh, Batken, Jalalabat, Issyk-Kul, Talas</b>	<b>Oblast committees on migration and employment Local administrations, and local employers</b>	IBPP / EU	24 month project is directed to rise opportunities of professional education in 36 villages of seven regions of the KR through coverage of poor unemployed population (minimum 540 people) including staff (minimum 72 people) of the AECs and partners. There are the main components of the project: 1) Professional training of unemployed adult population in 36 short-term courses on 6 professions through mobile learning workshops. Training are conducted close to areas of residents of participants. 2) Capacity building of 12 informal providers of education to develop and conduct required short-term courses in rural areas. 3) Facilitating the partnership between informal education providers, private and governmental structures.
2	“Rural education” II Component	2007-2009	<b>Issyk-Kul and Talas</b>	<b>Ministry of education and science of the KR</b>	WB	Organization of courses for teaching administrative staff of rural schools in Tyup rayon on Computer literacy

3	Democratization of election process through the network of professional union leaders, activists, and members	December 2007- August 2008	Chui, Issyk-Kul, Talas and Naryn	National, oblast, and rayon professional unions of education	EIDHR of the EU	<p>9 month- duration project is directed to democratization of the election process in 9 areas of Chui, Talas, Naryn, and Issyk-Kul oblasts of the KR through rising level of awareness of the leadership activists, and members of professional union of education with total coverage of minimum 2844 people in 9 training courses in the field of election process, elaboration of informational brochures, and organization of round tables.</p> <p>Potential of the 9 AECs and 9 oblast rayon, and city professional unions of education to conduct trainings in the field of election process will be increased through participation in “Multiplication training” course, elaboration of teaching aids, and materials, participation in coordination meetings.</p>
4	Prevention of trafficking in women through awareness rising	November 2007- October - 2008	Osh, Jalalabat, Batken	Oblast administrations, oblast education departments	EIDHR/EU	<p>12 months project directed to prevention of trafficking in women through awareness rising during 60 interactive information seminars for high school girls in towns and rural areas with total coverage of 1500 people, conducted specifically trained groups of volunteers of the same age and 60 trainings for minimum 2100 parents and 600 school teaching staff, which will be conducted by trainers of the Osh, Jalalabat, and Batken Adult Education Centers, and development and dissemination of brochures and posters. Potential of Adult Education Centers and 3 oblast education departments will be enhanced through “Training of teachers” course, coordination meetings, development of teaching aids and materials, and monitoring of assessment of the project.</p>
5	“Development of commodity and service cooperative associations”	2007	Tyupskiy, Djety-Oguzskiy, Ak-Suyskiy	Ministry of agriculture of the KR, Rural cooperative associations	GTZ	<p>Organizations of courses on account for the staff members of cooperative associations.</p>
6	Project “Professional education”	2007	Osh, Jalalabat, Talas	German House	GTZ	<p>Conduction of professional courses for residents of Moskovskiy rayon predominantly for the German diaspora.</p>

7	“Introduction of the voucher financing mechanism in to the system of advanced training for teachers of Issyk-Kul oblast” PEAKS	From 2003 to 2007	<b>Issyk-Kul oblast</b>	<b>Public Foundation</b> “Support of the Education initiatives” of the Ministry of education of the KR	USAID Soros- Foundation -Kyrgyzstan	Training courses on advanced training teachers on: <ul style="list-style-type: none"> <li>➤ Innovative approaches improvement of pedagogical proficiency (Interactive educational methodologies)</li> <li>➤ Utilization of information technologies in elaboration of didactic materials in schools</li> <li>➤ Culture of pedagogic communication and conflict prevention in school environment</li> </ul> Drawing up curriculum and hand-outs above mentioned courses.
8	Youth is for democratic presidential elections	March 2005-December 2005	<b>Karakol Naryn Bishkek</b>	<b>Oblast professional unions on education; Public Association “Atul”; Coalition for democracy and civil society; Local initiatives support center</b>	EIDHR/ EU programme	Activities of the project include awareness rising of the youth on election process and voting right through 3 interactive theatre performance by 3 groups in Karakol, Naryn, and Balyk towns; development of informational brochures, creation of sketch films on project, and 45 meetings in 29 educational institutions of the areas covered by project.
9	Human rights and social participation	December 2004-December 2005	<b>Chui, Osh, Jalalabat</b>	<b>Oblast administrations, Public Association “Promotion and support of democratic reforms in Kyrgyzstan”; Public Association “Youth group”</b>	EIDHR /EU	Training courses for rural population and rayon administrations on human rights and voting right in particular. Within the framework of the project the following activities were implemented: development of tutorial; carrying out sociological surveys in 5 rayons; Training of volunteers and teachers; development of information brochures

