

**Education Development Strategy  
of the Kyrgyz Republic  
for 2012-2020**

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## I. Introduction

Education Development Strategy of the Kyrgyz Republic for 2012-2020 (hereinafter referred to as the EDS 2020) is based on the vision and goals of the country development. It aims to achieve the goals of global programmes: Millennium Development and Education For All.

Authorized executive state bodies engaged in education will develop education policy based on the priorities laid down in the EDS 2020 given systematic implementation of national measures designed to improve the quality of education in the Kyrgyz Republic in 2012-2020.

Coordination of donor assistance and complementary investments will put the basis for further reforms in the education sector.

The Strategy is designed with the consideration of external financial support provided to the education sector in the Kyrgyz Republic based on the principles of the Paris declaration and the Accra Development Effectiveness Agenda which state that all types of donor assistance, including SWAp, will ensure observance of human rights and equal conditions for women and men.

The implementation of the EDS will cover three 3-year periods according to the 3-year budget forecast principle in the Kyrgyz Republic: the first stage – 2012-2014, the second stage – 2015-2017, the third stage – 2018-2020.

## II. The education system in 2020

### 1. Vision of education in 2020

By 2020 significant improvement of education and education provision quality will be achieved, in accordance with the level of Kyrgyz Republic's social, political and economic development, equal access to quality education.

Implementation of the EDS 2020 will ensure that the educational system prepares citizens who will:

- have strong communication skills;
- able to act independently, openly express their views; use creative and innovative approaches;
- share values of human rights and freedom, gender equality, respect cultural, ethnic and political diversity;
- handle general and specialized knowledge and skills that will allow them to be successful in life and labor market.

The educational system in 2020 will be the main tool for promoting Kyrgyzstan's social and political development and will ensure its competitiveness in regional and international processes.

System changes will be made by improving the education quality based on the human resource management effectiveness, changes in the sectoral services procurement system while increasing administrative and financial autonomy of service providers, effective strategic management using modern technologies to collect and analyze information, monitoring and evaluation.

### 2. Objectives of the education system by 2020

By 2020 the following tasks are planned to be accomplished:

1. Coverage of majority of preschool children by development programs and training;
2. Access to high quality basic general and secondary education for everyone, irrespectively of one's age, gender, ethnic and religious background, residence, intellectual and physical development, social-economic status, etc.;
3. Transition to the profile upper stage of secondary school (grades 10 and 11) and opportunity to choose areas of specialization for each graduate of basic general education institutions;

4. Development of working skills in compliance with current requirements of the labour market and population needs in satisfying own interests and needs;
5. Creating conditions for continuous lifelong learning;
6. Development of social partnership at all levels of education system and employers' proactive participation in the educational process;
7. Introduction of competence-based learning approach aimed to improve the ability to learn, to orientate oneself in uncertainty and make decisions based on the analysis of information; development of communication skills, analytical skills and critical thinking;
8. Transition to the education credit system providing flexibility and mobility of students, which allows to combine work and study in higher educational institutions (in accordance with the provisions of the Bologna and Lisbon agreements);
9. Preservation of cultural and linguistic diversity and tolerance in multilingual educational environment;
10. Support for multichannel education financing and fair distribution of financial resources;
11. Development of strategic planning and management system in the education sector based on techniques of data collection and analysis, including gender disaggregated statistical data;
12. Efficient policy of human resource management. Launching the monitoring and evaluation system to systematically improve the education system.

### 3. General principles of the EDS 2020 implementation

*Focus on priorities:* The EDS 2020 does not aspire to cover all existing initiatives within the education sector reform, it rather focuses on three cross-cutting priorities at all levels of education system:

- education management;
- education financing;
- monitoring and evaluation of the education system.

*Double focus - on the policy and its practical implementation:* Not all measures represented in the Strategy are new. Some of them have been approved in the past already, but have not yet been implemented in practice: for example, the introduction of per capita financing, launching of bachelor's and master's education programs, etc. Systematic implementation of ongoing reforms is essential to improvement of the education quality.

*Combination of fundamental and gradual reforms:* the EDS 2020 focuses on fundamental reforms, but takes into account a number of incremental changes that are also needed. An example of fundamental reform can be the changes covering the entire education sector, as well as the introduction of preschool training, profile education in grades 10-11, and a comprehensive strategy to effectively solve the crisis with teachers' training and qualifications.

*From maximum control with minimal accountability to minimal regulation with high accountability:* a modern educational system can be described as a system with maximum control and poor accountability. The EDS 2020 introduces a different approach - minimal regulations of the process, strict monitoring and evaluation of the result. For instance, at the critical stages of education system—after grades 4, 9 and 11 - the standardized tests will be introduced to monitor the knowledge and competence obtained at school and to improve the quality of education. This change will promote the initiative at the school level and will ensure a gradual increase in the education quality.

*Replacement of inefficient methods:* The EDS 2020 provides for identification of currently used inefficient practices and methods that will free up financial resources and management capacity needed to the implementation of more effective measures.

*Mixed financing models:* The strategy divides educational services into the ones that should be fully financed from the state budget, and those that need to use a mixed financing model. So training of children who don't attend preschool organizations, within the programmes of school preparation and training in grades 1-11 should be funded entirely from the state budget, while preschool education (for 3 to 5 years old), vocational and higher education must have mixed financing sources.

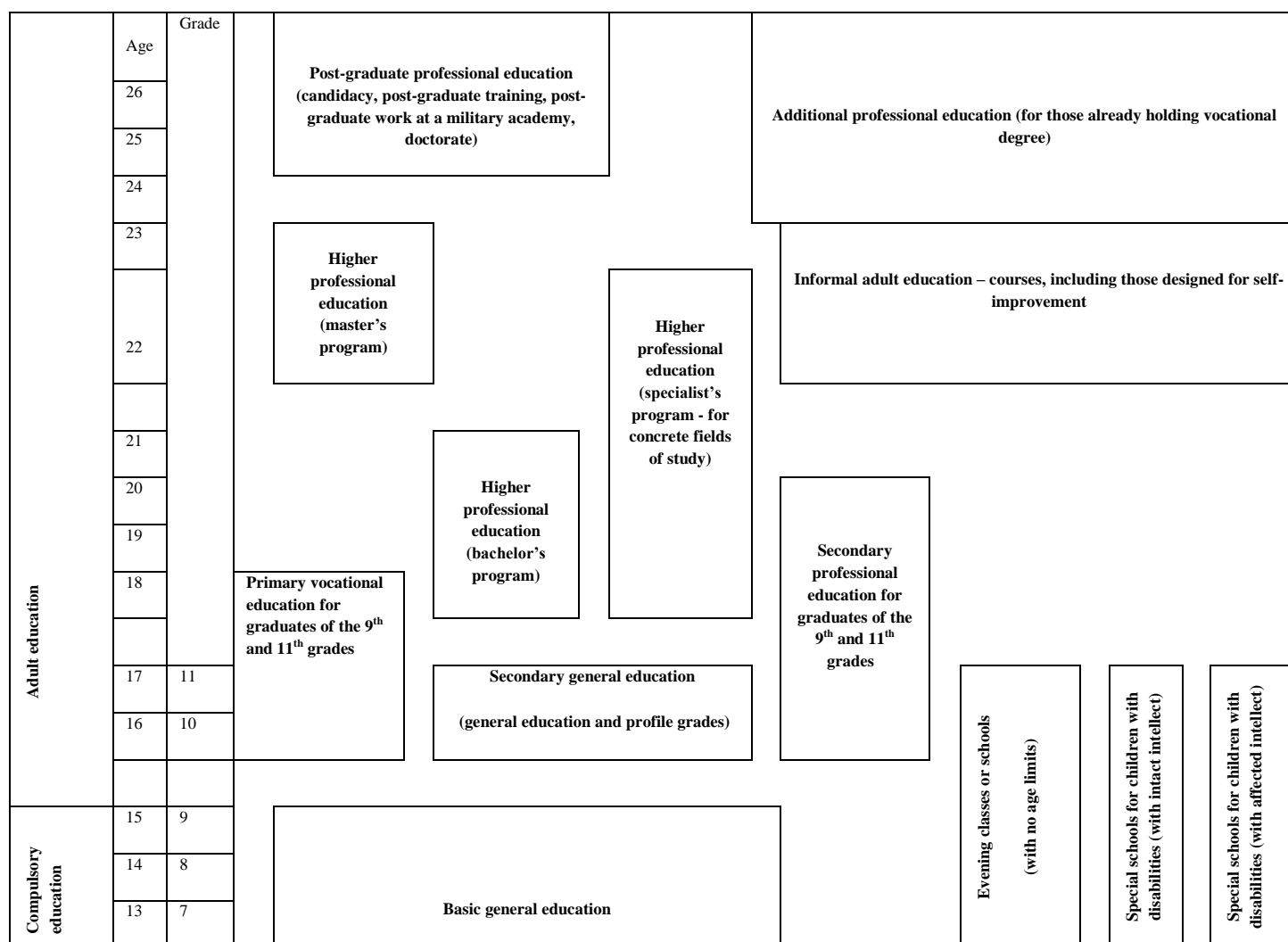
*Social justice:* given limited capacity of public financing, the EDS 2020 foresees changing the social support system for vulnerable groups of citizens at all levels of education, which should provide targeted rather than universal support.

