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EFA Mid-Decade Assessment

Country Report



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TABLE OF CONTENTS:

1. Introduction:	4
1.1. Political, economic, socio-cultural country background based on specific indicators	4
1.2. The role and place of education in the context of national development	6
1.3. Sources of information and statistical data	7
2. Introduction to the national education system	8
2.1. Education policy:	8
2.1.1. Constitution, legislation on education. The EFA National Action Plan. The country's adherence to international education legislation	8
2.2. Education structure:	12
Formation and development of the existing structure of the education system	12
2.2.1. Description of the education system showing basic statistical data on quantity and coverage	12
2.2.2. Structures responsible for administrating and controlling the education sector by level..	16
2.3. Education funding	17
2.3.1. Structure of the education budget showing sources. Decentralization of funding	17
2.3.2. Proportion of GDP allocated for education	18
2.3.3. Proportion of education expenses in local budgets	18
2.3.4. Shared funding from the state budget, private sector and donors. Donors' contribution to the state funding of education	19
2.3.5. Education funding for vulnerable groups	20
2.3.6. Sources of education funding by level of education	20
2.4. Modern trends in education development (ICT and innovative teaching methods)	20
2.5. Education for vulnerable groups and ethnic minorities	26
3. Progress in developing the six EFA goals	32
3.1. EFA Coordination Assessment.....	32
3.1.1. National EFA Forum.....	32
3.1.2. EFA National coordinator	32
3.1.3. Approval, status, and publication of the EFA National Action Plan	32
3.1.4. Integrating the EFA National Action Plan into the Education Development Strategy and the development planning structure and process	32
3.1.5. External and internal financial support to the EFA Programme	32
3.1.6. System of monitoring and assessing the EFA Programme.....	32
3.2. Analysis of the results in achieving the 1st EFA goal Widening and improving measures on early childhood development and child education, particularly in relation to the most vulnerable and deprived children	33
3.3. Analysis of the results in achieving the 2 nd EFA Goal Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete, free and compulsory good quality primary education.....	38
3.4. Analysis of progress in achieving the 3rd EFA Goal Ensuring that the learning needs of all young people and adults are met through equal access to appropriate learning and life-skills programmes.....	44

3.5. Analysis of progress in achieving the 4th EFA Goal Literacy and equal access to continuing education for young people and adults.....	51
3.6. Analysis of the progress in achieving the 5th EFA Goal Eliminating gender disparities in primary and secondary education by 2005 and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievements in basic good quality education.....	58
3.7. Analysis of the progress in achieving the 6th EFA Goal Improving all aspects of the quality of education and ensuring its excellence so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills	63
3.8. Summarizing all six goals: risk factors in getting an education.....	69
4. Strategies and EFA key issues (EFA flagship programmes) aimed at achieving EFA goals	77
5. System of cooperation and coordination of international support to attain the EFA goals	92
6. General conclusions and recommendations for achieving the EFA goals by 2015	94
7. Bibliography.....	95
8. Statistical annexes	100

1. INTRODUCTION

1.1. POLITICAL, ECONOMIC, SOCIO-CULTURAL COUNTRY BACKGROUND BASED ON SPECIFIC INDICATORS

The Kyrgyz Republic is a sovereign multi-ethnic state in Central Asia, in the heart of Eurasia, covering about 200,000 square kilometres and is part of the high-altitude Tien Shan and Pamir Mountain Ranges on the crossroads of the Great Silk Road. To the south Kyrgyzstan borders Tajikistan, to the south-west – Uzbekistan, to the north-east – Kazakhstan and to the south-east – China.

The country has the following main territorial units: 7 oblasts, 40 rayons, 22 towns and 458 rural municipalities. The country's population is 5,166,400, 3.1% more than in 2004. The population of the Kyrgyz Republic is young: children and teenagers make up 34%, working-age adults 57% and pensioners 9%. 51% of the population is women and the rural population significantly exceeds the urban population at 65%.

According to preliminary estimates, Gross Domestic Product in 2005 was 100.116 billion soms, 0.6% less than in 2004. Excluding Kumtor Mine gold production, GDP growth was 1.4 %.

Growth in construction was 2.1%, trade, vehicle and domestic appliance repairs and personal consumer items - 12.6 %, hotels and restaurants – 12.2 % and transport and communications – 9.5%. Agricultural output fell 4.2 % and industrial output by 12.6 %.

Agriculture accounted for 30.5 % of GDP, industry – 16.1%, construction – 3.5%, trade, vehicle and domestic appliance repairs, personal consumer items – 17.8%, hotels and restaurants – 1.7% and transport and communications – 6.8 %.

Recent years have shown regular increases in average monthly wages and incomes and wage differentials have grown as well. In the European Union countries, highly paid workers get wages 3-4 times higher than those of low-paid workers. In Kyrgyzstan, highly paid workers get wages 9 times higher than those of low-paid workers.

In 2005 the average monthly wage grew by 16.7% compared to 2004 and during the last three years the average monthly wage has steadily exceeded the minimum consumer budget, but pensions and benefits are below the minimum subsistence level.

Most poor people live in the rural areas of the Kyrgyz Republic and are self-employed.

In 2005 the average monthly wage exceeded the minimum consumer budget by 40 %. In 2005-2006 the government undertook measures to increase the pay of low-paid workers in state-funded organizations. Health professionals received a 30% pay increase, archive workers 55% and workers in old peoples' homes 13%.

Despite the trend of overall poverty reduction in the country, poverty levels are still high. The poverty rate estimated based on consumption dropped from 49.9 % in 2003 to 45.9 % in 2004. The poverty rate among the urban population was 28.3% and the rural population – 55.5 %.

Wages account for most of the incomes of the poor both in urban and rural areas, at 66% and 40% respectively, whilst incomes of the poor rural population from private land plots account for 27%.

In certain areas this rate is significantly below the average national rate. The highest poverty rate is in Talas oblast, where 48% of the population is poor, in Naryn oblast - 35.4%, in Osh oblast – 27.9%, in Jalalabad oblast – 26.6% and Batken oblast – 25.3%.

The lowest poverty rates are in Issyk-Kul oblast (22%) and Chui oblast (15.5%).

Falls in living standards and a high unemployment rate in the Kyrgyz Republic are the major factors that have contributed to large-scale spontaneous migration, both abroad and internally.

Overall, Kyrgyzstan has sufficient human resources to ensure sustainable economic development, with 56% of the population of working age.

On January 1st 2006, 99,000 people were registered as looking for work and 67,900 (3.3% of the work force) were officially unemployed, with 10,300 people receiving unemployment benefit.

On January 1st 2006, there were 4,300 registered vacancies with 23 unemployed people per vacancy. In 2005, 36,700 people, 52% of whom were women, were placed in jobs.

5,009 officially registered people received professional training and 18,600 found jobs.

From 1999-2004 the workforce grew by 11.8% (from 2,613,700 to 2,922,700) of whom 49.6% are women and 50.4% men; young people under 34 make up 59.4% of the total.

As a result of the increase in the workforce (by 309,000 from 1999 to 2004) the growth in the employed population was outstripped (115,600) and the adult employment percentage of the population dropped from 67.5% in 1999 to 64.3% in 2004.

Since 1999, the size of the economically active population has been growing more slowly (by 8.7% or 164,400) vis- -vis growth of the economically inactive population, due to institutional and structural changes in the economy.

Jobs are being lost more quickly than they are being created and the employment structure is changing in that more people are working in the agricultural sector and manufacturing has seen a dramatic decline that is more typical of countries with relatively low per capita incomes.

More than half (67%) of total employment is informal and more than 76% of total unofficial employment (1,293,300 people) is in the agricultural sector.

More than 1,016,700 people work informally, without any contracts. Work on farms, as a way of making a living grew substantially during the land reforms implemented in the country.

From 1999-2005, supply outstripped demand in the labor market by an average of 32 %.

The highest numbers of workers who lost their jobs at enterprises and organizations are in Bishkek – 31.3 %, Chui oblast – 65.1%, Jalalabad oblast - 13.2% and Batken oblast – 4.4%. The least number of such workers has been reported in Talas oblast – 2.8% and Naryn oblast – 2.1%.

From 1999-2004, recruitment fell by 1.3 times and dismissal rates rose. 62% of workers resigned voluntarily and 14.3% were made redundant.

Most importantly, many workers were occupied in non-productive activities (own business, agricultural, etc.). The significant fall in the number of unemployed workers has been caused not by the stabilization of the personnel dismissal processes, but by a lack of funds in enterprises needed to make redundancy payments.

From 2000 to 2005, the number of unemployed grew by 48,800 to 185,600. Most of these are concentrated in the densely populated and industrial centres of the country: in Chui oblast – 18 %, Osh oblast – 8.7 %, Jalalabad oblast – 14%, Batken oblast – 11.6 % and Bishkek – 24.3 %.

The overall unemployment rate reached 9% in 2004, up from 7.2% in 1999. The unemployment rate among women exceeded the overall unemployment rate at 9.8% and the unemployment rate among young people was 10.1%.

In 2006, the State Committee for Migration and Employment conducted a wide-scale study to assess the unemployment rate and situation in the labour market in Kyrgyzstan. The findings of the study have shown that the real unemployment rate is 16.8%. Women, especially in Chui oblast and Bishkek, still make up the highest percentage of officially registered unemployed individuals. The number of officially registered unemployed young people (aged 20-29) is still high, primarily in urban areas, due to the absence of private land plots. The majority of young people (45,200 or 66.6%) do not have the qualifications to meet the labour market's needs. Long-term unemployment (more than a year) is also common among young people – 14,900 (59.4%), 14% of whom are University graduates.

In 2005, only 15.2 % of the registered unemployed received unemployment benefits varying from 250 to 750 soms a month.

	2000	2001	2002	2003	2004	2005
Employment Assistance Fund – total mln. soms, including	145.7	153.5	118.9	115.7	145.7	114.8
Active policy, in %	35	34.9	33.9	40.6	49.2	31.1
Passive policy, in %	50.4	42.3	41.2	38.8	34.5	29.4
GDP, billion soms	62.2033	73.8897	83.4208	87.3988	94.0784	100.1155
Employment Assistance Fund, in % of GDP	0.23	0.208	0.143	0.132	0.155	0.14

It is predicted that the number of individuals getting unemployment benefits will grow by 20-30% as a result of introducing amendments to the Law of the KR on Assisting the Employment of the Population.

1.2. ROLE AND PLACE OF EDUCATION IN THE CONTEXT OF NATIONAL DEVELOPMENT

In 2001, Kyrgyzstan confirmed its adherence to achieving the major development goals by adopting the Comprehensive Development Framework (CDF) for 2001-2010. Outpacing the timeframe of the Millennium Development Goals, the CDF has set a target to halve the poverty rate by 2010.

Kyrgyzstan has a broad legislative framework to protect health, combat trafficking in persons and ensure gender equality.

Several State and National Programmes have been designed and adopted, including: The Ayalzat Programme that aims to improve women's health through planned parenthood; The Araket Programme that aims to reduce poverty; The National Labour Market and Population Employment Facilitation in the Kyrgyz Republic Programme; The Next Generation State Programme on Implementing Children's Rights in Kyrgyzstan until 2010; The Jashtyk National Youth Development 2002-2010 Programme; The Human Rights National Programme for 2002-2010; The National Programme to Support People with Disabilities; The Intellect State Programme for Intellectual Property Development in the Kyrgyz Republic 2000-2010; The Programme for Developing the State Language of the Kyrgyz Republic for 2000-2010; The National Programme of the Kyrgyz Republic to Combat Drug Addiction and Illegal Drug Trafficking until 2010; The National Programme for Reducing the Prevalence of Iodine Deficiency Related Diseases in the Kyrgyz Republic for 2003-2007; The National Health Promotion of the People of the Kyrgyz Republic for 2004-2010 Programme; The State Programme for Developing Science and Innovative Activities in the Kyrgyz Republic until 2015 and others.