10	Social partnership in professional education	January 2004-December 2005	Chui, Jalalabat, Osh, Issyk-Kul oblasts	Ministry of labor and social protection of the KR Business Association	IBPP / EU	Activities of 24 months project was directed to decreasing of the unemployment rate in 4 oblasts of the Kyrgyz Republic through carrying out short-term courses on professional education for unemployed population. Within the framework of the project 36 courses were organized on the following professions: hair-dresser, welder, master on household appliances repair, barmen-waiter, -secretary-referent, electrician. More than 540 unemployed persons received training. Aims of the project were achieved through realization of the following activities: conduction of the courses on "Interactive methods of education" for teachers, on "Drawing up of the teaching aids", on "Labor market analysis" for administrative staff of the Adult education centers, on development of methodological complexes on 6 professions.
11	Adult education in Kyrgyzstan	November 2002- up to present	Chui, Osh, Jalalabat, Banken, Talas, Issyk-Kul, Naryn oblasts; total number of adult education providers	Ministry of education and science of the KR	DVV- International	Activities of the project are directed to the enhancement of the potential of the Kyrgyz Association on Adult Education and its members on promotion of ideas of adult education, on providing assistance to adult population in a rapidly changing economic, political, and social conditions through education. Within the framework of the project the following activities are being implemented: courses for population on general and professional education (420 courses with total coverage of 5000 people); carrying out club meetings on interests (325 meetings); publication of information newsletters (15 editions); carrying out round-tables, "Open door days" (12), mobile workshops for adult education (Issyk-Kul oblast); establishment of the Adult Education Academy (2 Academies with participation of representative of Uzbekistan, Tajikistan, Kazakhstan, Russia, Kyrgyzstan, Latvia, Litva, and Germany); conduction of national and regional conferences on adult education; training of managerial and administrative members of the KAAE on education management (9 courses); training of teachers.

12	Development of professional skills of teachers of economy in schools	July 2005 – August 2005	Banken and Jalalabat oblasts	Oblast education departments	AED, USAID	Within the framework of the project the training of teachers on economy of schools of Banken and Jalalabat oblast with total coverage of 42 teachers.
13	Training of teachers of economy in schools	May 2004- May 2005	Osh oblast	Oblast education departments	Fund Eurasia	123 teachers of economy of Uzgen and Kara-Kuldja rayons of Osh oblast have advanced their professional skills, 4 of these teachers received training in “Training for teachers” courses and conducted TtT for 100 teachers. The Resource Center was established under the Osh Adult Education Center. Two school fairs and rayon and oblast “economy” subject contests among pupils were organized.
14	Programmes of promotion of local initiatives	April 2004 – October 2004	Osh and Jalalabat oblasts		USAID, ACDI/VOCA	Courses on “Accounting I and II”, “Basics of development of business strategy I and II”, “Basics of marketing local communities” «обществе» were conducted with total coverage of 21 people.
15	Advancement of the pedagogic skills	April-June 2004	Chui, Issyk-Kul oblasts	Oblast education departments	Fund Eurasia	Activities of the project were directed to enhancement of the professional level of teachers of economy of the schools through training course on the subject and teaching methods.
16	Training through creativity – Theatre performance on healthy life style	May 2003- May 2004	Chui oblast	National HIV/AIDS Center	GTZ	Activities of the project are directed to awareness rising of the youth from vulnerable group of population in HIV/AIDS prevention and secure behavior. Within the framework of the project an art group from 20 people selected on a competitive and gender-balanced basis. The group prepared theatre performance on HIV/AIDS, decorations, musical accompaniment, costumes. An interactive performance was shown in 6 rayons of Chui oblast and Bishkek city for 1700 pupils in schools, vocational institutions, and minor convicts.
17	Advancement of the pedagogic skills	January 2003- December 2003	Chui oblast/ Tokmak	Oblast education committees	Fund Eurasia	Within the framework of the project training of teachers of economy of schools, Recourse Center was established; textbooks were developed and published.