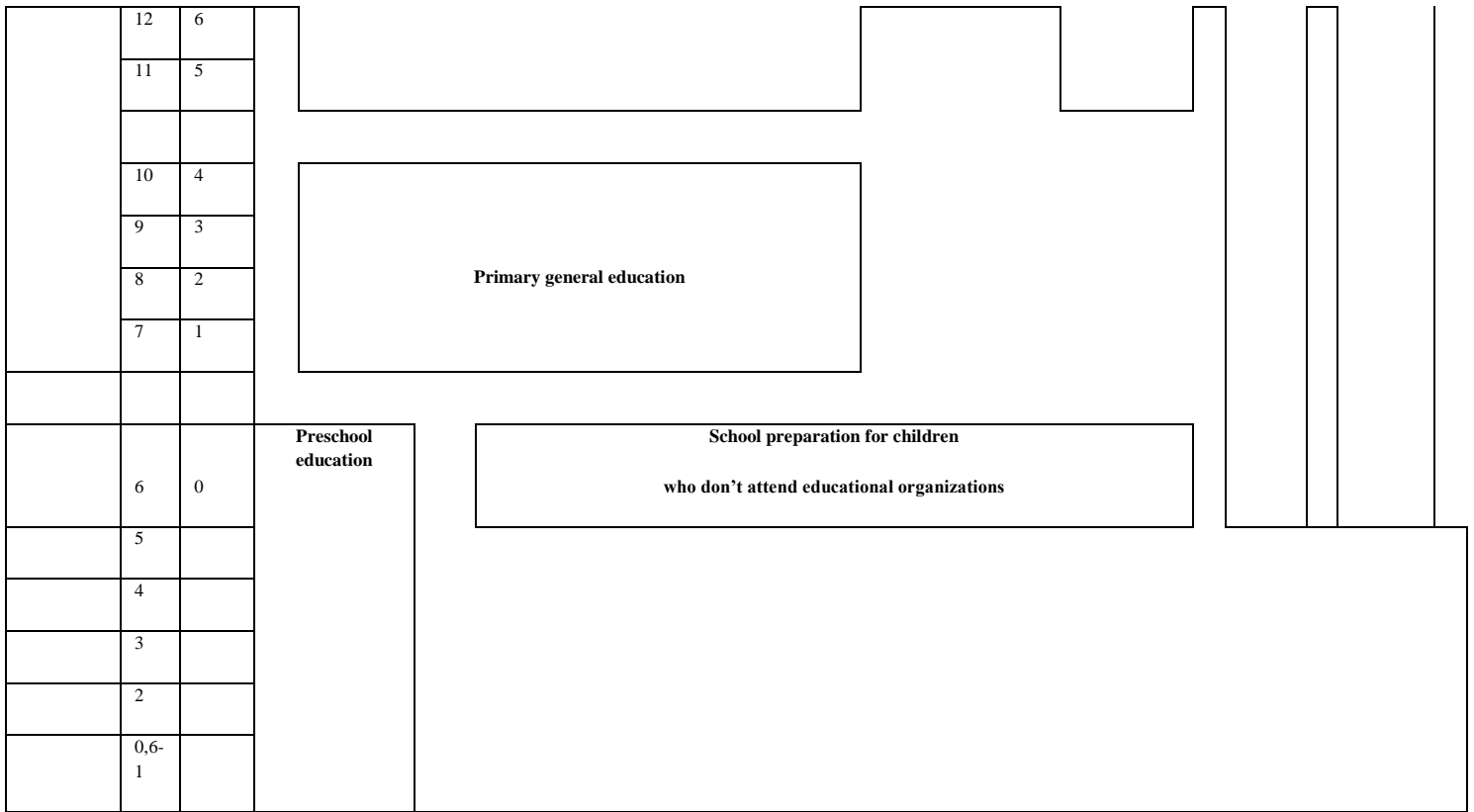
#### 4. The structure of the education system in 2020

Innovation of the education system in 2020 include the following:

- 1) introduction of school preparation for children who do not attend preschool organizations;
- 2) integration of inclusive education at all education levels, while retaining specialized schools for children with special needs;
- 3) profile education for grades 10 and 11;
- 4) implementation of multi-level professional education programs.

**Figure 1. The structure of the education system of the Kyrgyz Republic in 2020.**





### III. Strategies by Subsectors

#### 1. Preschool Education

##### Situation Analysis

Within the period of 2007-2011, the main documents that regulate activity in pre-school education were designed: the state standard of education of the KR “Pre-school education and childcare” approved by the KR Government decree “On approval of the state standard of the KR “Pre-school education and childcare” as of 16 January 2007 #17, the Law of the KR “On pre-school education”.

The 100-hour programme of school preparation has been introduced and its coverage increases annually by 10 000 children of pre-school age on average (in 2006 – the coverage was 40 000 children, in 2010 – 70 436 children, and in 2011 – 75 000 children).

Since March 2011 owing to funds made available as a result of the optimization of curriculum, the 240-hour programme of mandatory school preparation is being implemented to cover children who haven't attended preschool organizations.

To improve accessibility of pre-school education, the focus was made on increasing number of children's pre-school organizations, mainly financed by international projects (ADB, UNICEF, Aga-Khan Foundation, Catalytic Fund), their support amounting to more than 318 millions soms. To put this in perspective, in 2008 there were 488 kindergartens that covered 62,1 thousand children and 214 alternative pre-school organizations covering around 10 thousand children; while in August 2010 there were 594 functioning pre-school organizations that covered 76 thousand children along with 279 alternative pre-school organizations attended by about 12 thousand children. Thus in the period 2007-2010 the coverage of children by all types of pre-school education increased from 7% till 13,4% country-wide.

In 2010 the process of transferring alternative pre-school organizations established by donors to the balance of ayil okmotu started. This would enable sustainability of their activity. Moreover, according to the legislation, local self-government bodies should organize and coordinate methodical, diagnostic and consultative assistance to the families that rear pre-school aged children at home.

Development of pre-school education and partially of primary school was supported by the grant of Catalytic fund through the project “FTI-1 – Education for all”.

Necessary equipment (for training, also kitchens and bedrooms) was supplied to pre-school educational organizations and primary schools in pilot oblasts for improving learning environment along with game material and special literature with account of children's age peculiarities. The provision of hot meals for primary school grades was also organized. Major awareness raising events were conducted in order to inform population and parents about the significance of early development of children. In-service training of pedagogic workers who work in preschool and primary school institutions was conducted. Material and technical basis of pilot schools was modernized. Capacity of administrative staff in implementation and monitoring of investment projects and impact evaluation was strengthened.

Within the ADB project on “Community-based early childhood development” 39 700 parents were trained.

A series of master-classes for 8 000 families from communities of Batken, Talas and Issyk-Kul oblasts was supported by UNICEF and LSG bodies.

The project “FTI-Education for all-2” was designed to support adequate introduction of compulsory school preparation.

**Along with that, the following issues need to be highlighted among topical problems of preschool education:**

1. *Low coverage by preschool education.* Currently, only 13,4% of the 3-6-year-olds in the country are covered by preschool education. For instance, in Kazakhstan the percentage of coverage by preschool education is 45%, in Ukraine – 49%, in Russia – 58%, in Belarus – 100%.
2. *Unequal starting positions* of preschool aged children due to inadequate preparation to primary school compared to the children who have undergone preschool education programmes. According to the pedagogic monitoring, 80% of pupils in first grade who were not covered by such programmes demonstrate inadequate academic performance.
3. *Inefficient resource allocation for preschool educational organizations.* In 2005 preschool education costs from the state budget constituted 304,1 mln soms, including budget funds – 232,1 mln soms; in 2008 – 703,7 mln soms, including budget funds – 559,9 mln soms; in 2010 – 1038,1 mln soms, including budget funds – 816,4 mln soms. Most of expenditure is used for salaries (45%). In 2010 the state covered 78% of expenditures, while 22% was paid by parents. In spite of increase in costs, funds to cover nutrition, medical service and other measures required for early childhood development are inadequate.
4. *Low quality teaching in preschool educational institutions.* In 2006, only 52% of teachers of this sub-sector had higher education. Training of staff working in preschool education institutions is not put on a systematic basis.
5. *The issue of continuity of preschool and primary school education programmes.* In preschool educational organizations the duplication of the 1<sup>st</sup> grade programme of primary school is obvious. The concept of continuity of programmes in preschool educational organizations and primary school should be developed.

**Priority policy areas:**

1. Regulatory and legal provision of the operation of the network of preschool educational organizations;
2. Equipment of the preschool educational organizations;
3. Public awareness of importance of early childhood development and compulsory school preparation;
4. Maintenance and expansion of the existing network of state pre-school educational organizations;
5. Increase of coverage through existing alternative models of preschool educational institutions and programmes for children of 3-5 years old;
6. Introduction of the school preparation programs for children of preschool age throughout the country (for children who have been not covered by preschool education);
7. Pre- and in-service training and retraining of personnel for implementation of programmes of pre-school education and school preparation;



8. Analysis of rendering of services of preschool and school preparation, including the introduction of the system for evaluation of performance of preschool organizations' workers.

**Table 1. Preschool education: main indicators**

	<b>Indicators</b>	<b>Baseline (2011)</b>	<b>Midterm forecast (2014)</b>	<b>Provisional forecast (2020)</b>
1.	Coverage of 5-6 year old children	13 %	15 %	20 %
2.	Coverage by the school preparation programme type/duration	80 %	40 %	40 %
	100 – hour programme	40 %	--	--
	240 – hour programme	40 %	40 %	60 %
3.	Public financing of preschool education (% of overall expenditures for education)	6 %	To be determined	TBD
4.	Number of preschool educational institutions	873	909	1200
	Public	569	570	575
	Community-based	279	304	550
	Private	25	35	75
5.	Share of community-based and private preschool educational institutions	34,8 %	37,2 %	52 %

## 2. School education and in-service training of secondary school teachers

### Situation Analysis

In 2011 2197 general education institutions operated in Kyrgyzstan, that covered 1 mln 18 thousands students (among them - 54 were either private or private-public and covered 12 000 children).

The main task at the level of school education is **to shape a new educational content taking into account competence-based approach and adequate educational environment.**

That process was triggered by rather poor achievements of the Kyrgyz Republic as stated in the authoritative survey conducted by PISA (Programme for International Student Assessment), the international program on assessment of learning achievements of 15-16 year old students in Math and literacy in reading and natural sciences.

**Kyrgyzstan took part in two such surveys: one in 2006 and the second in 2009. The objective for that participation was to commensurate the speed of the global educational process and the one in Kyrgyzstan.**

After announcement of the results of the 2006 survey, certain measures were undertaken given the framework of the national budget and donor investments.

Annually starting with 2006 the funds are being allocated from the republican budget for printing of textbooks, recurrent school repair, purchase of equipment and computers, organization of of catering services for 1-4 grade students.

The funds of the projects implemented with support of the World Bank, Asian Development Bank, Catalytic Fund, and the Japan Fund for Poverty Reduction were used for the reform of the content of education, change of the system of education financing and education management, modernization of the system of appraisal of students' achievements, development of motivation systems for teachers and schools, demonstrating the best results in teaching, providing laboratory, computer and language-studying equipment, renovation and construction of educational facilities, support of meals-provision programs and creation of environment for the children with special needs.

Analysis of the **PISA-2009 proved that the school reforms were implemented in the right direction which is supported by somewhat higher results than in 2006.** The results for reading were 5 % better, for math almost 3 % and for sciences 5 % higher. However, Kyrgyzstan still ranks 65-th in the list of 65 countries, with the regional neighbors Russia 43, Kazakhstan 59, and Azerbaijan 64.

In 2010 the Organization for Economic Cooperation and Development (OECD) analyzed the results of the countries in PISA-2009 and the underlying reasons. The following factors were stated as having impact on students' results in the survey:

1) **GDP per capita**, which is the lowest for Kyrgyzstan among all 65 countries participating in the survey (1994 US dollars, whereas in China which was the first in the survey that level makes 5340 US dollars).

2) **Costs per student** at the age between 6 and 15 years in absolute terms. Those costs are also the lowest in Kyrgyzstan among all the participating countries and make about 3 thousand US dollars (e.g., the costs in Russia make 17,5 thousand US dollars).