Kyrgyzstan has joined the global Education For All movement under the Dakar Framework Agreement and adopted an EFA National Action Plan at government level.

Based on a functional analysis of the school education system during the past 5 years, a medium-term strategy for school education has been developed. The proposal was written based on the strategy and then submitted to the EFA FTI Catalytic Fund for funding under the Education for All Fast Track Initiative and an agreement was signed that includes the following major components:

- Early Childhood Development;
- Standards, curricula, training programmes, textbooks;
- Building workforce capacity within the preschool and school education system;
- Renovating school infrastructure;
- Monitoring and evaluating project activities;
- Pupils' meals.

In all its policy documents the country's leadership has stressed that the individual, his/her nature-conformable multidimensional activities, moral stance, education, professional competence and culture are the strategic guarantor of the country's progressive development and also stresses that a person who lives in society is formed by society and the education system plays a key role in this.

Wide-ranging education reforms have been launched to improve the quality of the education system.

However, developing new definitions of the objectives of the education system of the new Kyrgyzstan was a very complex problem. It was admitted that a socially important and attractive ideal of the past – the multilateral and harmonious development of every individual – appeared to be extremely global and as such, was a vague and declarative goal of education activities.

In the new stage of societal development, education has a new socially significant goal, which is developing a person based on his/her abilities, opportunities and aptitudes. Pupil-centered learning is being proclaimed in education.

To achieve this goal, the following major directions of education reforms have been developed:

- Democratizing the education system
- Humanizing education content
- Humanizing the learning process
- Decentralizing administration

This choice corresponded to the democratic processes within society, to the global transition from a stable phase of societal development to a dynamic development phase, which is in place in Kyrgyzstan.

With the deepening of changes in the social, spiritual and economic life of society, individual life goals are being recognized more and more and are becoming as important as state and societal goals.

This historic change is leading to diversity in ways of life and freedom of choice in a changing world that is becoming the norm in human life and development.

Nowadays, education plays a central role in changing societal mindsets and large-scale human development is being achieved through education.

Education policy is built on the idea that education is a link between all the elements in the development process – poverty and destitution problems, achieving gender equality and the spread of democratic principles.

1.3. SOURCES OF INFORMATION AND STATISTICAL DATA

This report is based on material provided by the Ministry of Education and Science, Ministry of the Interior, Ministry of Public Health, Ministry of Foreign Affairs, Ministry of Labour and Social Development, National Statistical Committee, Kyrgyz Academy of Education and other government agencies active in implementing and facilitating the attainment of the MDGs and EFA goals and data from international and non-governmental organizations (NGOs), reports, reviews and studies. A detailed bibliography is given in Chapter 8 of this report.

2. INTRODUCTION TO THE NATIONAL EDUCATION SYSTEM

2.1. EDUCATION POLICY

2.1.1. The Constitution and legislation in education. The EFA National Action Plan. The country's adherence to international legal documents in education.

According to the Constitution of the Kyrgyz Republic (Law #2 on the revised wording of the Constitution of the Kyrgyz Republic dated January 15th 2007), The Kyrgyz Republic (Kyrgyzstan) is a sovereign, unitary, democratic, social State governed by the rule of law. The Kyrgyz language is the state language of the Kyrgyz Republic and Russian is the official language. The Kyrgyz Republic guarantees representatives of all the ethnic groups forming the people of Kyrgyzstan the right to preserve their mother tongue and create conditions for its study and development. No religion is recognized as the state or compulsory religion. No one shall be subjected to any kind of discrimination or violation of their rights and freedoms on grounds of ethnic origin, sex, race, nationality, language, religious denomination, political or religious beliefs or any other personal or social circumstances. In the Kyrgyz Republic men and women shall have equal freedoms and rights and equal opportunities to exercise them.

Every citizen of the Kyrgyz Republic has the right to an education. General basic education is mandatory and free. Everyone has the right to obtain a general basic education in public and municipal educational institutions. The state creates the conditions for the education of every citizen from preschool education to basic education, study of the state language and two foreign languages. Every citizen has the right to free and paid for education (Law On Education of the Kyrgyz Republic).

The Law On Education of the Kyrgyz Republic outlines the following major principles of education:

Equality of all citizens of the Kyrgyz Republic in obtaining quality education;

- Mandatory and free primary and basic education for every citizen and free access to general secondary education in public and municipal educational institutions;
- The opportunity to obtain free primary, secondary and higher professional education at public educational institutions within the scope of the state education standards;
- The opportunity to obtain fee-paying education either in private or public educational institutions;
- A humanistic education, the priority of universal values in combination with a national cultural heritage, fostering civic mindedness, diligence, patriotism and respect for human rights and freedoms;
- A grasp of the accomplishments of domestic, world science and international experience;
- Consistency and continuity in the educational process;
- Independence of education from political and religious institutions;
- Diversity of educational organizations by types and forms of learning, areas of activities and forms of ownership;
- Secular nature of learning in educational institutions;
- Accessibility of general secondary education, correspondence of the education system to the levels and specifics of pupils' development and preparedness;
- Creating conditions for the continuous creative growth of especially talented pupils;
- Private educational institutions are free to operate;
- Academic freedom and honesty of educational organizations.
- Education has always been considered in Kyrgyzstan as one of the most important social priorities and has remained so since gaining independence.

The first decade of Kyrgyzstan's independence was a period of educational experiments and a time when it was necessary to replace the authoritarian, centralized system with a system built on democratic principles and pluralism of values. Many things had to be changed. The key milestones in reforms were quality, efficiency, and accessibility.

The Constitution of the Kyrgyz Republic, the Law on Education and a number of national educational programmes outlined the major principles and objectives, which need to be met in the education sphere, namely:

- Ensuring equality of access to education;
- Updating education content and learning technologies;
- Improving quality;
- More efficient use of resources;
- Democratizing administration.

The course of reforms was stipulated by the new Law On Education that was adopted in 1992. The law envisaged transition to diverse educational programmes, seeking new forms and learning technologies, multi-source funding and engaging various partners to deliver educational services and develop non-public education.

With the adoption of the Bilim National Education Programme in 1996, pupil-centered education began. New education programmes were being developed and studied. New types of schools emerged: grammar schools, lyceums, proprietary schools, etc. Many educational institutions became experimental sites. Higher schools rapidly switched to university training programmes. Regionalization of university education took place. The way was paved for broad international cooperation.

2000 – The State Education Doctrine of the Kyrgyz Republic was adopted that outlines the education development strategy until 2025

2000 – Drafts of state higher education professional standards were approved

2001 – The National Comprehensive Development Framework of the Kyrgyz Republic until 2010 Programme was approved

2001 – The State Next Generation Programme for Implementing Children’s Rights in Kyrgyzstan from 2001-2010 was approved

2001 – The National Youth Development until 2010 Programme for Kyrgyzstan was adopted

2002 – The National Poverty Reduction Strategy for 2003-2005 was approved

2002 – The National Education for All Action Plan until 2015 was endorsed by the Kyrgyz Government

2002 – The Education Concept of the Kyrgyz Republic was endorsed that stipulates equality, accessibility and quality of basic education as top priorities

2003 – A new Law On Education was adopted that formalized the principles of equal quality and accessible basic education

2003 – A revised wording of the Constitution of the Kyrgyz Republic was adopted, where article 32 read that the state should guarantee the right of all citizens of Kyrgyzstan to free basic education

2003 – Kyrgyzstan hosted the Central Asia and Kazakhstan Education (CARK) Forum

2003 – The Rural School Integrated Programme was approved

2005 – Draft state school education standards of the Kyrgyz Republic were re-approved

2006 – The Medium-term strategy for education funding in the Kyrgyz Republic was adopted

2007 – The Education Development Strategy of the Kyrgyz Republic until 2010 was developed

2007 – A Proposal for EFA FTI Catalytic Fund EFA FTI funds was written

2007 – The Country Development Strategy for 2007-2010 was endorsed.

The Education Doctrine has become an important step in strengthening interaction between the state and society in education by recognizing that state, societal and economic transformation is only possible based on education and science. Among the priority areas for the long-term development of the education system emphasis was laid on strengthening and developing democratic education.

Democratization of education as a main principle of education policy was developed and deepened in the Concept for Developing the Education System of the Kyrgyz Republic until 2010.

Joining the Education For All global movement under the Dakar Framework Agreement was a big event for the education system of Kyrgyzstan. Representatives from Kyrgyzstan attended the World Education Forum in Dakar, Senegal.

The Forum was the key event of the global Education For All Movement, which began at the World Conference on Education For All in Jomtien (Thailand) in 1990 that was the outcome of the ten-year global movement for achieving the six goals specified by the Jomtien EFA World Conference.

The Kyrgyz Republic expressed its willingness to take part in the EFA 2000 Assessment and joined this programme. The EFA Assessment National Group was set up and a National Coordinator for EFA Assessment was appointed. The National Group prepared the country report and submitted it for review by specialists in basic education and the general public. At the same time the National Group prepared the EFA Strategic Programme. The country report was also presented at the sub-regional conference in Bangkok, Thailand in January 2000.

All six EFA goals were very important for Kyrgyzstan. Attaining the EFA goals was one of the priorities for developing the education system in the Kyrgyz Republic.

Of the six goals the world strived to achieve in basic education, it was extremely important for Kyrgyzstan to ensure improvement in the quality of education in all its aspects, aiming for a situation where people can achieve excellence, so that everyone should be able to achieve learning outcomes that are recognized and can be measured, particularly with regard to literacy, numeracy and other skills essential for life.

After the World Education Forum in Dakar, the Kyrgyz Republic proceeded to develop the National Education For All Action Plan under the Dakar Forum agreements.

The EFA National Action Plan of the Kyrgyz Republic, which contains a detailed action programme aimed at improving the quality of basic education for all, was endorsed by Government Decree No. 504 dated July 30th 2002.

Thus, a number of policy documents were adopted in the transitional period in the Kyrgyz Republic, where the medium- and long-term goals of education development were outlined.

Overall approaches to understanding the main areas of education policy implementation were shaped due to the developed strategic programmes for education development.

The contemporary development of Kyrgyzstan is distinguished by the country's striving for integration both into the world economic community and the Central Asian region.

Kyrgyzstan became a signatory to the Convention of the Rights of the Child on December 18th 1979; the Convention Against Discrimination in Education (Bangkok, December 16th 1983); the Convention on Technical and Vocational Education (Paris, December 14th 1960); the Convention on the Recognition of Qualifications concerning Higher Education in the European Region; the Regional Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in Asia and the Pacific (1981), the Regional Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in the African States (1976), Regional Convention on the Recognition of Studies, Certificates, Diplomas and Degrees in Higher Education in the Arab and European States bordering the Mediterranean (1979), Regional Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in Latin America and the Caribbean (1989) and many others.

Kyrgyzstan is an active party to the agreements, including those in education, signed between governments of the Shanghai Cooperation Organization, Commonwealth of Independent States and the Eurasian Economic Community member-countries.

The approach to developing the concept of Kyrgyzstan's international cooperation is built on the following philosophy:

- Kyrgyzstan strengthens its open doors policy by welcoming various local initiatives aimed at attracting foreign capital, most valuable experience and advanced foreign technologies and techniques in promoting the transformation of our society at government level;

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- Kyrgyzstan does not support isolationist sentiments and continues to actively cooperate with various international, public, financial and other organizations manifesting its attempts to play a progressive political role in the international community;
 - Kyrgyzstan continues to integrate into world higher education by developing new education technologies, working on the accessibility to and structuring of higher education and the convertibility of higher education national diplomas.