18	Promotion of the local community development	January 2003- June 2003	Chui oblast/ Tokmak	Local administrations	Soros Foundation	Seminars on problems exposure and priority areas in development of the local community were conducted and brochures developed.
19	Education models for population of Kyrgyzstan	October 1996- April 2002	Chui, Osh, Issk-Kul and Jalalabat oblasts	Federation of professional unions of Kyrgyzstan	Danida	Activities of the project directed to creation of the new adult education model for adult population. Within the framework of the project contests professional and civic education for more than 10000 people, programmes pedagogic advancement for teachers and trainers of Adult Education Centers were conducted; in 7 regions of Kyrgyzstan Adult Education Centers were established; cultural activities and meetings were conducted; informational bulletins, teaching, and methodology complexes on various subjects were developed and published; study tours to Denmark were organized for the staff of Adult Education Centers. Experts from European countries were invited for training.
20	Rights of children to education	September- February 2003	Jalalabat oblast	Public Association "Youth group"	USA Layers Association	Monitoring of school fees for education was conducted. Within the framework of the project seminars for teachers and round-tables with local administrations were conducted.
21	Strengthening of democratic development through professional education and general adult education	May 1997- August 1998	Chui, Osh, and Issyk-Kul oblasts	Federation of Professional Union of the KR	TACIS/EU	Within the framework of the project: 25 instructors from three oblasts of Kyrgyzstan were trained by European consultants in the field of professional union management and adult education; international women seminars with participation of women from Uzbekistan, Kazakhstan, and Kyrgyzstan, the training course on professional union management and civic education; Central Asian Professional Union Conference were carried out. The study tour to Denmark for Professional Union leaders was organized.

On the whole, it is observed that 70-75% of learners are women. The only exception is that some specific courses for man, as for instance, welder, electrician, and master on house appliances repair. Women are more flexible and are able to face changes in their lives. They are more emotional and easy to contact, which help them to be trained in new education programmes. The low percentage of participation of the man in programmes of informal education can be explained by their closure, they are emotional, and can not talk about and accept their problems. That is why, there is a long felt need to more active involvement of man in to education programmes, especially on self-reliance, outlook and personality

development. Indeed, men suffer more from unsettled state, unemployment, and family problems.

## **5. Expected results from CONFINTEA VI from the point of view of existing problems and perspectives of development of Adult Education and Learning**

There is trend that education and training of adults and youth is getting more costly as in formal education and informal sector as well.

Compensating mechanism of informal adult education, which is being carried out through advanced training and re-training courses, club activities, etc. in its turn meets the following difficulties:

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- низкая платежеспособность и невысокая активность населения в сельской местности (большая часть взрослых людей, финансирующая обучение своих детей, просто не готова и не может оплачивать услуги, связанные с предоставлением обучения им самим);
- отсутствие системы признания, независимой оценки и аккредитации организаций неформального образования;
- недостаточное информирование потенциальных пользователей услуг; теневой характер многих программ неформального образования (в основном, репетиторства).

42% of experts rolled by the Center of Public opinion “El Pikir” think that education and training provided in informal education lacks quality services despite that fact that these activities are licensed in Kyrgyzstan.

By definition, informal education or training is carried out outside schools, colleges, and universities. Usually, it is not considered as a real “education” and in the labor market its results have a little cash value. That it why, a meaning of informal education is usually underestimated.

In practice, certificates issued in the field of informal education are not documents of state standard and are not always considered by employers.