3) **Preschool preparation.** Those students, who attended kindergartens, have higher level of literacy at the age of 15 years old. Kyrgyzstan also has the lowest coverage by preschool education: just 13,8 %.

4) **Shortage of teachers, lack of textbooks and inadequate infrastructure.** Kyrgyzstan has the highest indices among all 65 countries for those positions.

5) **The size of teacher salary.** The countries which invest in the teacher salary demonstrated the highest results in quality of education and literacy of the population.

That means that the results of **PISA survey reflect not only the assessment of students' achievements, but rather the country's attitude towards education, or in other words, how much the country is investing in education.**

**In 2009 the National Framework Curriculum** for general secondary education of the Kyrgyz Republic (the National standard) was developed and approved by the MoES decree № 1114/1 issued on 21.12.2009 within the framework of **shaping of the new content of the competence-based education.** That document is critical for the development of the education system being a new type document which consolidates the competence-based approach in the system of school education and translates the approach into the "result-oriented" mode.

In addition, subject curricula for Grades 1-4 of the primary school were drafted and approved at the branch-wise level. Subject curricula were developed for Grades 5-9. Draft subject curricula are developed for Grades 10 and 11 at the two levels: basic and profile.

The Concept of profile education in senior high school of the Kyrgyz Republic serves as the normative legal framework for the development of subject curricula for senior school.

The Pilot Syllabus for the schools switching over to per capita financing was drafted in parallel. According to the Syllabus, the academic load for grades 1-11 was reduced by 10 % which includes integration of a number of subjects into two integrated courses.

In 2009-2010, within the framework of the new curricula development the ADB Project funded training of 6000 school directors and teachers in all regions. Also "Interactive educational modules" were developed for the primary school teachers in Kyrgyzstan. They are uploaded to the site [www.teacher.kg](http://www.teacher.kg). Instruction in schools based on new curricula began for the students of grade 1 in academic year 2011-2012.

Regarding supply of **textbooks and teaching aids** to the general education organizations:

In 2008, 20 titles of textbooks were published with the total print run of 810000 copies. For 2009/10 academic year 47 titles of textbooks were published with the total print run of 2 079575 copies, among them:

Language of instruction	Kyrgyz	Russian	Uzbek	Tadjik
Print run 2009	705000 copies		105000 copies	
Number of titles	13		7	
Print run 2010	1 747804 copies	164820 экз;	165331 copies	1620 copies
Number of titles	26	5	11	5

Also, in 2009 school libraries of the country received sets of fiction and reference books purchased for 10 million Soms allocated from the national budget.

In 2011 100,0 mln Soms were allocated from the republican budget for the print of textbooks.

LSG bodies must comply with the legislative obligations to provide free textbooks to the rural school children from low-income families thus increasing the overall provision of school with textbooks. Also, LSG bodies do not allocate any funds for subscription to the reference and methodological literature.

One of the solutions to the problem of textbook and methodological material supply (if other funding options are not available) is textbooks rent stock and reinvestment of funds received through the textbooks rent stock in the design and publishing of new generation textbooks.

In the course of reforming **of methodology of diagnostics and control of the results of educational process** (WB Rural education Project) the student appraisal system was approved and introduced in pilot Issyk-Kul and Talas oblasts as formative (intermediate) appraisal. Teacher Manual on formative assessment at the classroom level and student-centered teaching methodologies were developed. The model of final examinations, new test tasks and a Plan for piloting of final examinations after grade 11 of high school have been developed.

**In 2007/8 and 2008/9 academic years** the model management system of efficient school operation was tested in Issyk-Kul and Talas oblasts. It is important to note, that schools have developed the micro projects aimed at the solution of the community problems, thus increasing the **role of school as a social institute and ensuring community involvement in joint activities**.

Since 2010 the subject focus of the Republic's examination for school leavers has enhanced.

Creation of school Boards of Trustees all over Kyrgyzstan was a big step forward in the area of state-public management in education.

Public hearings on the planning and execution of school budget are held at schools which have already changed to per capita financing. 717 schools of the Kyrgyz Republic have switched to per capita financing (1/3 of all schools in the country).

Since January 2011 the rate of teacher salaries was increased by 30 %. The reform in the system of a payment of workers in the education system was implemented, starting from the second half of the year 2011.

In 2010 the debts on payment of extra charge for pedagogical experience for 2003-2007 were completely liquidated.

Under the Law, the local government shall provide material and economic support to the young teachers in rural areas in the form of the right to allotments, real estate and other property pari passu with members of peasant farms, a lump sum equal to the tenfold size of his/her salary for settlement, a stimulating bonus at the expense of the local budget. Local governments do not create conditions for local support of teachers. Monitoring of implementation of the Government Action Plan for implementation of the Concept of the state regional policy of the Kyrgyz Republic (approved by the governmental order KR № 530 as of August 14, 2009) has revealed that the task of “Guarantee of issue of interest-free credits for young teachers for acquisition and construction of habitation in compliance with the Law KR “On the status of a teacher” is implemented only in Ak-Talinsky rayon of Naryn oblast. The task of “Guarantee of privileges for the teachers on payment for transportation services and for utilities”, according to article 8 of the Law KR “On the status of teachers” is implemented only in 11 out of 55 rayons of the country. The task “Ensure allocation of land plots for construction of habitation in a place to which a young teacher was assigned with the purpose of his/her permanent local settlement” according to article 7 of Law KR “On the status of teachers” is implemented only in 14 out of 55 rayons.

According to the legislation on education stating that each teacher should undergo in-service teacher training once in 5 years, it is necessary to include in the local budget travel costs for teachers’ training courses. This will allow alleviating the problem with staffing schools and especially in allocating young specialists. Moreover, social infrastructure in regions should be developed through establishing libraries, out-patient clinics, educational organizations (kindergartens, schools), introduction of ICT (Internet, etc).

That will be extremely valuable for the community in social terms as it allows the population to remain in their own area thus preventing migration.

Regarding the development of inclusive education, according to the data at **the end of 2010**, 10356 children with special needs were covered by general education programs, among them more than 3670 children of school age and 2243 of preschool age are covered by inclusive education programs in 635 comprehensive schools. 2 425 children study in 15 specialized boarding schools; 482 children in 4 specialized general education schools; and 1536 children are educated in 14 specialized kindergartens for children with special needs.

Within the framework of the Project “Increased Access to Quality Basic Education for the Children with Special Needs”, supported by the Japan Fund for Poverty Reduction (JFPR) the republican and regional psychological/medical/pedagogical Counseling offices (PMPC) have received the necessary materials and equipment for examination of children with special needs at the amount of 89 657 Soms. The specialists from the regional PMPC have attended special workshops where they were trained in the methodology of carrying examination of that category of children.

In total within a year the employees from the regional and the republican PMPC examined 1017 children with special needs. Teachers and parents have received recommendations regarding training and education of children with special needs. PMPC received specialized equipment for children at the amount of 773 413 Soms.

In 2010 35 general education schools, 3 auxiliary boarding schools and 2 kindergartens received special equipment for the organization of training of children with special needs at the amount of 1 468 991 Soms. Besides, full sets of teaching aids at the amount of 1 615 695 Soms were handed over. The 38 resource centers in educational organizations received 51 computers and 19 computers were delivered to children trained in-home at the amount of 1 169 000 Soms.

Those measures have allowed increasing the coverage of children with special needs in 38 educational organizations from 761 children in 2007/2008 academic year to 1008 children in 2010/2011 academic year.

As to extracurricular activities of children and teenagers, there are 133 non-school institutions, which provide hobby classes for more than 79,8 thousand of children, including children from low-income families. Thus, only 7,8 % of all school students of the country are covered by non-school education. The reason for that is the budget deficit, which resulted in shrinking of the non-school education system in some regions of the country. The monitoring data revealed that Naryn oblast has the least coverage of children by out-of-school education (4,5 %), and the greatest coverage is in Bishkek: 20,7 %.

Another problem is that the most part of the out-of-school educational organizations are located in old and dilapidated buildings of former schools, kindergartens, and rayon departments of education; quite a number of the out-of-school organizations do not have their own premises. That means that the local governments do not pay adequate attention to the issues of normal operation of the out-of-school institutions. Only a few out-of-school institutions received funding for renovation and material and technical equipment.

LSG bodies are not always efficient in keeping high-quality and reliable record of school-age children in the area within their jurisdiction. According to the relevant regulatory framework local governments are obliged to undertake activities on the coverage of all school-age children by compulsory education, organize and implement required activities regarding the above registration. It is necessary to pay special attention to the children from low-income and disadvantaged families, disabled children, as well as families where parents have left the country in search of employment.

It is important to make every effort so that to avoid any restriction of possibilities of getting education for the children from low-income families, create the environment enabling education for the children with limited possibilities, for adaptation of the street children and their return to schooling. Local self-government institutions should undertake control over organization of evening/correspondence/shift schools and classes for children and adults.

Funds allocated from the republican and local budgets, as well as sponsors' money were used for construction of new schools and sports halls, and capital renovations of a number of schools. Annually, minor repairs were made in all schools of the Republic at the amount of 100,0 million Soms.

However, there is still a problem with priority financing and completion of school construction with high level of preparedness. Proceeding from the demographic forecast and taking into account the need to comply with the requirements of maximum number of students in a class (not more than 30 students in a class) it is required to build 420 schools for 102416 students for which approximate amount of 12,8 billion soms is required. There are schools which require urgent capital renovation of the roof, the systems of electricity and water supply, as well as the existing systems of heating, for the reasons of moral and physical depreciation of boiler-houses and the heating equipment. Today 351 school buildings are in need of major repairs, which requires phased allocations of funds from local budgets at the amount of 530,0 million Soms.

There are serious problems with equipment in the existing schools and schools under construction, like furniture, and also with equipment of the boarding-house institutions. Today, the local budgets which have the prerogative to maintain and equip schools do not foresee funds for purchase of school furniture and equipment. Some rayons and ayil okmotu do provide funds; however this happens irregularly, and very often in small amounts. Therefore, furniture and equipment at schools are not updated; the available school desks, blackboards and closets etc. are in a shabby condition. It is necessary to undertake step-by-step extensive replacement of school furniture all over the country. The Education Development Strategy of the Kyrgyz Republic for 2012-2020

overall need is 46 thousand sets of school desks; almost 7 thousand bookcases; more than 6 thousand tables and 17 thousand teacher's chairs, almost 6 thousand blackboards, for which more than 400 million Soms is required.

Annually, funds are allocated for catering services for the primary-school students in the schools of the country, which has a positive impact on increasing coverage of the children from low-income families by school education. However, the main problem in organization of catering services for school students is related to inadequate condition of equipment in the canteens: very often there is no canteen furniture, kitchen and refrigerating equipment, tableware and so forth. These issues are within the mandate of LSG bodies.