Since the late 1940s the leading world powers have considered international education exchanges and programmes as part of their foreign policy, regarding them as, as important as economic assistance programmes to other countries. An entire sector of the world economy had been formed by the end of the 20th century – the international market for educational services with international academic mobility by several million people per annum.

Currently, the Kyrgyz Republic has established ties in education with more than 60 countries of the world.

The contractual framework of the Kyrgyz Republic in education includes more than 75 agreements under which Kyrgyz nationals have the opportunity to study in countries whose universities are generally recognized as elite and strongly sought after, including educational institutions in Russia, Japan (through the Japanese Embassy and JICA), Turkey, China, the Arab Republic of Egypt, etc.

According to information provided by universities of the Kyrgyz Republic, around 150 inter-university agreements have been signed between Kyrgyzstan's universities and foreign HEI. An intensive exchange of students is underway under those agreements in all geographical directions.

Currently, around 450 students from Kyrgyzstan are studying in Russia's universities and 2,000 Kyrgyz citizens are studying in universities in Turkey and the Government of Turkey has given scholarships to more than 900 students. Fifty Kyrgyz citizens are studying in Ukraine's universities and students from Kyrgyzstan receive scholarships to study in universities of China, Jordan and Egypt.

At the same time around 23,000 students from Uzbekistan, Russia, Syria, Turkey, Kazakhstan, Tajikistan, Turkmenistan, Pakistan, South Korea, Afghanistan, India, Germany and other countries are studying at universities in Kyrgyzstan.

Turkish citizens dominate among students from abroad, which can be explained by a favourable legal and regulatory framework for cooperation in education. In the international education market medical education in Kyrgyzstan is in demand and the number of Chinese citizens willing to obtain liberal arts education in Kyrgyzstan is growing every year. Citizens of Kazakhstan prefer technical education. A large number of citizens of Turkmenistan and Tajikistan are studying at educational institutions in Kyrgyzstan too.

Ethnic Kyrgyz who live abroad can get state-financed enrollment into secondary and higher education professional institutions of the Kyrgyz Republic. According to this provision, ethnic Kyrgyz who are nationals of foreign countries have the same rights as citizens of Kyrgyzstan when applying for university enrollment and studying here.

The Ministry organizes and coordinates the activities of educational institutions working with foreign nationals, including providing visa support, developing the legal and regulatory framework regulating the stay of foreign nationals in Kyrgyzstan and familiarizing foreign nationals with their rights and obligations while staying in Kyrgyzstan.

Close cooperation has been established with the following main international organizations: World Bank, ACCELS, UNDP, OSCE, USAID, UNESCO, UNICEF, Soros Foundation – Kyrgyzstan, DAAD, JICA, etc.

Since 1992 the U.S. Embassy in Kyrgyzstan has been offering education programmes for school pupils, university teachers, graduate and post-graduate students and fellowships for Kyrgyz citizens, more than 200 of whom study under these programmes every year.

Among the priority tasks for education in Kyrgyzstan, integrating education and science into the world academic system of developing a person able to meet higher universally accepted world requirements and solve relevant tasks of civil society development, stands out. It is obvious that international cooperation is not only necessary to support the high level of our education, but also a way of achieving geopolitical and foreign economic national interests.

In the transition period Kyrgyzstan has set new political and economic targets: democratic reorganization of social relations and the development of a market economy. In this regard, new priorities in public education policy are taking a clearer shape, which leads to correcting education goals and new requirements for knowledge, skills and abilities.

2.2. EDUCATION STRUCTURE:

Forming and developing the existing structure of the education system

It should be noted that at the beginning of the transition period in 1990 Kyrgyzstan had quite a high level of education and the literacy rate was 98%.

Under the Soviet Union, the Kyrgyz education system had a number of advantages due to centralized teacher training, supply of textbooks and visual aids. The relatively high level of coverage and efficiency of the education system was maintained by various direct and indirect subsidies. Education was free at all levels, while school education until Class 10 was compulsory. However, an ideology that brooked no doubts and students' critical thinking dominated in all curricula and teaching methodologies. Teacher-centered, rather than learner-centered, teaching methods built on rote learning were used. There was somewhat limited access to higher education as only 1 out of 5 school leavers continued their education in HEI, the training programmes of which were primarily focused on fundamental knowledge. On the other hand, the state-controlled economy guaranteed jobs to almost all students on graduation from secondary or vocational schools or HEI.

The collapse of the Soviet Union and growth of competition led to comprehensive changes in the structure and indices of the Kyrgyz economy. From 1990-1995 the index of the gross volume of production dropped by 50%. By 2000 the real GDP had reached only 64% of the 1990 value and national incomes had fallen even more sharply. The large dependence on the market resulted in the bankruptcy of certain state enterprises, while other state-owned companies were privatized.

The transition period also brought about substantial changes in the education system and due to an acute lack of resources to support the education system at the same level, the Government had to reduce the period of compulsory education to 9 years and shift responsibility for funding primary, secondary and higher public education to local government bodies and pupils' parents and to allow educational institutions to provide commercial services (renting out premises, etc.). That way a segregated system of private (fee-paying) education was actually created in public educational institutions.

The previous social order in Kyrgyzstan and education system was based on the mass production idea of one's own humanity, which was then translated through the Soviet education system based on the German education model. For the USSR as an empire, that was a relatively adequate model for producing educated and observant functionaries of the state machine, while Kyrgyzstan as a small country in transition, definitely needed education of a different kind.

2.2.1. Description of the education system showing basic statistical data on quantity and coverage

According to the Law on Education, the current structure of the education system of the Kyrgyz Republic includes preschool education for children from 6 months to 7 years-old, primary education (classes 1 to 4), basic general education (classes 5 to 9), general secondary education (classes 10 to 11) and three levels of vocational education: primary, secondary and higher.

Primary vocational education offers training after completion of a basic or general secondary education in accordance with UNESCO International Standard Classification of Education (ISCED) and corresponds to ISCED 1997 levels 3B, 3C and 4.

Secondary vocational education corresponds to ISCED 1997 level 5B and is practically-oriented tertiary or pre-university higher education.

The place of secondary vocational education is defined in ISCED as:

1. practical orientation of education programmes;
2. lower level of qualifications of graduates than in the higher vocational education system;
3. relatively short duration of education programmes;
4. most education programmes are run in pre-tertiary educational institutions.

Education at this level in developed countries can be obtained in such educational institutions as two-year colleges in the United States, junior or technical colleges in Japan, further education colleges and polytechnics in Great Britain, special colleges, technicians' schools, vocational and special academies in Germany and senior technicians' sections in France.

With the adoption of the Law on Education of the Kyrgyz Republic in 1992, a multi-level system of specialists' training was introduced separate from traditional training programmes. At present, the structure of higher vocational education includes the following levels, which correspond to ISCED 1997 level 5A:

- Basic higher vocational education, on completion of which graduates receive diplomas and a Bachelor's Degree
- Complete higher vocational education, on completion of which graduates receive diplomas and a Master's Degree
- Complete higher vocational education, on completion of which graduates receive diplomas and the qualification of a specialist with a degree

The designated duration of Bachelor's Degree programmes is 4 years, then a graduate may continue education under a Master's Degree programme for no longer than 2 years.

Specialists with a university degree are trained under higher education programmes lasting no less than 5 years (6 years for some medical and architectural specialities).

The flexibility of the multi-level structure of higher education makes it possible to obtain a Master's Degree after obtaining a university degree under an accelerated Master's Degree programme of not less than 1.5 years. Having obtained a Bachelor's Degree, education can be continued under a university degree programme for 1.5 years.

Kyrgyzstan also offers graduate and post-graduate studies programmes that correspond to ISCED level 6.

Apart from the formal education sector the country has numerous informal education institutions and organizations that provide additional education and in-service training depending on market needs.

Preschool education

Since Kyrgyzstan gained independence, the system of preschool education has significantly reduced in size because of the widespread closure of kindergartens affiliated to enterprises, kolkhozes and sovkhoses, because they became insolvent or unprofitable. The number of preschool institutions dropped from 1,604 in 1990 to 448 in 2005. Rural preschool institutions suffered most.

State agencies responsible for training preschool education workers do so only in part. Moreover, not all 2,388 teachers employed in this area have the proper level of education as there are few HEI that train specialists to work in kindergartens.

International projects are helping solve preschool education problems, for example around 100 kindergarten teachers have been trained under the Step by Step Programme run by the Soros Foundation – Kyrgyzstan since 1995. The Community-Based Early Childhood Development Project of the Asian Development Bank, running since 2003, entails the gradual coverage of more than 20,000 preschool children with ECD programmes through creating community kindergartens.

School Education

In view of the constitutional guarantees of basic general education, the country's need for citizens having an adequate general education and being capable of further education/re-training, with the aim of achieving the Education For All and Millennium Development Goals – ensuring access to and improving the quality of school education – are top priority tasks in developing the education system.

Currently, the network of secondary education institutions of Kyrgyzstan consists of 2,137 schools of various kinds where 1,116,713 children, 21.4% of the entire population of Kyrgyzstan, study. Net school enrollment is 89.9%, 90.5% for girls and 89.3% for boys (National Statistical Committee).

School absenteeism is still an acute problem. According to official information from the National Statistical Committee, the number of children not going to school is falling each year: from 2,512 schoolchildren in 2001 to 1,619 in 2005. However, independent studies show that a much greater number of schoolchildren do not go to school. Random independent monitoring of residential areas around 5 schools in various parts of the country, conducted with UNICEF financial support, revealed the number of children who had dropped out of school was 6 times higher than the official statistics. Teenagers aged 12 - 15 account for around a half of children who drop out of school. According to the findings of the Multiple Indicator Cluster Survey (UNESCO), there are cases of children not having attended school for several years.

From 2000-2003 the number of children placed in children's homes and boarding schools for orphans and children left without parental custody increased as well. A breakdown of children in Children's Homes has shown that only 12% are biological orphans and 88% have a single or both parents.

There are 19 special general education institutions for children with various development problems, including 14 boarding schools, where more than 3,000 children and teenagers study. Yet, these institutions do not ensure full coverage. In order to broaden access to quality education for children with special needs, a couple of programmes are being implemented to integrate children with special needs into regular schools (e.g. the Inclusive Education Programme of the Save the Children (UK)).

Textbook supplies in schools with Kyrgyz as the language of instruction are 85.5%, at schools with Russian as the language of instruction – 88.9%, at schools with Uzbek as the language of instruction – 77.2% and at schools with Tajik as the language of instruction – 90%. Textbook supply across the country is 85.4% (the average textbook supply for schools is only 77.4%).

More than 74 thousand school teachers work in the education system in Kyrgyzstan today, 68% of whom have higher education, 21% - secondary vocational education and 10% incomplete higher education. The average age of teachers is rapidly aging and 65.1% are over 45 years and 11.2% are of retirement age or over 60.

Due to the low pay, only half the graduates of teacher training institutions take jobs in schools, so there is a constant shortfall of teachers varying from 3,000 to 3,600.

Secondary vocational education

Secondary vocational education exists in one form or other, both by education content and types of educational institutions, in the education systems of all developed countries. The demand for this education level is confirmed by world practice.

Currently, there are 78 technical colleges and departments of universities that offer vocational secondary education programmes in the country, including 9 private technical colleges.

As of December 1st 2006, 35,580 students were enrolled in secondary vocational education institutions in more than 80 specialities, 9,000 more than in 2000. 34,672 students are studying at public technical colleges and 908 students at private technical colleges. 39% of the students enrolled in technical colleges have public budget-financed scholarships.