Taking into fact the importance of education for adults and youth, functioning of this system must be supported by the following conditions:

- Mobilization of investments in to informal education (possibly on several models accepted in other countries);
  - decision of the Parliament on the creation of so called “renewable funds” to corporative education, in which 10% of profits of large companies are accumulated;
  - tax exemption of assignments for education of the personnel;
  - voluntary donations in to educational funds;
  - state financing of adult education aimed at those, who do not have opportunity to study and renew his/her knowledge, i.e. representatives of the vulnerable part of the society;
  - mandatory assignments for education;
  - involvement of organizations in to education of re-training of unemployed;
  - introduction of education vouchers or accounts;
  - government guaranteed crediting for education purposes;
  - paid leave to obtain education.

- Introduction of the mechanism on recording of the knowledge acquired in informal education. The world experience offers three methods of knowledge and skill assessment: tests, education assessment conducted outside the formal system and complex assessment of life and work experience of the person, i.e. his/her “portfolio”. “Portfolio” is a formal document, which characterizes learning experience acquired by a person on the basis of which, the system of formal education can issue an official document, which recognizes previous empirical education. Evaluation of the “portfolio” is considered to be the only method, which helps adult learners to assess their previous knowledge and skills, and on their basis, make plans for further education and development. It is the most comprehensive approach, which is based not only on revelation of the knowledge and skills, but also on their measuring and assessment.

- Broadening of the network of educational organizations on adult education and carrying out by them yearly researches on a local level in order to provide information about the needs of the labour market. It is also necessary to widen the network of evening schools, creation of evening classes under comprehensive schools, the need in which is very high. An analysis of informal researches on non-attendance of school indicates the necessity of establishment of at least 80 evening schools in all part of the country. It is also necessary to develop a mechanism of obtaining informal general secondary education.
- Introduce changes in to the system of adult education and training taking into account needs of informal education. In this case, teaching activity will be complicated by the following specializations: specialist for course elaboration (course designer); consultant on education methods – facilitator, which helps learners to find and realize her/his educational trajectory; tutor – the specialist providing an interactive complete learning course, and on organization of interaction with learners during course material learning; specialist on the methods of control after learning results, responsible for organization and carrying out of tests, final tests, and examinations. It is necessary to develop methodological materials on adult education.
- To establish the linkage and coordination between formal and informal education through creation of programmes of equivalent equalization through development of necessary policy, leading principles, and mechanisms of inter-recording; advanced training of specialists of informal education through organization of their professional education and official recognition of their status on a par with the status of school teachers; development and implementation of such education programmes on a distant basis, which could help to continue education with tempos acceptable for learners until they are prepared to return in to the system of formal education; contribute to establish links between teacher associations and those, who work in the system of informal education.

Thus, it is necessary to work on:

- economic backing for establishment, functioning, and development of adult education system through assigning of resources for the state budget, organizations, firm, entrepreneurs, and public foundations;
- development of inter-recognizable standards and criteria of quality assessment of informal system of adult education;
- the establishment of the official recognition of qualifications, knowledge, and skills acquired by informal way in a daily life and on the basis of professional experience; establishment of institutions for accreditation and certification of the programmes of the system of adult education to ensure education quality;
- establishment of the system of personal crediting for adult education in practice;

- ensuring tax exemptions for organizations, which accumulate resources for adult education and for organizations, which provide educational services;
- creation of the common network of state support for adult education at places.

The main result of these activities and measures will lead to the improvement of the life quality, reduction of poverty level, income rise, strengthening of health, widening of participation in social life, fostering of the citizenship, and awareness rising in gender equality issues.

The complex of efficiency criteria of continued education must be formed from the following criteria and self-assessment:

- subsequent employment after training
- wage rise
- career advancement
- acquiring new work and life skills
- satisfaction with work and life

The common goal of the adult education system in Kyrgyzstan: creation of the system of adult education, which will cover entire continued education, formal and information education, and the whole range of unofficial and incidental education. It seems that this system will allow safeguarding the high level of functional literacy, and equal access to the basic and continued education for all adults.

The abovementioned proposals may become the actual themes for discussions during CONFINTEA VI.

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