Heads of public administrations, together with ayil okmotu shall guarantee **timely supply of high-quality fuel** to the general educational organisations financed from local budgets, long before the beginning of the heating season. The analysis revealed that year to year hardly 12 % of the needs are satisfied by the beginning of an academic year.

The majority of schools in the Republic **do not have acts of the state registration of buildings and constructions, as well as the adjoining land**, there are no technical passports for the operational school buildings. Increasingly, the local governments transfer individual land plots belonging to schools to private ownership.

In order to prevent the transfer and withdrawal of land plots, buildings and constructions owned by the state educational organizations and in compliance with the Laws of the Kyrgyz Republic "On the state registration of the rights to real estate and the related transactions" and "On Education", LSG bodies shall undertake obligatory state registration of the property rights and perpetuity of land plots in the bodies on registration of the rights to real estate.

#### **Topical problems of school education include the following:**

1. It is possible to ascertain continuous increase of the funds invested in the education system, e.g., in 2008 on-budget expenditures on education made 9 616,6 million Soms, in 2009 - 11 498,4 million Soms, in 2010 - 12 473,3 million Soms. However it is necessary to note that the funds allocated from the budget to the education system are not distributed through the Ministry of Education and Science. Instead, the Ministry of Finance allocates the funds directly to the level of ajyl-okmotu, and then to schools. The Ministry of Education and Science is responsible only for the resources for distribution among the subordinate educational organizations, which makes approximately 9 % of the total funds allocated for education or 1,1 billion Soms out of 12,4 billion in 2010. The current mode of financing of school education hampers monitoring and control over the quality of spending. Moreover, according to the statistics, absolute increase of educational expenditures in Kyrgyzstan still does not entail increased expenses of the educational organizations for updating school libraries, educational and computer equipment, development of teaching technologies, and infrastructure; the above spending make only 14 %, with the remaining 86 % used for payment of salaries, deductions to the Social Fund, payment for utilities, meals etc.

1. As financing is channeled through the local self-government structures, school directors have no idea about their budgets and are not interested in saving the resources and competent finance management. Thus, the continuous increase in allocations for education is supporting reproduction of the current structure, rather than development. In spite of growth in the public financing for education, expenditures per student are still inadequate for creating up-to-date educational environment. While insufficient public financing of education is compensated by private funds. According to the household

survey, a quarter of costs in an average school is covered by a student's family. In general, the network of educational organizations requires inventory-making and adequate optimization.

3. Poor performance of students is linked to the lack of the necessary educational competencies, as well as overloaded curricula. The level of academic load of 10-year-old school children in Kyrgyzstan makes 1088 hours, whereas in the Russian Federation – 893 hours; in the majority of the developed countries, for example in Japan, it is about 750 hours. High academic load does not guarantee high learning achievements, which is supported by poor results of PISA in Kyrgyzstan.

4. Apparent inequality in the learning outcomes in different geographical regions and in different languages of instruction affects students' educational outcomes. According to the results of the Republic's examination for school leavers of the past years, the students from rural schools got, on average, 107 scores, while the student from city schools gained, on average, 121,5 scores. The schools also vary significantly in terms of the level of teacher skills, and also in unequal distribution of such resources, as textbooks, computers, and access to Internet.

5. Inadequate system of appraisal of learning achievements. The value of marks and rewards in the sector of education has drastically decreased. The students and parents have almost no information about the level of their actual progress. In 2011, among more than 3000 school leavers of general education organizations of the country claiming for an honour certificate, only 95 people managed to cope successfully with the test at the National testing centre on native language, mathematics and history of Kyrgyzstan.

6. Lack of staff, inadequate qualifications and poor salaries of the secondary school teachers. Only one fifth of pedagogical specialties graduates subsequently become teachers. Considerable share of the students of pedagogical specialties choose different specialization after they have been admitted to the free of charge tuition for a given specialty. Approximately 20 % of those who come to work at school, leave their place of work within the first year. Low salary rate of teachers (that is below the average salary) is closely linked with social vulnerability of teachers and unattractiveness of the profession of teacher. The absence of the up-to-date system of teachers' performance assessment also leads to poor performance of students.

7. There are also problems related to the coverage of out-of-school children, problems with creating appropriate learning environment according to the requirements of globalization: textbooks, equipment, Internet, etc.

#### **Priority policy areas:**

1. Maintenance of operational network in compliance with the standards.
2. Modernization of educational content, taking into account the competence-based approach.
3. Promotion of individual approach in teaching.
4. Provision of inclusive education.
5. Supply of textbooks to schools.
6. Diagnosis and monitoring of the educational process results.
7. Ensure the development of multicultural and multilingual education.
8. Create conditions for the development of ICT infrastructure in schools (equipment, technical support, in-service teacher training, etc). Infrastructure project "100 innovative schools – annually".
9. Motivation and encouragement of teachers and schools who/that systematically improve the achievements of students.
10. Development and introduction of participation mechanisms for different social groups interested in improving performance of general educational organizations.

11. Optimization of the network of general education organizations, inventory of buildings and provision of the state registration of buildings and allotments.
12. The reform of school financing system.
13. The reform of the in-service teacher training system.
14. Roll out of the system of teachers' performance assessment.
15. The reform of the teachers' salaries structure.

**Table 2. School education: main indicators.**

	<b>Indicators</b>	<b>Baseline (2011)</b>	<b>Midterm forecast (2014)</b>	<b>Provisional forecast (2020)</b>
1.	Number of 10-11 grade pupils enrolled to schools by profiles (specialization)	24%	24%	25-30%
2.	Coverage by secondary education			
	Overall enrolment 1-9 grades	96 %	98 %	100 %
	Net enrolment, 1-4 grades	88.4 %	90 %	95 %
	Net enrolment, 5-9 grades	84.8 %	90 %	95 %
3.	Access to resources			
	Ratio of number of computers per student, on average country-wide	1/57	1/50	1/30
	Percent of school with internet access	2,4 %	5 %	20 %
4.	Objective assessment of students (national standard tests)	0	11 grade 9 grade (pilot)	11 grade 9 grade 4 grade (pilot)
5.	Teacher shortage, qualification and salary			
5a	Percent of HEIs graduates with a specialist diploma who got employed at schools and those with diplomas of SVE (pedagogic vocational school)	19.3%	40%	60%
5b	Percent of students who continue pedagogic education:			
	- For students of SVE (pedagogic vocational school)	43%	60%	80%
	- For students of pedagogic departments of HEIs (at master's level)	63%	75%	90%
5c	Percent of dropout during the first year of professional work (at school)	20%	10%	5%



5d	Percent of teachers who are younger than 37 years old	42.6%	48%	53%
5e	Minimal scores for enrolment at pedagogic departments for self-funded students	110, i.e. 34 scores less than an average score for budget-funded students	Similar to the average score of budget-funded students	15 scores higher than the average score of budget-funded students
5f	Annual coverage of teachers by in-service training courses	8%	20%	20%
5g	Diploma of graduates of teacher and pedagogue training programme (Bachelor, master, specialist)	Bachelor: 1.6% master: 1.1% specialist: 97.3%	Bachelor: 1.6% master: 1.1% specialist: 97.3%	Bachelor: 80% master: 20% specialist: 0%
5h	Part of correspondence students among graduates of pedagogic departments	61%	40%	20%

### 3. Primary technical-vocational education and training

#### Situation analysis

The following educational programs are being implemented in the TVET system:

- primary vocational education;
- general secondary education;
- secondary vocational education.

The existing TVET system is an extensive network, which is comprised of 110 vocational schools, located in different regions, including remote and border areas. Most part of educational institutions – 63 - is situated in rural areas and 47 – in urban areas.

№	Regions	Total number of educational institutions	Including	
			urban	rural
1.	Bishkek	18	18	-
2.	Chuy oblast	21	5	16
3.	Osh oblast	15	3	12
4.	Batken oblast	10	6	4
5.	Djalal-Abad oblast	21	8	13
6.	Yssyk-Kul oblast	9	3	6
7.	Naryn oblast	9	2	7
8.	Talas oblast	6	1	5
	<b>Total</b>	<b>109</b>	<b>46</b>	<b>63</b>
	Tokmok Industrial and Pedagogical College (TIPC)	1	1	-
	<b>Total all over the republic</b>	<b>110</b>	<b>47</b>	<b>63</b>

Average enrollment (budget-based) comprises about 29, 0 thousand people. When Kyrgyzstan was a part of the Soviet Union, the enrollment comprised 60.0 thousand and higher. After Kyrgyzstan became independent, the enrollment sharply decreased. And only recently there is a tendency of an increase of the enrollment of students trained both at the budget expenses and at the of expenses of non-state budget funds.

Region	1993	1994	1995	1996	2000	2007	2008	2009
<b>Enrollment as of 01.01</b>								
Total	49193	44322	40762	32005	26396	29897	29341	30470
Bishkek	8568	7466	7342	6174	5581	6411	6418	6929
Chuy oblast	8623	7170	6751	5527	5878	5673	5322	5397
Yssyk-Kul oblast	4200	3621	3228	2915	2035	2626	2661	2657
Talas oblast	2026	1872	1485	1245	1143	1259	1258	1275
Naryn oblast	3865	3607	3109	1980	1720	2018	2006	2002
Osh oblast	11676	10987	10157	7524	5039	3523	3554	3839
Batken oblast						2948	3002	2967
Djalal-Abad oblast	10235	9599	8690	6640	5000	5439	5120	5404

Recently it is planned to significantly increase the enrollment out of the number of adults. Trend to increase the number of adult trainees is one of the indicators of interest of the society in the workers. Annually 12-14 thousand people got training at the short-term training courses on special programs adjusted to demand at the territorial labor markets. Short-term training is provided in the following areas:

- training of the unemployed at the expense of Employment Centers;
- training at the expenses of trainees;
- training at the expenses of enterprises.

Type of training	2008	2009	2010	2011
Full-time (as of 1 January)	26,5	28,7	29,4	29,7
<b>Short-term training</b>				
at the expense of Employment Centers	2528	4005	4413	5249
at the expense of trainees	3202	7081	7161	8604
sent by enterprises	1292	785	1033	1051

Relationships between vocational schools and employers, civil society are being developed. There is sufficient number of examples of successful performance of some vocational schools. These vocational schools changed their activities in accordance with new requirements of preparation of skilled workers in terms of market economy. School Advisory Boards are established in PVSs, and in most of them they operate successfully. Consultative Forum as a dialogue ground between the civil sector was established.

Typical detail is inflow of innovations into the TVET system, as a result of proactive work with international organizations, among them are: ADB Project "Vocational Education and Skills Development", GIZ, European Training Foundation, UNESCO, Kyrgyz-Swiss Project – Helvetas, EU Project, etc.

The structure of manpower development corresponds to the structure of economic sectors of Kyrgyzstan.