Higher education

There were 12 universities with 58,800 students in 1991, but now there are 47 universities, including 12 public universities and 15 private universities with 230,000 students. Only 9.8% of these students have public budget-financed scholarships. 17,746 students (7.6%) are studying at private universities.

Thus, the number of university students per 10,000 people has increased, from 141 in 1995 to more than 460, which is one of the highest rates in the world.

Specialists are trained in more than 200 specialities. In Bishkek, most university students (27.7%) choose to major in economic disciplines, 14.9% are studying in technical departments, 14.1% in law departments and 14% in teacher training departments.

Thanks in part to integration into the Bologna Process, some universities are moving to a two-level system, introducing a credit-hours system, offer a free choice of disciplines and allow students to make individual studies plans. Modular and rating systems are used for knowledge assessment and students' mobility is growing, etc.

A move towards autonomy has become the main direction in adapting the higher education system to changing socio-economic conditions. Universities have gained academic independence and state institutes and self-government structures are involved in the university administration system and socio-public forms of management are being introduced. Boards of Trustees designed to handle administration and financial issues have been set up in 7 universities of the country as pilot projects.

More than 30,000 university graduates and almost 8,000 graduates of vocational secondary education schools join the labour market every year. According to the National Statistical Committee of the Kyrgyz Republic, long-term unemployment (more than 1 year) is widespread, as a rule, among young people. Only 9.6% of university graduates and 13% of graduates of vocational secondary education schools get jobs every year.

Post-graduate education

According to the Law on Education of the Kyrgyz Republic, post-graduate professional education involves studying for Degrees of Candidate of Science and PhD through non-enrollment Candidate of Science, Associate and PhD programmes that are offered by higher professional educational institutions and scientific research institutes.

Post-graduate degrees are awarded by the National Attestation Commission of the Kyrgyz Republic at the request of the Dissertation Council where a degree-seeker has defended his/her research work.

The scientific capacity of Kyrgyzstan is currently concentrated in 92 independent scientific and technical institutions, organizations, enterprises, universities, scientific and production centres and temporary collective groups. There are 42 Candidates of Science and 43 PhDs per 100 specialists with higher education degrees in academic institutions and universities of the country.

16 leading HEI train scientific and scientific-teaching personnel in the Kyrgyz Republic. 131 PhDs and 264 Candidates of Science supervise liberal arts post-graduates, 51 PhDs and 142 Candidates of Science supervise technical sciences post-graduates, 38 PhDs and 229 Candidates of Science supervise agricultural sciences post-graduates and 88 PhDs and 170 Candidates of Science supervise medical sciences post-graduates.

During the last 10 years the number of Candidate of Science post-graduates has grown from 815 to 2,368 or by 2.8 times and the number of PhD post-graduates grew by 1.6 times in 9 years with the highest growth in Candidate of Science post-graduates in universities – by 3.2 times (from 591 to 2,000). Candidate of Science graduates increased in universities too by 5.7 times in 10 years. This confirms the fact that scientific research is moving to universities, as in many other countries of the world.

The above mentioned numbers of Candidates of Science and PhD post-graduates are evidence that the country is training increasing numbers of scientific workers.

2.2.2. Structures responsible for administration and control in the education sector by level

According to the Law on Education of the Kyrgyz Republic, the Kyrgyz Ministry of Education and Science is responsible for overall educational, scientific and methodological supervision of all educational institutions regardless of departmental affiliation and form of ownership. This involves regulatory support for the content of educational services and ensuring their good quality.

Central and local government bodies, legal entities, individuals, foreign countries and international organizations can be founders of educational institutions. The founders of educational institutions are responsible for organising and ensuring a good quality learning process.

With regard to education administration the state will:

- Shape and implement public education policy, education development strategy and identify priorities in this sphere;
- Regulate relations in education at state level;
- Form the public budget for education and identify education funding schemes;
- Identify the list of national and regional level public HEI funded by the state;
- Set the duration of education programmes depending on the education level;
- Identify a list of professions and specialities for educational institutions;
- Design and implement state and international education development programmes;
- Control compliance with education legislation of the Kyrgyz Republic.
- Local government bodies are responsible for:
 - Developing the network of educational institutions and ensuring citizens' rights to education;
 - Logistical support and funding of educational institutions under their supervision;
 - Custody and guardianship of under-age orphans and children left without parental care, protection of their rights, placement in children's homes and boarding schools and with families for adoption or upbringing;
 - Free supply of textbooks to rural schoolchildren and children from poor families;
 - Coordinating young people's professional training issues.
- Educational organizations have autonomy in implementing their staffing policy within the limits set by the current legislation, selecting teaching methods, identifying directions of scientific research and solving logistical, professional and financial and other issues within the scope of the founding charter and the legislation and regulations of the Kyrgyz Republic.

Educational organizations have autonomy in choosing assessment systems and the form, procedure and frequency of student examinations and teaching methodologies and technologies, including distance learning technologies. The type and status of an educational organization is established during the process of institutional accreditation.

The administration of educational organizations is built on the principles of democratization, decentralization, autonomy and self-regulation.

Forms of co-administration of educational organizations include General Assemblies, Boards of Trustees, and Academic Councils, Teachers' Councils and other councils or committees. The procedure for electing co-administration bodies, their authority, distribution of responsibilities between the Council and Head of an educational organization are stipulated by the legislation of the Kyrgyz Republic and the founding charter of the educational organization. The Rector, Director, Chief or other leader (administrator) personally heads an educational organization.

Heads of public preschool educational institutions, schools, out-of-school, special and additional education organizations for children, teenagers and young people, institutions of primary and secondary vocational education financed from the public budget are appointed by the central body for education administration of the Kyrgyz Republic. The heads of organizations financed from local budgets are appointed by regional education administration bodies.

Heads of state HEI are elected for a 5-year term from lists of specialists with degrees in the required subject and the proper qualifications by secret voting at a general faculty meeting and are approved by the Central Education Administration Body of the Kyrgyz Republic.

Education quality is guaranteed by the state through licensing, testing and accreditation institutes.

State education standards have been established in the Kyrgyz Republic for all levels of basic education and they set out the compulsory minimum content of education programmes, maximum learning load for students, requirements as to what graduates should know and types of documents that prove the completion of certain education programmes by students.

Compliance with state education standards of basic education programmes is mandatory for all kinds of educational organizations regardless of how the education is delivered. Educational organizations, except preschool institutions and supplementary education organizations, that have a licence and have passed state accreditation, award state-recognized education certificates to those graduates who have successfully completed general education or vocational education programmes and have passed the final state examinations.

2.3. EDUCATION FUNDING

2.3.1. Structure of the education budget showing sources. Decentralization of funding

The scope of education funding by the regions is determined by the multi-level budget system. The budgeting principles and budgetary performance are stipulated by the main principles of budgetary law in the Kyrgyz Republic.

Currently, Kyrgyzstan has a policy of decentralizing budget authorities in funding the education sector, primarily general secondary education. The financial resources of general secondary education are formed centrally, since 65 per cent of the funds of this sector come from national budget revenue and only 35 per cent of overall public funds for general secondary education come from local budget revenue. In individual oblasts this amounts to no more than 4-7 percent of education funding.

Centrally generated public funds are allocated to local government bodies to fill budget gaps in the form of transfers (by category and equalizing grants). These grants are used to support social programmes, including those in the education system.

Total public funds allocated for educational institutions, including grants by category and own local budget funds, are granted at 4 levels of state administration (national, oblast, rayon (municipal) and rural (Aiyi Okmotu) budgets).

For instance, the Ministry of Education and Science of the Kyrgyz Republic maintains financial control over a relatively small part of education budget funds allocated for higher, secondary professional, out-of-school education, specialized boarding schools for children with disabilities, for children gifted in music, art, choreography, sport, etc.

As for local budgets, including grants by category, the scope of sector funding and distribution of funds between educational institutions is the prerogative of local government bodies.

Distribution of budget authorities in education funding is as follows:

- HEIs are primarily financed from the national budget;
- oblast educational institutions, primarily primary and secondary vocational schools and boarding-schools, are financed from oblast budgets;
- schools, gymnasiums, lyceums and centres are financed from local budgets (of rayons and cities);
- small primary and junior secondary schools are currently supported from Aiyi Okmotu budgets.

The established distribution of budget authorities in the education system complicates the implementation of a common public sector strategy for funding priorities and programme distribution of budget funds.

In this context budget policy practically reduces itself to funding fixed staff costs. The average salary in the education system was USD 42.0 a month in 2005, 62% of the national average wage, as opposed to 75% in 1990.

Grants by category allocated from the national budget for education in accordance with the Law on Teacher's Status of the Kyrgyz Republic finances school staff costs in full. Only a small part of utilities and other services is financed from regional budgets.

2.3.2. Proportion of GDP allocated for education

Finances have become the constraining factor in implementing state policy. Public spending on education as a proportion of GDP dropped significantly from 7.6% in 1990 to 4.69% in 2005.

Public expenditure on education (in % of GDP)

	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005
Education	7,6	6,1	5,0	4,2	6,1	6,6	5,2	4,9	4,9	4,1	3,5	3,9	4,5	4,5	4,63	4,69

Most education policy documents have been unfunded and as such, unimplemented. This necessitated the development of a new Medium-term Education Development Strategy that would incorporate the experience of previous years in choosing development directions and would have financial justifications.

2.3.3. Proportion of education expenses in local budgets

The structure of local budget spending on education is given in the table below by sources of funding under the approved budget 2006 (million soms)

Regions	Total	Including:			
		Grant by Category	Own local budget funds	Special funds	Local budget as % of total
Chui oblast	535.4	332.2	203.2	28.1	38.0
Issyk-Kul oblast	278.6	205.9	72.7	6.5	26.1
Naryn oblast	220.7	211.1	9.6	2.9	4.3
Talas oblast	146.2	122.4	23.8	6.9	16.3
Osh oblast	610.8	509.8	101.0	4.9	16.5
Jalalabad oblast	546.7	462.0	84.7	38.7	15.5
Batken oblast	236.4	219.8	16.6	11.1	7.0
Osh	166.5	91.3	75.2	8.5	45.0
Bishkek	574.1	0	574.1	121.6	100.0
Total	3315.5	2154.6	1160.9	229.2	35.0

2.3.4. Shared funding from the national budget, private sector and donors. Donors' contribution to the state funding of education

Dynamics of public budget expenditures on education (million soms)

	2002	2003	2004	2005	2006
GDP	75,366.7	83,420.8	94,078.4	100,115.5	111,113.0
Public budget expenses	15,190.2	16,895.9	18,841.7	20,143.7	22,974.9
Expenditure on education	3,350.4	3,752.7	4,357.4	4,917.7	5,102.7
- from budget funds	2,534.5	2,885.7	3,319.5	3,840.8	4,017.2
- from special funds	815.9	867.0	1,037.9	1,076.9	1,085.5
- from local budgets	2,176.3	2,405.3	2,722.6	3,344.5	3,315.5
- from the national budget	1,174.1	1,347.4	1,634.8	1,573.2	1,787.2
As a percentage of public budget spending	22.1%	22.2%	23.1%	24.4%	22.2%
As a percentage of GDP	4.45%	4.50%	4.63%	4.9%	4.6%
Expenditure on secondary education	2,020.1	2,289.8	2,603.9	3,017.3	3,317.3
Expenditure on primary education	15.9	17.0	18.3	22.4	24.9
Percentage of expenditure on primary education of secondary education expenditure	0.79%	0.75%	0.71%	0.75%	0.75%
Percentage of secondary education expenditure of overall education expenditure	60.3%	61.0%	59.8%	61.4%	65.0%
Preschool education expenditure	219.5	232.1	257.2	304.1	320.1
Percentage of preschool education expenditure of overall education expenditure	6.5%	6.2%	5.9%	6.2%	6.3%

The national consolidated budget in 2006 allocated 5,533.6 million soms for education or 5.0% of GDP and 23.8% of overall public expenditure, including 5,016.6 millions soms for operating costs, which is 4.5% of GDP and 21.6 % of overall public expenditure. The operating costs are funded from:

- national budget – 1,678.9 million soms (33.3%); including:
 - special funds – 864.4 million soms;
 - local budget – 1,132.0 million soms (23.0%); including:
 - special funds – 229.2 million soms;
 - grants by category – 2,154.6 million soms (42.7%);
 - equalizing grants – 51.1 million soms (1.0%).

