

Guidance on Preparation of Country Report

Brief Situation Analysis of CLC

Please complete this report and submit to UNESCO Bangkok before the 15th of July 2011 (total 6-8 pages max)

1. Establishment and expansion of CLCs in the country – 1½ pages

1.1. National policies and strategies of CLCs

At the moment the Kyrgyz Republic is the independent multinational state in Central Asia that occupies the territory of about 200, 000 square kilometers and is located in the center of Eurasia continent in Tien Shan and Pamirs mountain system within the Great Silk Way. In the south the country borders with Tajikistan, in the southwest – with Uzbekistan, in the northeast - with Kazakhstan, in the southeast – with China.

The main territorial units are the following: 7 oblasts, 40 rayons, 22 cities and 458 aiyi okmotu (rural councils).

The Constitution of the Kyrgyz Republic declares prohibition of any kind of discrimination. It is provided that nobody may be subjected to any kind of discrimination, infringement of rights and liberties based on origin, sex, race, ethnic or language. According to the Constitution of the Kyrgyz Republic, actions able to disturb peaceful life of people, propaganda and initiation of national discord are recognized as anticonstitutional.

According to the Law of the Kyrgyz Republic “On education”, the main principles of education are the following:

- Equal rights of all citizens of the Kyrgyz Republic for obtaining quality education;
- Mandatory and free of charge primary and basic education for every citizen, and free of charge general secondary education in the state and municipal educational institutions;
- An opportunity to obtain primary, secondary and higher professional education in state educational institutions within the limits of state educational standards and requirements;
- An opportunity to obtain education on free of charge basis, including in the educational institutions;
- Humanistic character of education, priority of values common to all mankind in combination with the national cultural legacy, inculcation of civic consciousness, diligence, patriotism and respect of human rights and freedoms;
- Orientation to achievements of domestic and global science and international experience;
- Systematic nature and continuity of the educational process;
- Independence of education from political and religious institutions;
- Variety of education institutions based on types and forms of education, upbringing, areas of activity, ownership forms;
- Secular nature of education in the educational institutions;
- General accessibility of secondary general education, compliance of education system with the level and features of development of students;
- Creation of conditions for continuous creative capacity growth for gifted and talented students;
- An opportunity for functioning of non-governmental structures of education;
- Academic freedom of education institutions, academic fairness.

Education always was considered as one of the most important social priorities in Kyrgyzstan, it remains the same during transition period as well.

The first decade of Kyrgyzstan's independence turned out to be a period of educational experiments and changes and the time when we had to address complicated tasks related to replacement of authoritarian centralized system with the system based on democratic principles and plurality of values. We had to change many things. **Quality, effectiveness and accessibility** were key guiding principles for reforming.

The Constitution of the Kyrgyz Republic, the Law "On education", and several national education programs determined the main principles and tasks that required addressing in the sphere of education:

- Enabling equality in terms of access to education;
- Upgrading the content of education and teaching techniques;
- Improved quality;
- Enhancing effectiveness when using resources,
- Democratization of administration.

Thus, in 2000, the State Doctrine of education in the Kyrgyz Republic was adopted that defined the development strategies for education in the country till 2025. At that time models of State education professional standards for higher education were approved.

In 2002 the Concept of education in the Kyrgyz Republic was approved. Equality, accessibility and quality of basic education are defined as the main priorities.

In 2003 the new version of the Constitution of the Kyrgyz Republic was adopted, where article 32 provided that the state should guarantee the implementation of the right of all citizens of the Kyrgyz Republic to obtain free of charge basic education. The new Law "On education" was adopted, where the principles of equal, quality and accessible basic education are legislatively stipulated.

In 2006, Mid-term strategy of financing of education in the Kyrgyz Republic was adopted. The application to Catholic fund was prepared requesting to allocate funds within the frame of Rapid achievement of Education For All objectives.

In 2007, the Law KR "On the new version of the Constitution of the Kyrgyz Republic" was adopted. Country development strategy for 2007-2010 was approved.

In 2008, Sector strategic development program of the Ministry of education and science of the Kyrgyz Republic was developed.

In Kyrgyzstan, broad legal framework was created for health protection, for combating human trafficking, enabling gender equality and etc. that includes the laws and normative and legal acts.