Economy sector	Number of students	Share of the total number of students
Mining and mechanical engineering	157	3 %
Energy sector and communication	1189	5 %
Services sector	2044	10 %
Others	2837	13 %
Light industry	3111	15 %
Transport	3304	16 %
Agriculture	3536	17 %
Construction	4789	22,50 %

### Main problems in the TVET system

However, in whole the TVET system does not fully respond to modern requirements of social and economic development of the country; the quality of preparation of workers lags behind the requirements of the labor market, especially in rural areas. All these bring down its attractiveness both as a supplier of educational services for the youth, and as a social partner for representatives of business sector.

The key issues facing the PVE system may be summarized as follows:

1. *Course Offering and Curriculum.* A number of courses are continuously being offered by the PVSs without linking to current needs of the labour market. And the curricula of existing courses are outdated in terms of structure and content. Competency-based training (CBT) curriculum has yet to be introduced.
2. *Teachers / Masters.* As there is no institutionalized staff development program, most of the teachers are not updated on modern teaching methodologies and on technological developments in their areas of specialization. Few have actual industry experience. Majority of them also are advanced in years as younger ones do not find teaching in PVSs attractive mainly due to low salary.
3. *Training Equipment.* Training equipment in majority of the PVSs is inadequate, and most part of available equipment outdated.
4. *Institutional Management.* Most of the management staff of PVSs lack modern management skills in planning, information-based decision-making, monitoring, and entrepreneurship. This is also linked to the lack of the system of in-service training of management staff and institutional programme of human development.
5. *Image of the PVE System.* The social status of vocational training is much lower if compared with higher education institutions. This perception contributes to the disproportion in preparing of staff, while in the country the number of workers with occupation is much lower than the number of specialists with higher education.
6. *Legal Framework.* Legal framework does not stimulate PVSs to be flexible, does not allow PVSs to respond quickly to existing requirements or opportunities of the labour market, and it does not provide financial autonomy.
7. *Funding.* Allocation from state budget supports mainly salaries, stipend and meals of students but very little funding is provided for the teaching-learning process. Budget for capital expenditures is nil. Non-budget revenue from services is limited.
8. *Social Partnership.* While active participation of industry and other social partners is a critical ingredient of an effective vocational education and training system, there is no mechanism to engage them on an institutionalized basis. At the institutional level, Industry Advisory Boards (IABs) have been established in the PVSs although still needs to be strengthened. The

mechanism at the national level to engage industries and other social partners in policy formulation, planning, and oversight functions over the system has yet to be established.

**In order to solve existing problems and to shift to new level of workers' preparation, the following policy measures are proposed to be implemented:**

1. Optimize and modernise the TVET infrastructure.
2. Improve the quality and relevance of training according to the needs of the labour market.
3. Improve management and financing of educational institutions, introduce programmes of monitoring, reporting and evaluation.
4. Improve access to the TVET system.
5. Provide conditions for strengthening the role of social partners in PVE.
6. Develop National Qualification Framework for priority areas of training in vocational education.
7. Introduce ICT to analysis of labour market, study process, and management of educational institutions.
8. Disseminate mechanisms of independent accreditation, assessment and certification in all areas of TVET.
9. Support social partners' activity in the PVE system at institutional level.
10. Integrate National Qualification Framework of TVET into general qualification system.
11. Provide operation of the PVE as a flexible and open structure of manpower development responsive to the needs of economy, business and society as a whole.

**Table 3. Primary vocational education: main indicators**

	<b>Indicators</b>	<b>Baseline (2011)</b>	<b>Midterm forecast (2014)</b>	<b>Benchmark (2020)</b>
1.	Percentage of strengthened and modernized PVSs	40 %	60 %	80 %
2.	Percentage of optimized PVSs	-	10 %	25 %
3.	Share of short-term training participants in total enrollment	40 %	50 %	75 %
4.	Number of occupational standards developed in partnership with employers	7	49	60
5.	Number of registered and accredited curricula	-	20	40
6.	Percentage of increase of library fund of PVSs with new books	10 %	35 %	60 %
7.	Numbers of PVSs that have introduced per capita financing	-	5	110
8.	Number of developed inclusive programs for the out-of-school youth and the disabled	3	8	25
9.	Increase in share of women, recruited in PVSs	30%	+5%	+10%
10.	Percentage of the graduates employed on the basis of contracts signed between a PVS and employers' organizations	10 %	30 %	45 %
11.	Percentage of educational institutions, which take orders for training of specialists from employers	5 %	10 %	30 %
12.	Number of established competence certification centres	-	2	9

## 4. Secondary vocational education and training

### Situation Analysis

About 100 occupations are covered by the secondary vocational education organizations. That system is reliable enough and supports industrial sector at the labor market. On average 64 thousand students are taught in 122 secondary vocational schools.

**Plan of admission to the secondary vocational educational institutions for 2009-2010 academic year** was adopted taking into account the forecast plan of the demand for the professionals, based on the requests from the profile ministries and agencies, as well as information supplied by the oblast-level public administrations.

	Budget-funded		Resident education		Non-resident (distant/correspondent) education	
	Planned	Admitted	Planned	Admitted	Planned	Admitted
2009	5181	4923	21871	17351	1500	1030
2010	5106	4923	21317	16076	2404	971

**Within the framework of education quality control** changes and amendments are made in the programs of licensing and acceptability specifications of licensing of all kinds of educational organizations.

Quality control departments are established and function in all SVEI of the KR. In 2009-2010 academic year SVEI changed to module/rating appraisal system of the students' knowledge.

**The following problems of secondary vocational education** can be emphasized:

1. The results of secondary vocational education (SVE) do not match requirements of the labor market. Existing qualifications in the SVE are outdated, and therefore the graduates do not have the skills and knowledge demanded by the labor market. Poor quality of programs due to lack of systematic SVE coordination between SVE agencies, the private sector (business) and the labor market. Education SVE programs are focused more toward the theory, not practical competence.
2. Uncompetitive SVE students in a number of professions and occupations. Professions and specialties in the SVE are not evaluated regularly in terms of the developing labor market future requirements. Therefore, in addition to weak preparation of a graduates the system, by virtue of inflexibility, faces with excess or lack of certain professions.
3. Unattractiveness of SVE for potential consumers (students, adults, businesses). Although 50% of the economically active population are engaged in private enterprise in agriculture, only a few SVE institutions provides programs designed for this particular segment of the population. Opportunities for those adults who want to change their area of specialization are also limited. SVE program, which can help in income generating activities are poorly developed.
4. Ineffective SVE management system. No mechanisms for interaction between suppliers and consumers of vocational education services. A system of measures to enhance accountability for the quality of education services is not developed. SVE institutions do not have sufficient autonomy to creatively and flexibly respond to changes in the labor market. In addition the professional activity to improve the image of the SVE is very weak. Population does not know about the programs offered by the SVE institutions, or is not fully informed about the skills and knowledge that can be obtained by finishing the existing education courses.

5. Lack of resources in SVE facilities. Despite the reduction in the students number and administrative and technical personnel remains unchanged, which raises serious questions about their effectiveness. This is also true for the SVE financing. Costs per student in the SVE are among the highest in the education system. However, most of the resources going to social assistance and maintenance of infrastructure, leaving very limited funds to very educational process and its logistic support.

**Priority policy areas:**

1. Bridge the gap between the SVE programs structure and labor market requirements, paying particular attention to the regional differences.
2. Involve employers in the graduates’ qualification evaluation process.
3. Raise the prestige of the SVE to all segments of the population.
4. Optimize SVE management system.
5. Improve the quality of the SVE human resource capacity. Introduce a system of assessment of each teacher’s performance.

**Table 4. Secondary vocational education: main indicators**

	<b>Indicators</b>	<b>Baseline (2011)</b>	<b>Midterm forecast (2014)</b>	<b>Provisional forecast (2020)</b>
1.	Percent of budget-funded studying seats allocated for occupations that correspond to the country priorities and economic strategies by regions	20%	40%	60%
2.	Percent of increase in the number of those interested and admitted in SVE organizations	3%	15%	25%
3.	Portion of professional standards designed jointly with employers	2% (tourism)	30%	60%
4.	Portion of graduates employed due to the contract between educational institutions and employers’ organizations	10%	% of actual	% of actual
5.	Portion of educational institutions that are commissioned by employers to train specialists	3% [estimation]	50%	100%
6.	Portion of teachers who have participated in the in-service training programmes	3%	30%	50%

**5. Higher professional education**

**Situation Analysis**

The market of educational services for youth and adults is increasing and becomes more and more competitive. 52 higher educational institutions function that host 230,2 thousand students (by property ownership – 31 state institutions and 21 non-state ones, 3 state HEIs are self-financed).

The distribution by regions is the following:

- In Bishkek there are 21 state HEIs and 9 non-state HEIs;

- In Osh and Osh oblast there are 5 state HEIs and 1 non-state HEIs;
- In Djalal-Abad (both the city and the oblast) there is one state university and 2 non-state HEIs;
- In Issyk-Kul oblast there is one state HEI and 3 non-state HEIs;
- In Naryn, Talas and Batken oblasts have one university each – these are state HEIs established during the independence years.

State funding covers training of the students based on state order in budget-funded groups. At the same time, this labour market requires establishing an efficient system of state regulation of education quality.

**Plan of admission to the grant (budget-paid) vacancies in higher educational institutions since 2009-2010 academic year** has been formed based on the new mechanism of distribution of grant vacancies, i.e., plan-forecast for HEI training of specialists in demand at the internal labor market. The plan-forecast is based on requests from the ministries and agencies and oblast-level public administrations.

In 2009 a new category of entrants aiming at grant tuition was taken into account within the framework of the target admission: those who were assigned by relevant local government bodies.

A tripartite contract is concluded with the students admitted within the framework of the target admission (a student – higher educational institution - head of the body which assigned the entrant for education). According to that contract, the graduate is obliged to return to work in the relevant rayon, and the local authorities are obliged to employ the graduate.

In 2010 step-by-step additional subject tests were introduced in the structure of ORT (National Testing). Along with earlier tests in chemistry, biology and foreign languages, new tests were introduced in physics, history of Kyrgyzstan and the world history. In 2010 most of the entrants selected the subject test in history - **15627** persons, in biology - **6364**, in chemistry - **4602**, in physics - **4876**, in the English language - **4467**, and in the German language - **170**.

In total, for 2010-2011 academic year 5318 students were admitted on grant basis for the following branches: education - 2315, construction - 258, energy - 304, mining - 210, transport - 157, agriculture - 255, public health services - 283, culture and art - 227, telecommunication and communication - 113, computer technologies - 271, social/humanitarian specialties - 259, equipment and technologies - 106, food-processing industry - 60, light industry - 67, environment and tourism - 71, for ME KR - 120, for Ministry of Interior KR - 236. 1801 persons were admitted for engineering and technical specialties (in 2009- 1737), for pedagogical specialties - 2315 (in 2009 - 2627). Against the previous year, admission for grant education on such specialties as energy, computer technologies, agriculture, telecommunications, and equipment and technologies has increased.