The overall consolidated budget expenses for education include investment funding worth 282.0 million soms and funding from the Centralized Fund for Poverty Reduction worth 235 million soms, including 100 million soms for purchasing textbooks and 100 million soms for repairing school buildings.

Many projects are envisaged under the Country Development Strategy until 2010 including the following:

- Second Education Project. Project duration: 2005-2010. Partner: Asian Development Bank. Project budget: USD 15.5 million.
- Professional Education and Skills Development Project. Project duration: 2006-2009. Partner: Asian Development Bank. Project budget; USD 10 million.

The overall funding for all activities and projects in education from 2007-2010 totals USD 800 million from national and local budgets and donor funds.

2.3.5. Education funding for vulnerable groups

The Country Development Strategy until 2010 envisages the implementation of the following projects in the education sector with an emphasis on vulnerable sectors of the population:

- The Access to Basic Education for Children with Disabilities Project. Partner: Asian Development Bank. Project budget: USD 1.0 million.
- The Early Childhood Development Project. Project duration: 2003-2009. Partner: Asian Development Bank. Project budget: USD 10.5 million.
- The Rural Education Project. Project duration: 2007-2010. Partner: World Bank. Project budget: USD 15 million.
- The Improving Quality and Access to Education Project. Project duration: 2007-2010. Partner: UNDP. Project budget: USD 2 million.

2.3.6. Sources of education funding by level of education

Since gaining independence the Kyrgyz Republic has received and still receives foreign aid from donors. The Country Development Strategy actively involves the donor community in supporting the country in achieving the development goals. The main task allotted to donors is allocating financial resources to fill the gap between the funds available and those needed for the measures outlined in the Strategy. It should be noted that significant progress has been achieved in coordinating the actions of the Government of the Kyrgyz Republic and the international donor community. At present, donors provide assistance as agreed with other donors and in consultation with the Kyrgyz Government. The policy and scope of donor assistance are outlined in the overall donors' country assistance strategy. Whereas the National Poverty Reduction Strategy 2003-2005 envisaged donors' assistance in a broad range of areas, now the strategy urges donors to concentrate their efforts on priority areas and sectors. Donors are expected to provide assistance in the form of advice and expertise in implementing reforms and technical assistance in increasing capacity to implement the strategy, which is another important prerequisite for the successful achievement of the set targets.

The overall public operating costs for education are allocated in US dollars in the following way:

- Preschool education – USD 9.5 million;
- General primary and secondary education – USD 67.4 million;
- Primary vocational education – USD 8.5 million;
- Secondary vocational education – USD 4.8 million;
- Higher professional education – USD 24.7 million;
- Other expenses – USD 12.7 million; making USD 127.6 million in total.

Average public budget spending per student in preschool institutions is about USD 155.0, in schools – USD 57.0, in primary vocational education – USD 309.0, in secondary vocational education – USD 264.0 and HEI - USD 220.0 per annum. Taking into account additional informal funding of secondary education worth US\$16.469 million according to a budget survey conducted among households, overall consolidated education expenses total USD159.87 million or 5.6% of GDP and 26.6% of overall public expenditure.

2.4. MODERN TRENDS IN EDUCATION DEVELOPMENT (ICT AND INNOVATIVE TEACHING METHODS)

Further political, social, economic and other changes in the country could not help but impact the education system. These changes necessitated the introduction of new subjects and amended teaching methods.

All levels of education of the Kyrgyz Republic, from preschool to adult education, are changing over to methodological techniques that foster students' activity and equip them with life skills and ensure a high level of interaction between teachers and students. Kyrgyzstan is choosing interactive teaching methods since they require modeling and require students to develop the skills necessary in a democratic society. Interactive teaching methods do not simply aim to

communicate information, but also shape students' ability to find answers themselves. Teachers who use interactive teaching methods are convinced that the most successful interaction happens during the interaction process and studies confirm that we remember 80% of what we are doing and only 20% of what we read and 10% of what we hear.

The humanistic paradigm of education puts learners first and foremost and creates conditions for their successful development. This is one of the major learning factors, where the authoritarian position of a teacher is replaced by a learning environment built on supporting and stimulating the cognitive activities of learners and creating conditions conducive to creativity and creative learning.

Interactive learning in Kyrgyzstan is based on interaction between students, students and teachers and the use of information technologies (interaction between students with the help of modern communications systems).

Familiarization with interactive learning ideas is done in a variety of ways: through implementing international projects, seminars organized by international organizations, teachers' in-service training courses, special publications and scientific studies.

International organizations, donors and NGOs make a big contribution to introducing interactive methodologies into the education system of the Kyrgyz Republic.

CIMERA introduced a multilingual education model at pilot kindergartens and schools. This model contributes to inter-ethnic integration and creates equal opportunities for the personal, ethnic and professional development of everyone that would lead to peaceful co-existence in Central Asia.

The Participation, Education and Knowledge Strengthening Project (PEAKS) Project running at 11 Professional Development Schools (PDSs) will train more than 4,000 teachers in interactive teaching methods under the following programmes: Step by Step, Child-Centered Learning, Reading and Writing for Critical Thinking, How to Work with Information: Understanding and Cognition and Inclusive Education.

Eleven Adult Training Centres have been opened in 7 oblasts of Kyrgyzstan thus far. They offer a wide range of opportunities from communication and personality development, professional education, training courses to complete basic education and other courses upon successful completion of which trainees are awarded certificates, to fully-fledged participation in social life and integration through adult education.

All above mentioned projects as well as UNICEF, USAID, Soros Foundation – Kyrgyzstan, Save the Children (UK, USA), UNESCO are involved in annual in-service training for preschool and schoolteachers.

Interactive learning is the core of the learning process in such projects as Global Education, Step by Step and Civic Education. The education system of the Kyrgyz Republic pays great attention to the work of school and university students in various groups and the intensity of student interaction is growing in groups.

Interactive learning depends on the preparedness and training of university and school teachers. The main part of the training necessary to absorb interactive learning ideas is done at special seminars organized by international organizations and the Kyrgyz Academy of Education.

Books about interactive learning (entitled *Interactive Learning in University*, *Interactive Teaching Methods and Class Management*) have been published with the aim of spreading the idea of interactive learning to all schools and universities and a special survey on interactive learning was conducted at Issyk-Kul State University.

The Kyrgyz Academy of Education highlights interactive learning issues at in-service teacher training courses and parts of these courses are entirely interactive.

Seminars on interactive learning are held for university professors and currently, in-service distance training courses on interactive learning are being designed for all categories of university professors.

Thus, it can be said that the transition to student-centered learning is taking shape in Kyrgyzstan and the country is gradually introducing interactive learning in educational institutions at all levels (schools and universities).

In a rapidly changing world - with global interdependence and competition, the need to develop and widely introduce advanced technologies and increase information levels in education and the resulting improvement of its content, quality and access - correspondence to modern societal needs becomes significant. ICT integration into education is a key component of tasks in bringing education into line with the changing needs of the labour market. International experience shows proper ICT use helps students improve their knowledge and save time and its effective use stimulates interactive learning and allows advanced thinking and self-learning skills to develop.

Kyrgyzstan has undertaken significant measures to scale up and include ICT in the education system. The Informatisation Programme of the Kyrgyz Republic for 1999-2000 was developed in 1995 and includes the Education Informatisation Programme.

Large scale computerization of schools started in 1996 when more than 100 computers were purchased with an Asian Development Bank loan and installed in schools. Each computer set included a local area network of 12 Pentium-based processor PCs for students and 1 PC for a teacher, with network printers, a modem and CD-ROM.

From 1997-1999, schools received computers primarily from various sponsors and charity foundations, but that did not significantly impact the school computerization process, since computers were given as gifts in ones or twos.

Significant measures were undertaken to expand this process in 2000 and 450 computers were provided and installed in schools under Ministry of Education and Science projects and more than 1,000 PCs were provided by the Meerim International Charity Fund. Nowadays, 1,311 schools have computer labs or 65% of all schools, including 84% in Bishkek, 91% in Issyk-Kul oblast, 85% in Naryn oblast, 65% in Chui oblast and 54% in Jalalabad oblast.

Number of students per PC and computerized schools by year

Year	Number of schools	Number of students per computer	Number of computers in schools	Number of computerized schools
1996	1,890	606	1,660	108
2000	1,980	329	3,119	308
2003	2,026	239	4,846	971
2005	2,066	77	14,681	1,311

It can be seen from the table above that the number of students per PC fell from 606 in 1996 to 77 in 2005 and at the same time, regional disparities in computer numbers in schools are smoothing out.

The number of IBM-computerized schools increased sharply due to a school being considered computerized even with one IBM PC (as a rule, these are out-of-date models such as the IBM-386, IBM-486 and later versions).

The Asian Development Bank was also involved in school computerization and 960 computers and associated equipment were installed in 56 pilot schools. In 2004, cost savings by the Education Sector Development Project allowed 300 computers and associated equipment to be installed in 50 schools in mountainous and remote parts of the country.

There is still a shortage of computer science teachers, especially in the regions and poor infrastructure. In order to encourage university graduates to teach in schools, measures have been taken to retain teachers. In accordance with Government Decree No. 116 dated March 3rd 2004, the Ministry of Education prepared a Draft Decree to grant pay increases to computer science school teachers. The Finance Ministry did not support this initiative saying that doubling the pay

of computer science teachers would result in increased public spending and would create social tension among other teachers. It is worth noting that IT specialists receive higher wages than other specialists in many sectors of the economy.

There is no regular in-service training system for computer science teachers either. In-service training courses on the basics of using computers and information technologies for teachers have only been held once from an ADB loan and with government support. The Distance Education Project of the Ministry of Science and Culture under a loan extended by the ADB was not implemented.

The existing training programmes in computer science do not meet modern requirements and are mainly designed for learning the basics of programming in algorithmic languages and do not involve studying and using modern computers. Today, computer science training courses should be targeted at developing computer skills for business and everyday life in the future information-oriented society.

The country lacks specialized organizations (firms, institutions) designing software for automating school administration, learning and other processes, yet, the Centre for Innovative and Information Technologies of the Kyrgyz Academy of Education has accumulated material from foreign software products – training programmes and electronic textbooks that can be requested by any educational institution in the country. Work on developing electronic textbooks and training programmes is underway. The existing pool is being enlarged by domestic electronic education media hence, it is necessary to set up an electronic library in the education system that has substantial information resources (including all kinds of textbooks on subjects taught at school, various books on problems and other supplementary material). These resources should either be converted into electronic form or the existing electronic resources should be converted into formats that would allow them to be used in an e-library environment. This library should contain bibliographic information, full-text information, graphics, audio, video, etc., so it would be necessary to involve publishing houses, research institutes, educational institutions and others in this project. Also, the significantly higher numbers of computers in schools since 1997 necessitates the setting up of regional centres, which would be of substantial assistance in repairing and maintaining computer equipment.

As for connectivity to the Internet and e-mail, only 21 schools (1.5% or 1%) out of 1,311 schools are connected to the Internet, namely 12 Kyrgyz-Turkish lyceums, 1 Aga Khan School and 8 public schools, according to the Ministry of Education and Science. This information is confirmed by expert reports that say that no more than 1-2% of schools are connected to the Internet, which is very few.