There is no special Law or regulation for CLCs activity. But there is Law on adult education that allows provide education for adults in any kind and based on equal opportunities. The non-formal education principles that are basis of CLCs activity in Kyrgyzstan indicated in the Education Development Strategy for 2020, where considered non-formal education as an important part of education for adults and people who did not obtain the general secondary education. Also, one of the reasons why in the Kyrgyz Republic much attention is paid to the Education for adults, is the fact that the country signed certain agreements, decisions and many other international documents related to the education for adults as a whole: Global education forum (Dakar, April 2000) set up a task to achieve the implementation of the

rights for education. All countries in the world expressed their dedication to Global EFA Declaration that defines six main objectives that should be achieved by 2015. The Kyrgyz Republic also assumed the obligation to achieve these objectives. In Kyrgyzstan, National Action Plan of the Kyrgyz Republic on EFA was developed and approved by the Regulation of the Government KR as of July 30 2002 #504, where there is one component dedicated to the matters of education for adults. In this regard, CLCs plays an important role in provision of education and trainings for all who need it.

1.2. Objectives and target groups of CLCs

With the support of UNESCO and the Ministry of education and science of the Kyrgyz Republic, five Community Learning Centers (CLCs) and the CLC Resource Centre have been established in rural villages in Kyrgyzstan. Each of the 5 CLCs has been provided with four computer sets connected in a network, a printer, video equipment with video materials for children, computer training programs (for EXCEL, Windows, English language, etc.), “Kirill and Mefody” encyclopedia on CD, and other similar materials. The CLCs are typically staffed with one manager and one trainer. At present the CLCs provide computer training, life skills trainings, agricultural skills trainings to both children and adults. And the next year is planning to provide the post conflict education for children and adults. The objective of CLCs is to be flexible to economy flows, labour market needs, population needs and provide qualified education to all population without any discrimination of age, gender and equity. The target groups of CLCs are: adults, youth, children, pensioners, farmers, women, small and medium enterprises, local community, local governmental bodies.

1.3. Number of CLCs (please fill in the table below. If necessary, modify the table)

Year : 2011

CLC		Learning/NFE centre ¹ (multi learning programme)		Adult literacy Centre (only literacy)	
Government	NGO/others	Government	NGO/others	Government	NGO/others
	5 regional CLCs				12

1.4. Types of activities taking places at CLC (if you have government/NGO supported CLCs in your country)

#	Lesson, Training, Activities at CLC	Please tick!
1	Literacy	✓
2	Post literacy	
3	Non formal Basic Education	✓
4	Technical, Vocational, Income generation	
5	Early Childhood Care and Education	
6	Equivalency Programme (Primary)	
7	Equivalency Programme (Lower/junior secondary)	

¹ Learning centres of which functions and approaches are similar to CLC

8	Equivalency Programme (Secondary)	
9	Community dialogue and meeting	✓
10	Others (non formal education, adult education, life skills)	✓

2. Quality Assurance of programme delivery and learning achievements- 1½ pages

2.1. Quality Assurance System for CLC programme/Literacy programme delivery (M&E system, minimum standards, accreditation, etc.)

Traditionally the adult education system in Kyrgyzstan is presented by a few programs:

1. General educational programs implementing in evening shift schools or in the form of external studies for adults those didn't get secondary compulsory education and ho used to work at the same time.
2. General educational programs for students of the vocational schools.
3. In-service training and retraining programs for adult employed population who have both secondary compulsory education and high education Diplomas

But in during of the same time new types of the organizational structures offering new educational programs to adult population of the country have started to be created.