In total **3888** persons (**21 %**) were admitted to the contractual tuition in the state HEI based on the outcomes of the National Testing. Since 2011 admission of full-time entrants on contractual tuition is possible only based on the outcomes of the National Testing.

In 2007 about half of the HEI students were involved in distant education (47 %), which had a negative impact on the quality of education in general and impaired the pattern of balance in high-quality education. In 2007, the state decided to establish 20 % quota for the entrant on distant education and lower threshold cost for 2 forms of contractual education (15 thousand and 13 thousand Soms, accordingly), although that measure was unpopular. That 20 % quota for distant education resulted in reduced number of students for that mode of education. Compared with 2007-2008 academic year, the number of distant-learning students in 2010 was reduced by more than 16

thousand persons. In total, during 2010-2011 academic year 12216 students were admitted for distant mode of study in the state HEI, which makes 39 % of the general plan of admittance to HEI. In total, at the beginning of 2010-2011 academic year 43 % of students have been educated in distant departments of HEI.

**Within the framework of education quality control**, changes and amendments are made in the programs of licensing and acceptability specifications of licensing of educational organizations.

In 2009 HEI were inspected and as a result educational activity of 14 HEI and their structural units was terminated; 15 higher educational institutions lost their licenses for 70 programs of higher vocational training and licenses of 17 HEI were suspended for 67 programs of higher education, 4 HEI received a letter of caution.

In 2010 based on the results of audit, licenses were withdrawn for 74 specialties in 14 HEIs, their structural units and branches.

Quality control departments are established and operational in all HEIs of the KR. Starting with 2009-2010 academic year HEIs switched to module-rating system of student assessment.

In 2010-2011 academic year a system of electronic record books and student's cards was introduced for the first-year students. Based on that system a Uniform electronic system of education management in HEIs (UESEM) will be established. Within the framework of the project on the development of a uniform electronic system of education management, educational standards were structured and brought into a uniform electronic format. Electronic directories for the areas and occupations of the Kyrgyz HE system were developed. Electronic systems for the development of personal data of students and professors have been distributed in the HEIs.

**Within the framework of modernization of the content of higher professional education**, in 2009 the new composition of the teaching-and-methodological associations (TMA) was approved under the main HEIs of the country with involvement of the representatives from the employers. A draft of the **new Specification (Classifier)** of occupations and fields of higher professional education is developed and is now being discussed in the teaching-and-methodological associations in HEIs. Prototype of state educational standard (SES) of the new generation was developed and adopted for discussion; the TMA started the development of educational standards for all fields and specialties of education. New generation SES provides for strengthening of a professional component in educational programs. Also, it will focus on the development of practical skills and professional competencies of the HEI's graduates, and updating of the content of the training program according to the development of new technologies. "Methodological recommendations for the development of the graduate models and syllabus design in HEIs of KR based on the competence approach" have been developed within the framework of the Project "Development of pilot SES HVE based on a competence-based approach".

The normative acts regulating organization of educational process in HEIs based on credit/hour technologies (application of ECTS) have been developed and adopted. The normative documents pertaining to the application of the credit technology of education have been adopted by HEI of the country for implementation. At present the credit technologies are used in educational process (for certain fields) in 15 HEIs of KR.

In July 2010 the Collegium of the Ministry of Education and Science of the Kyrgyz Republic approved transition to the two-level system of education (bachelor-master).

The following documents regulating operations in the structural units of HVEIs and SVEIs which run vocational educational programs of additional education have been developed and approved:



- Regulation on a structural unit of higher and secondary vocational educational institution running the programs of additional vocational training;
- Samples of the state documents on the additional vocational training of the Kyrgyz Republic;
- Requirements to the samples of the state documents on additional vocational training of the Kyrgyz Republic.

According to the data of 2008-2009 more than 14749 foreign citizens were educated in HEIs of the Kyrgyz Republic, while according to the data 2009-2010 18281 foreign citizens were educated in HEIs of the Kyrgyz Republic.

Also, in compliance with the Decree of the President of the Kyrgyz Republic “On support measures to be provided to the compatriots living abroad in the issues of education and national culture” as of 25 March 2003 #102, 152 ethnic Kyrgyz persons were admitted to HEIs of the Kyrgyz Republic during the three years. In 2008-2009 academic year 58 students were admitted, in 2009-2010 - 56 students, and in 2010-2011 - 38 students.

**The following problems of the higher professional education can be highlighted:**

1. Inadequate level of skills, knowledge of the graduate. Expert assessments made by employers revealed that the graduates had inadequate level of knowledge and skills. Qualification requirements for graduates of HEIs are rather broad, and diploma exams are of formal nature. The gap between demand at the labor market and the structure of programs of higher education generates an excess of graduates or specialists in one area and shortage in the others.
2. Inefficient system of quality assurance. Two of the existing quality assurance mechanisms - licensing and certification - do not bring much effect because of the fact that they are not used as tools to monitor quality and improvement. There are no appropriate criteria or standards for evaluation of HEIs from the perspective of an independent accreditation institute.
3. Low quality of staff. 60% of the total numbers of teachers do not hold any degrees. HEI practically do not organize improvement of professional skills of the faculty.
4. Inefficiency of the budget costs on the students' education. Almost half of the budget-financed places at universities represent state order for pedagogic staff training; but most students do not fulfill the obligations and transfer from their specialty to a more prestigious one in final year. Only 76% of students are graduating, much less works according to their specialty. According to the statistics, only about 45% of pedagogic staff works according to the placement.
5. Insufficient science development in the higher education institutions. There is no sufficient connection between science and higher education. There is almost no dynamics in shaping scientific schools in HEIs. Many questions, such as the development of scientific skills and mechanisms to attract students to scientific work, were not covered.

**Priority policy areas:**

1. Improving higher education quality assurance systems.
2. Optimization of the structure and levels of higher education.
3. Level the gap between HE and labor market requirements, paying particular attention to regional differences.
4. Reform the in-service training system.
5. Review existing higher education financing mechanisms, taking into consideration transfer of state HEIs to self-financing.
6. Development of university science.

**Table 5. Higher education: main indicators**

Indicators	Baseline (2011)	Midterm forecast (2014)	Provisional forecast (2020)
1. Percent of HEIs that have introduced the two-level system among the total number of HEIs in the country	30%	92%	92%
2. Number of HEIs:	52	Actual	Actual
- State;	31	31	31
- Including state HEIs operating on self-finance terms;	3	6	14
- Private.	21	Actual	Actual
3. Portion of graduates with the degree of (by gender)			
• Bachelor's	7%	40%	70%
• Master's	3%	20%	20%
• Specialists	90%	50 %	10%
4. Number of academic programmes with independent accreditation	2	20	50
5. Qualitative composition of HEIs:			
• Bachelors / Specialist	59%	30%	0%
• Masters	15%	25%	40%
• Kandidat nauk (candidate of sciences)	20%	30%	40%
• PhD	1%	5%	10%
• Doctor nauk (doctor of sciences)	5%	10%	10%
6. Norms (standards) of licensing on infrastructure and equipment for HEI	80%	100%	100%
• Libraries	50%	80%	100%
• Textbooks	1/25	1/12	1/6
• Computers per student			
7. Percent of postgraduate students and Doctor nauk (doctor of sciences) who undergo defense (baseline level for 2006)			
• Kandidat nauk (candidate of sciences)	23.9%	30%	50%
• Doctor nauk (doctor of sciences)	13.3%	20%	50%
8. Percent of employment of HEIs graduates taking into account those continuing education and self-employed	30%	50%	80%

## 6. Adult education and informal education

### Situation Analysis

Education is a process which continues throughout one's life, therefore the state is obliged to give a **chance for continuous education** for all throughout their life, which equally refers to those who want to continue their education, and those who want to make up for the missed chances in education.

At present, the priority in adult education in the Kyrgyz Republic is to cover by education all the citizens, who have never attended school or for various reasons dropped out. Difficult social and life conditions and financial problems which the majority of families are facing force the teenagers to drop schooling and perform low paid work.

Very often, that group of teenagers who were forced to work support financially their families and, accordingly, it would be rather difficult to bring them back to day-time school. Child labor is one of the biggest problems which was aggravated since the moment of independence of Kyrgyzstan. Often, the problem is connected with mass flows of internal migration of parents which makes children more vulnerable in terms of access to education.

Analysis of the students who attended evening and correspondence classes indicates that those are mainly children with intact intelligence, but frequently they have been pedagogically neglected, with low level of training, lack of self-education skills, low efficiency and low diligence, and low level of educational motivation. Such persons require educational conditions for compensatory education.

In 1980-s Kyrgyzstan there were 136 evening/correspondence/shift schools for children and adults. Annually over 12 thousand people graduated from these schools which comprised 0.4-0.6% of all able-bodied citizens. By 2000 only 4 of them remained along with classes for working youth in 25 day-time general education schools covering 1851 students. By 2006 the number of evening/correspondence schools comprised 32 correspondence classes under day-time general education schools and 11 evening general education schools covering 2400 persons overall. According to the National Statistics Committee data (Statistical bulletin "Education and science in the Kyrgyz Republic-2008") there were 15 independent evening schools in 2008 covering 3352 individuals.

In 2009/2010 academic year the number of students at schools and classes of evening/correspondence and shift education has increased: **from 3352 to 5482 students**. Drop out figures; poverty level and unemployment rate necessitate that in the long-term until 2020 in order to stop the process of deterioration of literacy there should be about 80 evening schools operating in Kyrgyzstan. **At the same time the state does not finance education for the people in evening/shift/correspondence schools and classes.**

There is growing awareness of the importance of training and retraining of youth and adults, especially when the unemployment rate is growing. Adult unemployed people when going through the registration in employment bodies is oriented towards retraining usually within the framework of the system of primary vocational education. Whereas, other levels of professional education, such as secondary vocational education or higher education, can design and implement attractive study programmes for adults aimed at gaining necessary skills.

Over 1 000 centres throughout the country have state license for providing informal educational programmes for adults. Many of them are focused on training for the unemployed to help them gain knowledge and skills in order to strengthen their competitiveness at the labour market.

There are 12 adult education centres in all oblast centers of Kyrgyzstan offering wide range of opportunities, such as communication skills and personal development, professional education and auxiliary trainings, study courses for completing basic education and other courses after completing which certificates are awarded. These also imply fully-fledged participation in social life and intergration through educating adults. The centers also offer training for specific target groups such as single mothers, retired persons, unemployed women.

In 2007 the Association of legal entities "Kyrgyz Adult Education Association" (KAEA) was established.