There are several reasons for the low percentage of Internet connections in schools. Firstly, only schools in Bishkek could be connected to the Internet as oblast and rayon centres do not have reliable telephone communications and other necessary Internet infrastructure.

Secondly, there are no commercial Internet providers in rural areas except Kyrgyztelecom, which has only talked of its opportunities in this sphere without taking practical steps to improve access to the Internet for small towns and villages. This can be explained by the economic unattractiveness of expanding Internet access for Kyrgyztelecom, as this state-owned company receives most of its income from the delivery of traditional telecommunications services (especially international calls).

Another important factor in the low percentage of Internet connectivity in schools is the relatively high fees for Internet use, as educational institutions do not have any Internet access fee discounts. One more important factor is the poor motivation and interest of school administrations that have not yet realized what opportunities the Internet gives regarding access to world information resources.

One of the basic components of activities under the Education Sector Development Project (ADB loan) was Education Administration, which was supported in order to improve

the education management information system and provide training courses for education system workers.

The main reason for this project's implementation was the absence of a Ministry of Education network that could provide computer information communications with all educational institutions where the delivery and handover of directives and regulatory and information documents was paper-based.

The Education Management Information System (EMIS) project was launched in September 1999 and the EMIS project implementation unit was set up at the same time to coordinate project activities.

The project was implemented in two stages, a pilot stage and scaling-up across the country.

The pilot project started in late May 2000 with the delivery of equipment and included creating a local area network (LAN) for the Ministry of Education and computer-aided communications with the education department of Bishkek, oblast education departments of Chui and Osh oblasts and rayon education departments of Nookat and Uzgen rayons.

In the second stage of the project computer and network equipment and software were installed in all education administration bodies and the respective specialists attended training courses. Equipment was supplied by March 2003.

Upon completion of installing the telephone network, all oblast education administration bodies were connected to the State Computer Network through dedicated lines, while rayon education departments use dial-up connections.

The cost of the computer equipment was USD 512,379.48.

At present, this project is aiming to widen opportunities in the decision-making process, planning and administration at various levels, including the Ministry of Education, oblast and rayon administrations.

It should be noted that HEI are quite well supplied with IT equipment and the numbers of full time university students per PC can be considered one of the indicators of university access to ICT. There are more than 230 thousand university students with access to 6,148 PCs in HEI.

It should be borne in mind that newly purchased computers are new generation computers and almost all universities have Internet connections. All universities in Bishkek have been connected to the AKNET academic network through dedicated lines with a bandwidth capacity of 8Mb/sec. The AKNET scientific and education network is based on high speed information channels between scientific and educational institutions with the purpose of integrating science and education and expanding the distance learning network.

Number of students, compatible computers and associated hardware at Kyrgyzstan's universities (2003 - 2005)

Indicators	Quantity
Number of universities	49
Number of students	218,178
Number of computers	6,148
Number of students per PC	35
Number of computers with Internet connections	3,025
Number of PCs in local area networks	3,196
Computer-aided information and publishing systems	11 universities
Multimedia libraries	13 universities
Electronic libraries	16 universities
Own websites	20 universities

The volume of monthly traffic of universities connected to AKNET is 303 GB (May 2003). Websites of educational institutions make up 6.4% of the Internet sector of Kyrgyzstan and

as a rule their websites contain information about the educational institution and admission requirements.

Computer-based testing is widely practiced by universities, especially for senior and graduating students. Pre-tests and examinations in many disciplines are taken via computer-based testing.

A number of universities have set up distance learning centres that are developing electronic education and learning materials, which would help establish a dialogue between students and professors during the learning process through television, e-mail and the Internet.

One of the most important conditions for changing to an information-based society is training ICT and other specialists who are able to use IT skills in their professional activities, computer science teachers and leaders of various ICT training courses.

Kyrgyzstan has dozens of HEI (Jusup Balasagyn Kyrgyz National University, I.Razzakov Kyrgyz National Technical University, Osh Technological University, Kyrgyz-Russian (Slavonic) University, Jalalabad State University and many others) that offer Bachelor's and Master's degree programmes in the following ICT-related disciplines:

- Computer science (training computer science school teachers);
- Computer science and computer engineering;
- Information systems;
- Applied computer science;
- Applied mathematics and computer science;
- Telecommunications;
- Automation and control systems;
- Electronic engineering and technology;
- Electrical engineering and micro-electronics;
- Radio engineering.

Lately, cross disciplines have appeared, e.g. linguistics and new information technologies.

Thus, the training of ICT specialists does not arouse concerns in terms of quantity and Kyrgyzstan has quite good schools and specialists in this area. A sharp rise in the supply of equipment and textbooks has been seen in universities recently.

A number of international organizations are training ICT specialists and improving ICT knowledge in Kyrgyzstan. For instance, the Internet Access and Training Programme (IATP) was launched in 1995 by the Bureau of Educational and Cultural Affairs (ECA). This programme aims to provide free and open Internet access, training in e-mail and Internet use for ECA Programme graduates and others and also provides training to end users in receiving and posting information on-line and active participation in the global information community.

Projects on integrating ICT into education have been designed and implemented at this stage of modernising the educational process under the action plan for 2003-2007.

The regional development of AKNET is being expanded. The founder, designer and implementer of the project is the Kyrgyz Research and Education Computer Network Association – AKNET founded by 12 leading universities of Kyrgyzstan. The goals of the Association lie in developing the National ICT Development Strategy of the Kyrgyz Republic.

The Virtual Silk Road Project is currently being successfully implemented with NATO financial support. There is a strong need to expand the network regionally, both within Kyrgyzstan and within Central Asia and The Caucasus.

The Rights to the European Benchmark in Operating Computers project is being developed in the Kyrgyz Republic in order to stimulate wider use of computers in the country and a Centre for Kyrgyz language computerization is also envisaged under the project.

Annual monitoring, Distance Learning: Needs and Opportunities for the Population of the Kyrgyz Republic in the future. The goal of the project is to create a monitoring system to study the population's education needs and opportunities to meet these needs via distance learning technologies.

According to a Decree of the President of the Kyrgyz Republic, the National Information Technologies Centre has been set up with support from the Japan International Cooperation Agency (JICA). The final agreement on implementing the joint Kyrgyz-Japanese Increasing Human Capacity in Information Technologies in the Kyrgyz Republic Project (setting up the National IT Centre) was signed on August 5th 2004, to execute Presidential Decree #14 dated January 21st 2004.

The National IT Centre is designed to train ICT specialists of the highest qualification and in this way contribute to building in Kyrgyzstan an open society integrated into the global information space.

The first textbooks to be used at the IT National Centre were published in late January 2005. So far, 70 specialists have been trained and awarded certificates. Any university students, civil servants or private company employees working with ICT can attend training courses on:

- Databases
- Network technologies
- Systems analysis

Special attention is paid to training ICT teachers for educational institutions and adult training outside educational institutions, primarily computer science schoolteachers.

Implementation of the above mentioned projects will expand ICT use in the education sector, improve the quality of ICT specialists' training, introduce ICT in all spheres of the economy and so create conditions for Kyrgyzstan's entry into the global information community as an equal member.

The second task faced by tertiary education – that will largely determine the future of the country's economy – is engineer training that would entail state support. The Ministry of Education is implementing a special sub-programme to support engineer training under its overall higher professional education development strategy and in this regard, the Concept for Developing Engineer Training in the Kyrgyz Republic for 2003-2015 was developed. The main goals of the Concept include support to engineer training, improving the quality of engineer training and promoting the efforts of universities and research organizations in solving the socio-economic problems of the country.

The first area in developing engineer training is shaping new engineers' information culture and the second area involves setting up autonomous academic, research and production centres that would provide continuous education, starting from general secondary education to post-graduate programmes. The third area is developing and implementing a special sub-programme to support engineer training, whilst the fourth envisages building a culture of innovation and the final area is establishing an independent, non-governmental professional association of engineers of Kyrgyzstan, the main goal of which would be to ensure high quality engineer training.

The Association should develop education standards, curricula and work programmes for universities, offer programme (specialized) accreditation for engineer training programmes of universities, test university students and graduates, certify engineers, promote engineering, innovative creativity and new information technologies.

Establishing such an association would ease entry into the European procedures for education quality guarantees under the Bologna Agreement.

Implementing the above-mentioned areas of activities of the Concept will help bring engineer training in the Kyrgyz Republic to a new quality level and so create the possibility of sustainable development and prosperity for Kyrgyzstan in the 21st century.

2.5. EDUCATION FOR VULNERABLE GROUPS AND ETHNIC MINORITIES

The legislation on vulnerable groups in the Kyrgyz Republic includes the following laws:

Law No. 149 of the Kyrgyz Republic on HIV/AIDS, August 13th 2005

Law No. 61 of the Kyrgyz Republic on External Migration, July 17th 2000

Law No. 4 of the Kyrgyz Republic on External Labor Migration, January 13th 2006

Law No. 133 of the Kyrgyz Republic on Domestic Migration, July 20th 2002

Law No. 60 on State Guarantees to Ensure Gender Equality, March 12th 2003

Law No. 421-XII on Social Protection of Disabled People in Kyrgyzstan, April 17th 1991

Law No. 62 on Social and Legal Protection from Domestic Violence, March 25th 2003

Law No. 74 on Ratification of the Protocol to Prevent and Combat Trafficking in Persons, Especially Women and Children and the Protocol to Combat the Illegal Entry of Migrants by Land, Sea and Air, April 15th 2003

No. 151 Children's Code of the Kyrgyz Republic, August 7th 2006,

National Human Rights Programme for 2002-2010 (Presidential Decree No.1 dated January 2nd 2002)

Manas Taalimi National Health Care Reform for 2006-2010 (Government Decree No. 100 dated February 16th 2006,) and many other legislative acts

Democratic Kyrgyzstan guarantees all ethnic groups (more than 100) living in the country freedom to determine their historical fate and the possibility to develop their ethnic culture and openness to world civilizations.

In line with international practice in using educational processes for the purpose of integration, Kyrgyzstan supports the idea that education system reform should be based on the priority of strengthening its ability to equip citizens of the country with the knowledge and skills needed to communicate with each other.

The Ministry of Education and Science of the Kyrgyz Republic has undertaken measures to enable students to be taught in their native language and teaching is offered in 4 languages in schools: Kyrgyz (state language) – 1,329 schools, Russian – 140 schools, Uzbek – 129 schools and Tajik – 3 schools.

445 mixed schools, having classes with different languages of instruction, are good examples of ensuring inter-ethnic communication on an everyday basis and they help avoid discrimination.

Selected universities offer programmes to learn Arabic, Turkic, Persian, Chinese, Japanese, Latin, Korean and other languages.

Numerous universities have opened cultural and educational centres where the history, traditions, customs and language of Ukraine, Belarus, Moldova, Uzbekistan, Kazakhstan, Greece, Turkey, Iran, Korea, Japan and Arab countries can be studied.

Establishing a Multicultural Education and Upbringing Unit at the Ministry of Education and Science was the latest accomplishment in the education sector of the Kyrgyz Republic, in a move to consolidate all stakeholders involved in multicultural and multilingual aspects of education policy development. This unit was set up to implement the Comprehensive Programme for Support and Development of Multilingual and Multicultural Education in the Kyrgyz Republic for 2006-2010.

The functioning of this structure is regulated by the respective legislative instruments and supported by the OSCE High Commissioner for National Minorities based on the Memorandum of Understanding signed with the Ministry of Education and Science of the Kyrgyz Republic on May 1st 2006. Technical assistance and consultancy is provided under this MoU to ensure the efficient operation of the unit.