By the current moment the formal education system of youth and adults demonstrates following outputs due to the education sector reforming:

- Coefficient of students transfer from primary level to the medium level at the secondary school (that is safety cohort to 5th grade) is the 99%.
- Coefficient of students transfer from medium level to the senior school at the secondary school is 73%.
- Enrollment of students in vocational education is 3%.
- There is an increase in the number of evening (shifting schools) and correspondence schools by 2006 - 32 corresponded classes under the secondary schools and 11 evening secondary schools with total enrollment of 2400 students.
- Number of students in vocational schools (lyceums) have been increased on 10 % in during of 5 years, that is approximately 28,6 thousands students and more than one third part out of them (around 36 %) are females. The training is provided on 125 specialties. Approximately 11 thousands students in vocational lyceums and vocational schools are getting school-leaving Certificate together with the receipt of the profession annually.
- In during of last 5 years there is a stable growth of secondary vocational establishments' number including private – that is increased on 25, times. Number of students per 10 000 populations have been increased, that is 69. Equal location of primary and secondary vocational educational institutions on territories of Kyrgyzstan, relatively short terms of training, low expenses for training is caused with flexibility and mobility of the secondary vocational training system towards satisfaction of educational needs of the population who has limited economic opportunities when the living standard of the majority population remains low.
- Since 1991 the number of high education establishments has been increased from 5 up to 47 and accordingly the enrolment on more than 200 specialties is 230 thousand students. Government and nongovernmental high establishments also suggested some set of training programs for adults related with the issues of macro and micro-economic development of economics, small & medium size enterprises, ecology of environment and socio-cultural programs.

Since 2000 the non-formal education system began to be created relatively spontaneously (basically due to the technical assistance of foreign countries and international organizations) that is now represents system of the educational services offered by different establishments and implemented through professional and semi-professional courses and courses of civic education aiming to meet adult educational needs. The Ministry of Education has a registration system of educational non-state providers. This activity is licensed by State Inspection on Licensing and Certification of educational establishments under the Ministry of Education and Sciences of the Kyrgyz Republic.

Nevertheless, there are many educational establishments which are not registered yet, therefore it is difficult to assess full scale of non-formal education.

Target groups of informal training are broad adult population as follows:

- youth
- females
- unemployed
- migrants
- pensioners
- people from the group of risks (vulnerable)
- local authority
- trade unions
- teachers of secondary schools and kindergartens.

Usually training cost is different in various regions depending on population paying capacity and living standards. The term “annual training cost”, as a rule, is not acceptable. Training courses in the non-formal training system are short-term and costs calculation of the training course depends on duration. The training duration of CLCs is depending on topic of the training and takes about 300 hours.

CLCs training could be free-of-charge if it is special program within the framework of the project financed by the donor organization. The traditional financial source of training courses is students’ fees for the training and co-financing by the Employment State Services, grants, voluntary payments from business and financing in frames of the State programs.

2.2. Quality Assurance /Certification system to assess learning achievements (minimum standards/benchmarks)

As a rule, the specializing organizations on adult training, and in particular, CLCs support very close communications with formal training and first of all it’s expressed in hiring of formal sector teachers/trainers for training delivering in non-formal sector. Thus, the non-formal sector brings the contribution in professional level growth of formal sector teachers. CLCs are issuing their own certificates based on outputs of participated training courses. Certificates contain the information on the training subject name (and-or set of subjects which are included in the training program), quantity of hours. If it’s training delivered together with other partners the certificate contains logotype of all training providers including partner organizations. For those CLCs that registered as educational organization the monitoring and evaluation of training programs, definition of training outputs, both in formal, and in non-formal sectors of adult education is carried out through procedures of licensing and certification of educational establishments.

3. Decentralization and Management of CLC- 2 pages

3.1. Organization charts from the Ministry/district government to CLC

The CLCs activity is implemented in close cooperation with governmental bodies. The relations depends on projects implemented, for example, if the activity covers vocational education and training CLCs cooperate with the Agency for VET under the Ministry of labour, employment and migration, and if the courses provided under general education the activity closed with the Ministry of education and science. At the place CLCs closely cooperate with local governmental bodies in order to provide necessary information and trainings provision. CLCs operate as centers that keep all necessary information on different kind issues, and assist local population with projects preparation, training opportunities and other.

3.2. Decentralization of programme delivery and curriculum development

The educational and training programs created by CLCs managers and trainers involved into the process. The curriculums created by nongovernmental sector, are developed directly by executors of the project, frequently as agreed with the donor. In a case when on results of training the certificate is given out, providers of training are obliged to receive the license of the Ministry of Education and science of the Kyrgyz Republic.