Overall the areas with highest number of providers of adult education services is observed in the areas of language training of adults, training in multifunctional centres offering complex services such as a set of a foreign language + computer skills + office management + organizational management. Also quite a large number of providers offer their services in training specialists in blue-colour occupations in ICT, driving, accounting, economics, and sewing. The courses in civil training, world culture, creative work, and management skills are presented by fewer providers, but cover significantly larger part of adult population, compared to, for instance, courses for relevant skills in tourism or security services.

**The following problems need to be emphasized in the area of adult education:**

1. Adult Education: coverage and literacy rate. According to various studies of international organizations and analysis of the data provided by the National statistical committee KR, between 6% and 11% of the school-age children do not attend school. Rural children make 75% of the total number of children who are not attending school for whatever reasons. On average, boys drop out of the system of school education more than 2 times more often in comparison with girls. Without due education, they join the ranks of the unemployed. There are more homeless children and children-offenders among that group. In 2010, according to the Ministry of Interior, 7,6 % among those who committed crimes were minors. 77,8 % of those people who committed crimes did not study and did not work. The census of 2009 compared to the one of 1999 demonstrates that the number of citizens older than 15 years old who have secondary vocational education has decreased from 10.8% to 7,1%. The number of citizens older than 15 who have general basic education (9 grades) has decreased from 18,3% to 11,9%. The number of citizens older than 15 who have primary general education (1-4 grades) has decreased from 6,3% to 5,5%. Specific weight of the illiterate in the age group of 10-14 years old (usually schoolchildren) increased 3,5-fold, while among the young people of 14-28 years old almost 14% responded “No” to the question “Can you read and write?” (in 1989 it was 4%).
2. The quality of non-formal education. Even though non-formal educational institutions receive a license to begin accepting students, there is no system of accrediting educational organizations that render training services through courses of various complexity levels. As a result, many experts are leery of these institutions’ teaching quality, because the licenses is granted, while quality assurance is performed only by service receiver who get to learn about low quality service only when training starts and funds are already invested.
3. Adjustment of economically active population to quickly changing labour market requirements. The issue of operation of the local adult population retraining system in compliance with labour market requirements – particularly, through further vocational education, is rather urgent. Those citizens who need retraining usually finance it from their own private pocket. Only in exceptional cases local self-government bodies pay for training and skills enhancement of population locally according to the needs and strategic plans for the development of regional economic sectors. Adults should be given chance to combine formal and informal education.

**Priority policy areas:**

1. Increase basic education coverage of those who have never acquired the basic education or abandoned it before legitimate benchmark timing.
2. Provide the legislative framework for adult lifelong learning.
3. Adaptation of the economically active population to the rapidly changing labor market requirements.
4. Establishment of the quality assurance system for adult education (further professional, informal etc.).
5. Forming the system of professional experience and qualifications recognition.

**Table 6. Adult education and informal education: main indicators**

	<b>Indicators</b>	<b>Baseline (2011)</b>	<b>Midterm forecast (2014)</b>	<b>Provisional forecast (2020)</b>
1.	Number of evening/shift-based/ correspondence schools and grades	51	65	80
2.	Number of students admitted to evening/shift-based/ correspondence	5482	10,000	17,000

	schools and grades			
3.	Number of licenses granted for organizing skills development and courses and retraining (informal education)	1000	TBD	TBD
4.	Number of SVE educational institutions that render continuing professional education services (CPE)	According to the licenses for CPE	According to the licenses for CPE	According to the licenses for CPE
5.	Number of HEI educational institutions that render continuing professional education services	According to the licenses for CPE	According to the licenses for CPE	According to the licenses for CPE

## IV. Management, monitoring and strategic planning in education

### Situation Analysis

Contemporary strategic papers in the sector of education KR were analyzed; also comprehensive analysis was made of donor participation in the sector of education of KR (throughout the decade). The outcomes were presented at the International Consultative Donor Council on education under the MES of KR. A Report on the fiduciary assessment of the education sector was prepared by the experts with financial support by the World Bank. In 2009 a Policy review for the education sector was made with involvement of OECD experts, together with the World Bank.

Based on the indicators developed, monitoring of activities in the sector of education and science was conducted, being a component of the country strategic documents.

Since 2009 annual internal evaluation of effectiveness of operation of the Ministry of Education and Science KR is conducted.

The following draft documents are developed: Concept of education development in the Kyrgyz Republic for 2012-2020, and the Education Development Strategy for 2012-2020.

Under condition of stable and full-fledged funding fitting the needs, it would be possible to count on success of the reforms which in turn will give high-quality educational results at all educational levels.

In 2011 the European Commission started a two-year Project "Support to Education Sector in the Kyrgyz Republic" on introduction of the Program of sector-wide support to the development of education (SWAp) into the education system, that radically changes approaches to state management of education.

In 2011 UNICEF started to support creation of the program platform with the development of the relevant "Information database of educational institutions in the KR" for subsequent collection and analysis of data on educational institutions at all educational levels within the country and creation of the Educational portal based on the web-site of MoES.

Among the topical issues in **management, monitoring and strategic planning the following need to be emphasized:**

1. Inadequate coordination of the education management system. The lack of education management information system (EMIS based on quantitative and qualitative indicators, including material and technical, personnel, etc. availability) and resulting inadequate coordination, both horizontal and vertical, between MoES, local governance bodies and educational organizations is the key problem of monitoring and evaluation. National Statistical Committee collects data on a regular basis and publishes it. However, data of the National Statistical Committee formed in the format of annual trends cannot be used for operational management of the education system. Besides, the order for the relevant research and publication of the annual collection "Education & Science" of the National Statistical committee costs about 1 million soms a year.

2. Insufficient and controversial information. Effective management of the education system is problematic because of the lack of comprehensive information about the sector. This situation does not meet modern requirements for result-based management and evidence-based strategic planning. Relevant ministries, including MoES, also participate in data collection, though the data collected by the National Statistics Committee and information of MoES vary significantly.

3. Inadequate monitoring and evaluation system. Modern management and strategic planning is directly dependent on the integrated monitoring and evaluation system, including an independent one, which is currently absent in the education sector. Given the strategy of providing greater autonomy to schools and other educational institutions, it is important to determine the accountability mechanisms that ensure efficient, effective and transparent operation of autonomous educational institutions.

4. Weak public-private partnership in education management. Coverage of the education sector, in terms of employment, is very big. Naturally, any change in this sector is of great public interest and involves many stakeholders. However now the efforts of participants and stakeholders of the educational process is often expressed in different ways and levels. Parents' committees, boards of trustees, etc. have formal character and need institutional development. Public advisory councils of at the level of rayons and cities education management have not been established yet.

5. The management system's function is limited to oversight activities over the proper execution of guidelines and resolutions. Systematic monitoring and evaluation of education quality is not conducted. The management system does not encourage local decision-makers to take ownership and responsibility over results of their actions. The Ministry of education and science has no additional opportunity for implementing efficient policy due to the lack of capacity to appoint and discharge directors of educational institutions.

#### **Priority policy areas:**

1. Determine the functions of organizations and authorities in the education sector.
2. Increase transparency and accountability of authorities.
3. Motivate educational service providers to operate efficiently.
4. Provide infrastructure support of effective management.
5. Promote corporate management model for educational organizations.
6. Implement the united strategy of public financing in the education system.
7. Increase the efficiency of financial management system in education.
8. Develop an optimal model of monitoring and evaluation of education system KR as an information basis for management and forecasting of education development.
9. Integrate the monitoring and evaluation system in decision-making process. Implement a HR reform.
10. Institutionalization of monitoring and evaluation processes in the education system.

#### **Table 7. Education management system: main indicators**

	<b>Indicators</b>	<b>Baseline (2011)</b>	<b>Midterm forecast (2014)</b>	<b>Provisional forecast (2020)</b>
1.	Regularity of carrying out of the functional analysis of structural divisions in the education system	Functional analysis is conducted on an occasional basis, including the ones initiated by the donor community	Functional analysis is conducted by a contracted company on a regular basis (once in three years) and is initiated by state bodies	Functional analysis lays the foundation for building efficient structure of the MES of the KR and the management system of the education as a whole
2.	Development of autonomy of educational institutions	Possibility of granting autonomy is realized as a part per capita financing in schools of the KR	Schools worked based on per capita financing principles according to strategic development plans	Per capita financing and strategic planning is introduced at all levels of education system from preschool to HEIs
3.	Percent of schools where public-state structures are established (e.g., boards of trustees) to facilitate strategic management of general education organizations	Less than 10%	30%	More than 50%
4.	Involvement of interest groups in dialogue with education management bodies and design of the education policy	Relevant regulatory framework is operational, Public Advisory councils are established at the levels of ministries and agencies	In 56 city and rayon educational departments Public Advisory councils are established in order to involve in policy dialogue experts and representatives of NGOs and to ensure transparent activity and management bodies	Educational policy is designed and discussed with due account of interest groups – consumers, using internet forum's open format
5.	Ratio of applicants to vacancies for key positions in education management (this demonstrates attractiveness of administrative positions)	2 to 1 on average	Has increased twice compared to the baseline year	The dynamic of increase in the number of applicants per vacancy in educational management bodies of all levels (central-city-rayon)

**Table 8. Financial management of education: main indicators**

	<b>Indicators</b>	<b>Baseline (2011)</b>	<b>Midterm forecast (2014)</b>	<b>Provisional forecast (2020)</b>
1.	Use of the minimum standards for definition of requirements of local	Used within introduction of PCF in 1/3 of all	Introduced and used in the school	Used throughout all levels of educations (from preschool to

	budgets on education	schools in the country	education system	HEIs)
2.	Share of schools of the state general education with the system of per capita financing	32,7%	100%	100%
3.	The minimum standard of financing per student of primary vocational education	Development stage	Developed and partially implemented	Fully implemented
4.	The minimum standard of financing per student of secondary vocational education	Does not exist	Developed	Fully implemented
5.	The minimum standard of financing per student of higher professional education	Exists in the form of minimal training cost	Developed	Fully implemented
6.	Change of a format of republican and local budgets – transition to programme budgeting	Attempts to formulate	Piloted and partially implemented	Fully implemented
7.	Establishment of internal audit system and the system of automated accounting in the MoES (due to optimization of the structure)	The internal audit department is established	The systems of internal audit and automated accounting are operational	The systems of internal audit and automated accounting are operational
8.	The developed modular sessions for (on the job) training of administrators of educational institutions in management. Regularly trainings are carried out.	Does not exist	Piloted and partially implemented	Fully implemented
9.	The percent of financial provision of implementation of strategic development programmes (not network maintenance, but rather development programmes): - State budget level: - Level of donor participation:	20% 80%	50% 50%	70% 30%
10.	The percent of coverage of the need against the standard of budget financing (PCF) in schools of the KR	82%	Actual TBD	Actual TBD