The following are the main areas of activities of the unit: education norms and standards; multilingual education and language instruction for ethnic groups; training and re-training of specialists; textbooks, aids, methodological literature; out-of-class activities; legislative support to education development in the Kyrgyz Republic.

This unit is currently the major coordinating platform for elaborating joint efforts on multicultural education and upbringing for various government agencies, civil society, the Assembly of Kyrgyzstan's People and international organizations.

The State Committee for Migration and Employment of the Kyrgyz Republic was opened with the aim of improving state regulation of migration processes, to increase the efficiency of migration policy implementation, to promote the progressive development of the national labour market and ensure employment for citizens of the Kyrgyz Republic.

The most important documents for regulating major migration processes were drafted with the aim of implementing an effective state migration policy and are now in force and include

the following: laws on external migration, refugees, external labour migration, preventing and combating trafficking in persons. The President of the Kyrgyz Republic approved the State Migration Policy Concept and The Programme of Measures to Implement it in 2004.

The Kyrgyz Republic pays great attention to managing refugees' problems and has undertaken measures to fulfill the Agreement On the Simplified Procedure for Renouncing Tajik Citizenship and Acquiring Kyrgyz Citizenship for Tajik Nationals, signed between Kyrgyzstan and Tajikistan.

3,280 persons had acquired Kyrgyz citizenship under this simplified scheme by February 1st 2006 (since August 2004).

Kyrgyzstan became a signatory to the major principles of the Action Programme of the International Conference on Population and Development; Action Programme of the World Conference on Human Rights; Convention on the Elimination of All Forms of Discrimination Against Women; the UN Convention on the Rights of the Child; Action Programme of the World Summit for Social Development; Platform for Action of the Fourth World Conference on Women; Convention Against Discrimination in Education; Convention for the Protection of World Cultural and Natural Heritage; Vienna Convention on the Law of Treaties; International Convention on the Protection of All Migrant Workers and Their Family Members; Convention Relating to the Status of Refugees; Convention Against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment; Convention on the Political Rights of Women; International Convention on the Elimination of All Forms of Racial Discrimination; International Labor Organization Convention Concerning Maternity Protection (No. 103); Supplementary Convention on the Abolition of Slavery, the Slave Trade, and Institutions and Practices Similar to Slavery; Convention on the Suppression of Trafficking in Persons and Exploitation of Others for Prostitution; International Covenant on Civil and Political Rights; International Covenant on Economic, Social and Cultural Rights; Optional Protocol to the Convention on the Rights of the Child on the involvement of children in armed conflicts; Optional Protocol to the Convention on the Rights of the Child dated 25th May 2000.

The main reason for school absenteeism in Kyrgyzstan is financial difficulties of families that prompt teenagers to earn money early. In Kyrgyzstan children work in mainly adult spheres of activities including trade, various kinds of services, agriculture and domestic labour. According to the Central Committee of Trade Union of Agribusiness Industry Workers, on average up to 125,000 children are engaged in agricultural in Jalalabad oblast every season.

Working children under 14, especially in agriculture, often work for little or no money. Child labour affects the labour market by replacing qualified adults with unqualified child labour.

Child labour also negatively affects children in adult life, because their lack of access to education and subsequent illiteracy and lack of general professional skills necessary for employment, only a few working children will be able to get real jobs in the future.

Analysis shows that the main causes of school non-attendance by children, child neglect, and juvenile delinquency are teachers' and parents' failure to fulfill their responsibilities on children's upbringing, alcohol and drug abuse by parents, economic exploitation of children and teenagers, no control over school attendance and unorganized leisure time. More than 90% of children from the risk group come from dysfunctional and disadvantaged families. This is confirmed by cases of serious crimes committed by minors.

In order to execute Government Decree No. 146 On the work of the Ministry of the Interior of the Kyrgyz Republic, local state administrations and local government bodies on law and order and combating crime, the Ministry of Education, Science and Youth Policy of the Kyrgyz Republic, education administration bodies and organizations in cooperation with the Ministry of the Interior and its local departments undertook a range of organizational and practical measures to prevent juvenile delinquency and child neglect. The Ministry of Education, Science and Youth Policy of the Kyrgyz Republic issued a directive on preventing juvenile delinquency and child neglect among school students that compels heads of area, Bishkek and Osh education departments to:

- Ensure an accurate record keeping system for all children and teenagers of school age and school enrollment by place of residence;
- Undertake tighter measures to prevent child neglect, juvenile delinquency and crimes among minors;
- Develop a network of classes and schools using night schools and extra-mural systems; open catch-up and inclusive education classes;
- Discuss the issues related to preventing juvenile delinquency and child neglect at meetings of education departments, local government bodies, police, commission for juvenile affairs, custody and guardianship bodies;
- Organize out-of-school activities for children and teachers involving local community members and parents.

The Ministry of Education and Science inspected education departments and educational institutions in 6 regions of the country with regard to access to education for all children and teenagers, legal education and measures to prevent juvenile delinquency. The findings of the inspections were discussed at joint meetings with oblast state administrations, where the problems and their solutions were reviewed.

As a result of measures undertaken by heads of education departments to ensure access to education for all children and teenagers of school age, 800 out of 1,852 children and teenagers of school age returned to school. The number of children who did not go to school dropped from 1,344 to 1,052, i.e. by 292 students (9.2%).

Law offices and legal knowledge information corners have been set up in schools under the targeted programme on preventing child neglect and juvenile delinquency. Social educators, including teachers, deputies of village councils and elderly community leaders, are attached to every "difficult" child to supervise them. There are cards and individual work diaries for every student from a risk group. One-moth legal knowledge campaigns have been held: lectures, conversations, film and public service announcements screening with subsequent discussion and meetings with law enforcement officers. Various studios and sport clubs are offered to students from risk groups.

Children's organizations and School Parliaments active in schools are a great help in preventing juvenile delinquency. Rapid response task force groups that include leaders of children's movements, except community police officers, have been set up in schools. Due to these efforts of these task force groups student discipline has improved, conflicts between teenagers are resolved timely and quickly and cases of extorting money have fallen. In December 2004 on the initiative of the leaders of the Manas Jashtary Association, the problem of extorting money at school was discussed in the Legislative Assembly of Parliament, in which members of Parliament, leaders of children's and youth organizations, educationalists, law enforcement officers, representatives of UNICEF and NGOs took part.

According to article 126 of the Family Code of the Kyrgyz Republic, with the aim of preventing child neglect, custody and guardianship bodies identify children left without parental custody and depending on the circumstances, choose a custody mode for them, including placement in children's homes, boarding schools and family children's homes.

Due to the efforts of educational institutions in cooperation with the police, local government, communities and NGOs, offences by school pupils and the number of teenagers sent to the Centre for the Adaptation and Rehabilitation of Minors have fallen.

At the same time, it has to be admitted that the situation with juvenile delinquency is still serious and more than 2,500 school pupils are registered with juvenile affairs inspectors.

One of the most important problems for young people in Kyrgyzstan is HIV/AIDS, the spread of sexually transmitted infections and the increased use of drugs that requires important political decisions.

Risk factors contributing to numerous diseases, including HIV/AIDS, are primarily linked to the lifestyle of teenagers and young people and are manageable. Moral and sex education, en-

couraging healthy lifestyles for teenagers and young people and preserving their reproductive health need to be promulgated. Raising the awareness of hygiene rules and healthy habits by young people plays a significant role in this.

Government agencies and educational institutions in cooperation with medical facilities and international organizations, are working in this direction: health education courses are included in the curricula of most educational institutions, varying from 8 to 68 hours depending on the type, specialization and, ownership form of an educational institution. Curricula of higher education and secondary education vocational institutions have special courses and programmes on life skills (medical training, Valeology, etc.).

Curricula of teacher training and medical HEI have been revised in a move to raise awareness of future specialists in valeology, reproductive health and the prevention of addictive behaviour.

Educational institutions offer lectures, discussions and seminars on healthy lifestyles and the prevention of harmful habits.

Health or healthy lifestyle centres and classrooms have been opened and libraries have book displays devoted to healthy lifestyles, preventing drug use, alcohol abuse and STIs.

One-month campaigns and weeks devoted to World TB Day, World No Smoking Day, World AIDS Day and the International Day Against Drug Abuse are held with large-scale events and actions. Young People Against AIDS, Sport Against Drugs, drawing and poster competitions, printing wall display newspapers and health education information boards, writing compositions and essays, making reports and presentations by school and university students on this topic, conducting surveys and tests to reveal students' knowledge of diseases and opinions on campaign effectiveness. The results of the Stop Drugs nationwide poster competition among school and university students revealed participants' awareness of ways of transmitting HIV/AIDS, their positions and responsibility for their health and future.

In order to prevent negative reactions among children and young people Draft Directives have been drawn up on the secondary education of children and teenagers with HIV and AIDS at home; on preventive medical examinations at educational institutions to identify children using drugs and psychotropic substances; on risk groups in educational institutions and Health Education training programmes for pupils of classes 1-3 and 5-7.

Health education seminars for teachers and school pupils are being held in cooperation with the Belyi Zhuravl [White Crane] NGO and in partnership with the International Centre of Doctor Jenish Nazaraliev pupils take part in the campaign entitled "No to heavy drugs". Educational institutions cooperate with UNICEF, UNFPA, Swiss Development Office, National Red Crescent Society, Global Fund to Fight AIDS, TB and Malaria, Socium NGO and others on prevention of HIV/AIDS and drug abuse.

Currently, the Ministry of Education and Science of the Kyrgyz Republic is implementing the Healthy Generation Project with support of the Global Fund to Fight AIDS, Tuberculosis and Malaria. This project aims to provide accurate information on physical, moral and psychological human development, to children, teenagers, parents and teachers and then lets them build healthy life skills and a good behaviour model based on their newly acquired knowledge.

The Young People for a Healthy Generation Summer Camp was organized by Decree #468/1 of the Ministry of Education dated July 14th 2005, at the Ak Jol Holiday Complex from July 17th - 22nd 2005 at which youth leaders were trained by highly professional trainers skilled in interactive teaching and interpersonal communication. As a result of the training, volunteer youth leaders conducted a campaign on HIV/AIDS and drug abuse prevention in the Complex's cinema.

All the participants of the summer camp were awarded certificates and the volunteers presented action plans for the future prevention of HIV/AIDS in their regions.

The training on the prevention of HIV/AIDS, drug abuse and STIs enabled leaders of the Manas Jash-tary Association of Children's Organizations acquire information on ways of HIV/AIDS transmission and prevention and developing life skills to counteract drug abuse, alcoholism and smoking.

The knowledge, skills and abilities gained enables these volunteers, with further training to be used for peer education in schools.

The Concepts on Pupils' Upbringing and Ethical, Spiritual and Moral Education of Young People that paid special attention to enhancing the moral education and legal knowledge of pupils, were developed.

Methodological aids on national studies were developed and information boards describing Kyrgyz statehood, important historical facts, national heroes and maps of the Kyrgyz Republic were made in schools with the help of pupils.

Schools, preschool institutions and out-of-school facilities regularly undertake measures on the moral and patriotic education of children, including the publication and republishing of books and instructional guides on the history of Kyrgyzstan and history programmes for classes 5-11.

State language weeks and wide-scale cultural events devoted to the Constitution of the Kyrgyz Republic and Independence Day, international toguz-korgul tournaments, national sports competitions in 9 kinds of sport, in which more than 500 athletes take part, Manas Covenants drawing competitions and a national competition among school museums devoted to Kyrgyzstan, are held.

A significant role in the patriotic education of school pupils is played by school museums that exist in 174 schools and their displays are guidelines for regional studies while organizing lessons-excursions, exhibitions, conferences devoted to the 7 Covenants of Manas. This work is conducted by coordinators of national and local studies centres not only among pupils, but also among the general public.