3.3. Management of CLC

The CLCs is managing by NGO Forum for educational initiatives (FEI) through managers of each CLCS. FEI helps CLCs managers to realize the programs and activity on the place. CLCs managers passed the qualification upgrading programs in the frame of different programs. Managers are active in the work with local population and training delivery. FEI provides all necessary equipment for CLCs, including lobbying of their interest in the governmental bodies, when it is necessary. FEI supported CLCs in Internet provision for those regions where it is needed.

4. ICT and NFE ²- 1 page

4.1. Cases: Use of ICT to improve CLC management, monitoring and its delivery

ICT aspects were realized in CLCs through different donors organizations, including UNESCO Cluster office Almaty. During this project, CLCs managers were learned as multipliers on ICT issues and following delivery of it to the local population. ICT issues were also provided for women, as there was demand of ICT training among women, especially of housewife. It is important to note, that women in a country side possess limited enough opportunities for the further development. It is caused as congestion by works on the house, so more modest level of presence of economic resources.

As a whole, the problem field preventing women in a country side to raise the functional literacy and education looks as follows:

- Lack of financial assets,
- Bad self-organizing of women,
- There is no material interest,
- Employment of women by daily affairs,
- Technical and household character,
- Work which is conducted in this direction by the various organisations is spasmodic and has rather small scope of the population,

² Any projects already implemented/to be implemented by the governments/NGO/private sector.

- Women do not see in training ICT of real benefit for themselves as their everyday work while is far from computer technologies.

- Other subjects (agrarian technologies, the English language, etc.)

As the result of the project the recommendations were done. The educational level of rural women is highly enough; illiterate among them practically is not present.

Condition of ICT in Kyrgyzstan allows include rural women in process of literacy improvement and obtain additional education more actively. The basic sources of the information and knowledge for them are school system, mass media (TV, radio, newspapers), and training rates. Gradually to become information channel the Internet.

The understanding of rural women necessity in computers knowledge, importance of this tool use in modern work is high enough.

5. Literacy Survey and Assessment- ½ pages

5.1. Literacy survey and assessment at regular intervals

In comparison with 1970, in 1990 the general literacy population has been decreased that was overcome by 2006 due to purposeful and regular work on mass coverage by children education of school age, by provision of education availability to all population categories.

The level of adult population' literacy (15 +) has been determined by the Population Census that was defined as almost 99 %. This percent has been confirmed with the MIX – 2006 outputs of sampling research. The level of literacy among youth (15-24) is 100 %.

The ratio of adult population on educational levels shows that 50 % of the population have secondary education, 18 % - general secondary education, 12 % - higher education, 11 % - secondary vocational education, 8 % - primary secondary school, and about 1,2 % of adult population in the age of 7 years old and older – are illiterate: out of them - 51,4 % elderly people, 16,7 % - children in the age of 7-10 years who live in poor households and they can't attend the secondary school, 32 % - children with intellectual and physical deviations and disables since the childhood.

The high percent of population literacy is provided, as mentioned above, with the functioning of multistage system of continuous education that includes the following levels - preschool, secondary school (including evening secondary schools), vocational education (primary, secondary vocational, tertiary), education after completion of higher education institutions and adult population education of (in-service/training courses of improvement of qualification and retraining). Functioning of this system is provided with the Constitution realization of KR and Law of KR "On education".

Training to classical understanding of literacy as having skills to read, write and count it is carried out in frame of formal school education for children of school age, and in evening classes and schools for adult population. Except standard understanding of literacy as skills to read, write and count in Kyrgyzstan there is use of "functional literacy" term that means literacy for professional qualification improvement and employment; it means literacy in terms of informational and communication technologies; the information literacy including skills of mass media use; legal literacy; scientific - practical literacy. In this

regard the network of the nongovernmental establishments is developing actively implementing adult education through the programs of non-formal education (various training courses) for increase of functional literacy.

6. Issues and challenges - ½ pages

It is planning to create the Resource Center in the south of the republic on the basis of CLC with the support of UNESCO Cluster office Almaty. The south region of the Kyrgyz Republic suffered during tragic events in June 2010. In this regard it is seems necessary to provide population with post conflict education on rehabilitation, peace living and equity. The Forum for educational initiatives will provide support to CLC in this activity and provide all necessary issues for this implementation.