**Table 9. Monitoring and evaluation: main indicators**

	<b>Indicators</b>	<b>Baseline (2011)</b>	<b>Midterm forecast (2014)</b>	<b>Provisional forecast (2020)</b>
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1.	Percent of main policy documents (strategy and other strategic documents) that contain monitoring and evaluation plans	Less than 50% as a whole	100% of strategies and more than 50% of other corresponding documents	100% of strategies and 100% of other corresponding documents
2.	Functioning of structural divisions on monitoring and evaluation in the MoES	The department of monitoring and strategic planning of the MoES of the KR is created	Along with the department on monitoring and strategic planning, the MoES of the KR has generated capacity for evaluation at the National Testing Centre, Kyrgyz Academy of Education and with involvement of independent evaluators	The monitoring and evaluation system relies upon relevant quantity of structural divisions for carrying out of high-grade regular monitoring of the education system and evaluation of its results
3.	Presence of corporate information network and of the data management system	Information databank (as a part of the joint project of UNICEF and the MoES) for school level	All departments of the MoES and all regional departments of education are fully involved; software is installed, an updatable databank on all educational levels is launched. Educational portal is operational and integrated in active web-site of the MoES, the long-term concept of EMIS is developed	All educational institutions in the country are completely involved in corporate information network and the data management system
4.	Presence of internal operational manuals that integrate the system of monitoring and evaluation into decision-making process, into relevant strategic documents developed by the MoES, into activity of structural divisions of the MoES, local management bodies and further on – at the level of educational organizations	MoES and education management bodies operate on the basis of relevant regulations	Presence of internal operational manuals that integrate the system of monitoring and evaluation into decision-making process, into relevant strategic documents developed by the MoES, into activity of structural divisions of the MoES, and local management bodies	Presence of internal operational manuals that integrate the system of monitoring and evaluation into decision-making process – in each structural division of the MoES, for REDs and city education department, for educational organizations by levels

5.	Presence of the monitoring and evaluation system of student achievements at the level of general education organizations	Implemented through the projects on formative and summative assessment, participation in the National assessment of student achievements and PISA, and also through traditional state final attestation	The tool for monitoring and evaluation of student achievements is designed and tested in uniform format for schools of the country	The monitoring and evaluation system of student achievements is operational at the level of each general education organization
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## V. Monitoring and Evaluation of the EDS 2020

The effectiveness of the strategy implementation in practice should be determined by a board of independent appraisers. There is a list of recommendations and criteria suggested for evaluating the strategy. Recommendations are divided into three stages: (1) strategy development, (2) implementation of the strategy, (3) and revising the strategy.

### Objectives for monitoring and evaluation:

1. Evaluate implementation of the Education section in the Country Development Strategy for 2009-2011. (Results and achievement of indicators);
2. Identify successful components of the Education section in the Country Development Strategy for 2009-2011;
3. Ensure the development of the EDS 2012-2020 and three-year action plans;
4. Ensure capacity building of the parties responsible for the action plan implementation;
5. Implement all requirements for the mandatory evaluation of effectiveness of the plan.

### Assessment criteria

	Evaluation	Clarity	Participation	Communication	Management
1 <sup>st</sup> stage: Development of the strategy	Comprehensive analysis of a situation is conducted and statistical data from various (official and informal) sources is used;  Tasks and activities are measurable	Strategic priorities are formulated and explained on the basis of the situation analysis;  Development tasks are based on results of the situation analysis	All stakeholders participate in the development of the strategic plan;  Instructions on implementation are disseminated to each stakeholder that is responsible for implementation of the strategic plan	All stakeholders are informed about the process and its stages in due time;  The final version of the plan is available to all stakeholders	Roles and duties of all parties in implementation are accurately defined;  The detailed action plan is developed
2 <sup>nd</sup> stage: Implementation of	The main indicators are	Performance of the planned actions guarantees	All stakeholders participate in the implementation	All parties responsible for the	Roles and duties of the parties responsible for

the strategy	defined; All necessary statistical data are collected.	achievement of the purposes; All actions are carried out according to the plan	of the plan; The parties responsible for implementation of the plan operate according to the strategic plan	implementation of the strategy, and also stakeholders are aware of the content of the strategy; All aforementioned parties are regularly informed on the course of implementation of the strategy.	the implementation of the strategy are accurately defined; Sufficient resources are allocated for strategy implementation.
3 <sup>rd</sup> stage: Correction of the strategy	Evaluation and monitoring mechanisms are developed; The Strategy is reconsidered and updated	If necessary the strategic plan is reconsidered according to political and economic situation, and also according to other essential changes in the country; The schedule of the strategy implementation is also reconsidered according to the Strategy changes	Close consultations of stakeholders concerning possible revision of the Strategy	All interested parties are informed on changes and processing of the EDS 2020	Roles and duties of all parties responsible for revision of the EDS 2020 are accurately defined.

**List of basic indicators to assess performance of state executive bodies and LSG bodies of the KR**

<b>№</b>	<b>Indicator</b>
1	Literacy rate of the population aged 15-24, %
2	Share of students of main school out of total number of children of relevant age, %
3	Number of children who attended preschool education institutions as a % of total number of children
4	Number of foreign students (export of education)
5	Number of students of SVEIs per 10 000 people
6	Number of students of HEIs per 10 000 people
7	Share of employed graduates of HEIs (inclusive of continuation of education and self-employment)

8	State budget expenditures for education (as % of GDP)
9	Number of newly registered educational institutions based on private property type

## VI. Expected results

1. The outcomes of education take long to become visible. Because of that, during a three—year period of 2012-2014 a system of competence-based teaching will be built (replacement of the paradigm of knowledge by the paradigm of competence). Accordingly, afterwards the main criteria of the education system's efficiency will be a graduate who is capable of adequate reaction to challenges s/he encounters and competent enough in compliance with relevant economic, socio-cultural and political needs of the country.

2. With regard to the introduction of the State educational standard at pre-school level, the introduction of prior-to-school preparation, curriculum-based education into school education starting with the 1<sup>st</sup> grade in 2011-2012, the design of new standards in vocational education, the transfer of higher education system into 'bachelor's-master's', the introduction of new payment system based on efficiency of activity – the education system built that way will provide each pupil and student with basic and specific qualifications that would enable excellent performance of communicative, professional and other tasks at various stages of own development:

a. During preschool education the child will acquire the competencies that will enable him/her act in close environment and start studies at school.

b. Graduates of general education schools will have to acquire key (information, social-communicative and decision-making competencies), along with subject-related competencies at the level sufficient to continue studies or to enter the labour market.

c. Stages of vocational education will have to provide preparation of workers in compliance with the labour market requirements and able to systematically enhance their skills in different forms or retrain.

3. Education should prepare the individual to live in highly uncertain circumstances. This statement is a methodological foundation of the continuing education and learning community that should secure multiple returns to education system at both formal and informal levels as the individual encounters new problems and challenges.

**Provided that the financing is stable and human resources are sufficient, by 2020 the implementation of the EDS will have following results:**

1. Constant financing of the education and science system;
2. Increase in the coverage by programmes of pre-school development and education;
3. Development of the system of short-term courses and retraining to satisfy needs and interests of population, particularly vulnerable groups and individuals with disabilities;
4. Introduction of competence-based approach in education – result-oriented education at all levels;
5. Formation of a modern educational environment;
6. Laying the foundations of inclusive, multicultural and multilingual education;
7. Enabling lifelong learning;
8. Development of social partnership at all education levels and involvement of community and employers into proactive participation in education process;
9. Creating the mechanism of efficient management and financing of the system;
10. Common approaches to introduction of the financing model based on the SWAp in the education sector are designed, with due account for automation of processes of

- financing, securing transparency and audit of the MoES, local education management bodies and educational organizations;
11. The decision-making system is provided with the data of monitoring and evaluation, conceptual vision of the development of the Education Management Information System (EMIS) is shaped based on the relevant set of indicators and software;
  12. Narrowing the gap between requirements of labour market and the system of education and training;
  13. Increase in the portion of certified graduates of long-term and short-term courses of VTE who got employed according to their training;
  14. Development of university science, encouragement of innovative works.

## **VII. Challenges and risks** (in view of the world development trends and internal risks):

1. The condition of the economic development;
2. Uncertainty of social situation that prevents from regulating effectively processes of reforming the education system;
3. Political instability, natural disasters, technogenic catastrophes, corruption;
4. Decrease in state financing or under-receipt of sufficient budgetary funds for education system operation;
5. Delay or termination of investments inflow into the education system for consecutive implementation of policy measures for sector development;
6. Deterioration of educational and cultural capacity of the population, strained demographic situation and inadequate control over internal and external migration;
7. Growth of radical religious movements and interreligious tension in Kyrgyzstan;
8. Society isn't involved in the process of development and implementation of educational policy;
9. Low level of academic freedom and academic honesty;
10. Low prestige of teacher's occupation;
11. Lack of understanding of the innovations conducted in education and their necessity in certain social strata and parts of professional community;
12. Increasing gap in the chance for quality education among children from well-off and low-income families, and also children living in urban and rural areas;
13. Backlog in the area of ICT introduction;
14. Lack of mechanisms to support the concept of inclusive education (including such groups, as migrants, refugees, street children).

## **Acronyms**

ADB

Asian Development Bank

AP	Action Plan
AVET	Agency for Vocational Education and Training
CDS	Country Development Strategy
DCI	Development Cooperation Instrument
DFID	Department for International Development
EBRD	European Bank for Reconstruction and Development
EC	European Commission
ECTS	European Credit Transfer and Accumulation System
EDS	Education Development Strategy
EMIS	Education management information system
EU	European Union
FTI – CF	Fast track initiative – Catalytic Fund
GDP	Gross Domestic Product
GTZ	Deutsche Gesellschaft für Technische Zusammenarbeit
HEI	Higher education institution
IMF	International Monetary Fund
KAO	Kyrgyz Academy of Education
LSG	Local Self-Government
M&E	Monitoring and Evaluation
MDG	Millennium Development Goals
MEAP	Ministry of Economy and Antimonopoly Policy
MoES	Ministry of Education and Science
MoF	Ministry of Finance
MoH	Ministry of Health
MYLE	Ministry of Youth, Labour and Employment
PCF	Per Capita Financing
PFM	Public Financial Management
PISA	Programme for International Student Assessment
PVE	Primary Vocational Education
QA	Quality Assurance
SDC/SECO	Swiss Development Corporation
SME	Small and medium-sized Enterprise
SPSP	Sector Policy Support Programme

SVEI	Secondary Vocational Educational Institution
SWAp	Sector Wide Approach
TA	Technical Assistance
TVET	Technical-vocational education and training
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children’s Fund
USAID	United States Agency for International Development
VET	Vocational Education and Training
WB	World Bank