Having supported the initiative to set up the Manas Jashtary Association of Children's Organizations, the state helped support this children's movement in education administration bodies. Setting up this Association made it possible to execute the national idea to create a childhood environment based on the 7 Covenants of Manas in practice, build civic awareness and tolerance and unite oblast children's movements in one nationwide organization and increase the number of children-members from 320,000 in 2002 to 790,000 in 2008.

The nationwide children's campaign entitled "I am a citizen of Kyrgyzstan" was among the first practical steps taken by the Association and more than 800,000 schoolchildren took part.

Various students' organizations have been created in HEI such as the New Students' Group of Bishkek Humanities University, Association of Young Lawyers in Osh State University, Students' Parliaments exist in almost all the universities in the country and there are Student Unions, etc. and university administrations fully support them. Youth commissions have been set up at the Kyrgyz National University, Jalalabad Commercial Institute, Jalalabad State University, Osh State University, Osh University of Technology, Issyk-Kul State University, Naryn State University, Bishkek Humanities University, Kyrgyz State Construction, Transport and Architecture University, Kyrgyz Technical University, Kyrgyz State Teacher Training University, etc.

There are 138 out-of-school education system facilities in the country to provide out-of-school activities and leisure for children and teenagers and more than 77,000 schoolchildren attend various aesthetic, sports, technical and other classes at these facilities and they cooperate with international organizations and foundations (UNICEF, UNDP, Soros Foundation – Kyrgyzstan, Save the Children, etc.), as a result of which, groups attend international festivals and competitions, shoot television films and publish the *Munara* teenagers' magazine.

The National Children's Altyn Tuyun Engineering and Technical Academy has been set up at the National Centre of Youth Creativity and Entrepreneurship with the aim of developing technically competent people and to develop their innovative thinking skills and to let children absorb innovative technologies.

There are active children's NGOs, a Young Leaders' Association, environmental NGOs, etc. in the country.

3. Progress in developing the six EFA goals

3.1. EFA Coordination Assessment

3.1.1. National EFA Forum

3.1.2. National EFA coordinator

3.1.3. Approval, status, and publication of the EFA National Action Plan

3.1.4. Integration of the EFA National Action Plan into the Education Development Strategy and the structure and process of development planning

3.1.5. External and internal financial support to the EFA Programme

3.1.6. System for monitoring and assessing the EFA Programme

In the Kyrgyz Republic a Deputy Minister has been appointed the EFA National coordinator at national level by an Order of the Minister for Education and Science.

The EFA National Action Plan was approved by Government Resolution #504 of the KR on July 30th 2002, which is a binding resolution.

The National Action Plan lays out 12 strategies. Ensuring accessibility and quality is the prevailing priority of each strategy:

1. Basic Education Policy
2. Enhancing activities on early childhood development
3. Ensuring accessibility to education
4. Enhancing the effectiveness and quality of basic education
5. Ensuring gender balance
6. Mobilizing market resources and supporting initiatives on rendering assistance to schools
7. Determining financial strategies regarding basic education
8. Improving education management
9. Ensuring the accessibility of general secondary education for people who have not received formal education
10. Improving the effectiveness of adult education
11. Enhancing the official status of adult education
12. Developing the adult education system aimed at achieving these goals that are financed within the framework of governmental and national programme.

Implementation of the activities embraced in the EFA National Action Plan is financed mainly with the assistance of international partners – UNICEF and UNESCO and in close cooperation with ADB, WB, UNDP, GTZ, international funds, and Embassies as well. Since 2007 it has been supported by the FTI with assistance from the Catalytic Fund and implemented by the Project Implementation Unit of the WB under the Ministry for Education and Science of the KR. As the EFA National Action Plan is integrated into the National Education Programmes and Country Strategies, or includes them in itself, then quarterly and annual reports of the Ministries, organizations, and partners provide the basis for monitoring and assessing the achievement of EFA goals.

With regard to coordinating activities involving partners the problems and challenges of EFA can emerge from the need to collect data according to new, unknown statistics forms, under tight schedules and often, with a lack of financial resources to carry out monitoring and assessment.

3.2. ANALYSIS OF THE RESULTS OF ACHIEVING THE FIRST EFA GOAL – WIDENING AND IMPROVING THE SYSTEM OF MEASURES ON EARLY CHILDHOOD DEVELOPMENT AND THEIR EDUCATION, PARTICULARLY IN RELATION TO THE MOST VULNERABLE AND DEPRIVED CHILDREN

Country Level Strategy: Supporting the existing network of pre-school educational organizations; enlarging alternative development programmes for pre-school children; optimising the management system and funding; adult training in early childhood care skills.

Policy:

The Constitution of the Kyrgyz Republic, the Law of the KR On Education, Decree of the President of the KR On emergency measures to improve the conditions for the further use of social infrastructure facilities prohibiting the sale of pre-school establishment buildings or their use for designated purposes, Education Development Strategy in the Kyrgyz Republic up to 2010, Pre-School Education Strategy of the KR.

Coordination:

Ministry of Education and Science of the KR;

Technical group of the CARK Forum on the Preparedness of children to go to school in relation to their general development

Monitoring and Assessment:

National standards (NS) of pre-school education and childcare (0-7 year olds)

Funding sources:

State budget, non-governmental, international and donor organizations

Brief analysis of results achieved:

An analysis of the state of pre-school education in the KR was conducted and the following activities and measures are being taken:

- National Education Standards (NES) have been set;
- Alternative forms of pre-school programmes including 100-hour pre-school learning programmes are being tested;
- Community and seasonal kindergartens are being opened;
- Summer preparation courses are being run;
- The Step by Step Programme of the Soros Foundation – Kyrgyzstan is being implemented.
- Programmes are being run by Save the Children -Great Britain and others.

Experience has been gained in involving representatives of the public (local administrations, NGOs, Council of Women, Council of Aksakals (Elders), Youth Councils, etc.) in the educational process. A series of measures for giving parents, whose children do not attend pre-school establishments professional advice, is being developed.

One of the key goals presented in Dakar is ensuring the development of pre-school children, which means, first of all, quality care and early childhood development. It is the most important goal for Kyrgyzstan.

The system of pre-school education according to the legislation of the country is the initial link in its multi-level system of education and is per se, the basis of the whole system. It is on a foundation built on little people and the skills, abilities and values we are able to develop in young children that the future of our new generations will depend.

The current situation of pre-school education in the country leaves much to be desired as was noted in the report of the President of the KR at the high-level EFA meeting in New Delhi in November 2003. As the head of state said "...pre-school education remains the most problematic area within the system of education of the Kyrgyz Republic. The number of development programmes for young children remains very limited and are mainly government pre-school education programmes and there are difficulties in implementing them. Clearly, there is a lack of experts, possessing knowledge about the standards of early childhood development and the peculiarities of physical, cognitive,

social, and emotional development of children and the lack of literature on early childhood development in the Kyrgyz language is another problem”.

Statistical data:

The number of pre-school educational establishments fell by 66.3 % after the Kyrgyz Republic became independent because many organizations to which most kindergartens were affiliated went into liquidation and couldn't be maintained.

The number of children attending kindergartens fell more than four fold - from 198,000 to 45,000. However, it is important to note that since 1998 the fall in the number of pre-school establishments has stopped and at present, a slight increase has been noted.

Thus, while implementing the National Action Plan we were able to, though very slightly, widen the scope of pre-school children covered by various kinds of development programmes and also increase the number of organizations implementing these projects.

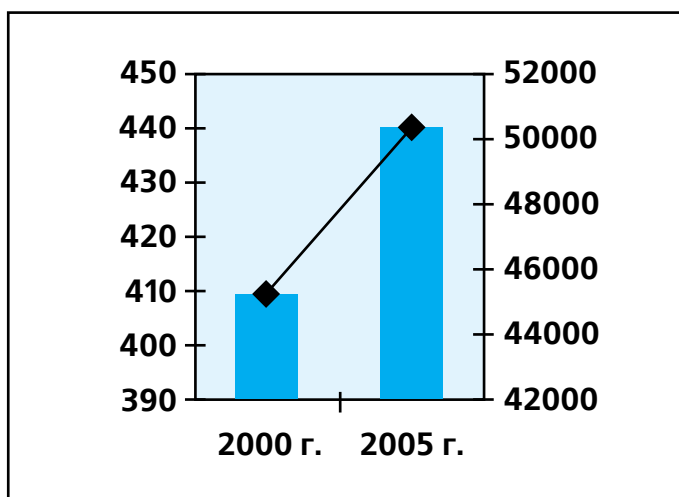
For Kyrgyzstan, the widespread reduction of pre-school establishments was posing a threat, as in 1990 there were 1,696 pre-schools in Kyrgyzstan but at the beginning of 2000 there were only 400, which is why any growth in numbers, albeit small, during the period of implementing the National Action Plan, can be considered progress.

Kyrgyzstan has also been able to increase the number of children covered by the development programmes and total coverage of children by the pre-school education programmes is about 10% of the total number of pre-school children.

In 2006, 448 pre-school establishments with a total coverage of 50,700 children were functioning and this growth was made possible due to the establishment of 30 community based kindergartens under the ADB Community based early childhood development Project. The project extended pre-school education programme coverage to an additional 1,700 pre-school pupils, who live in remote and poor regions of the country. In the 2005-2006 school year, around 30,000 children of pre-school age were involved in short-term pre-school preparation programmes, for the implementation of which, methodological manuals for teachers had been elaborated.

On a pilot basis, several alternative pre-school programmes including Schools for Mothers, summer preparatory courses, the Soros Foundation – Kyrgyzstan Step by Step programme and a Save the Children – Great Britain programme, were tested. Experience was gained in involving representatives of the public (local administrations, NGOs, Council of Women, Council of Aksakals (Elders), Youth Councils, etc.) in the educational process. Around 1,000 children from 4 kindergartens were involved in the Schools for Mothers – UNICEF pilot project (2002-2003 school year). These schools are educational and cultural centres, where parents, whose children are not attending pre-school establishments, receive professional advice.

Number of pre-school education establishments



Number of pre-school educational establishments

Number of pre-school education establishments	1999	2000	2001	2002	2003	2004	2006
Total	420	416	407	416	416	417	447
including:							
Nurseries	3	-	-	-	-	-	
Kindergartens and nurseries	286	285	282	268	268	268	268
Kindergartens	129	129	123	146	146	147	177
School-kindergartens	2	2	2	2	2	2	2
Urban areas							
Total number of establishments	249	239	233	237	237	237	237
including:							
Nurseries	2	-	-	-	-	-	-
Kindergartens and nurseries	182	178	176	166	166	166	166
Kindergartens	63	59	55	69	69	69	69
School-kindergartens	2	2	2	2	2	2	2
Rural areas							
Total number of establishments	171	177	174	179	179	180	210
including:							
Nurseries	1	-	-	-	-	-	-
Kindergartens and nurseries	104	107	106	102	102	102	102
Kindergartens	66	70	68	77	77	78	108
School-kindergartens	-	-	-	-	-	-	-
Privately-owned	6	6	5	5	5	5	5

56 % of pre-school educational establishments (PSEE) are located in urban areas, 48% in towns of Chui oblast and Bishkek, 18% - in towns of Jalalabat oblast, and 15% in Osh oblast respectively.

Despite the fact that the rural population of Kyrgyzstan accounts for more than 65% of the total population, the number of pre-school educational establishments in rural areas is 44 % of the total (177 PSEE). 37 % of them are located in Jalalaabad oblast, 20% - in Chui oblast, and 16% - in Osh oblast respectively. In other oblasts their numbers are much lower at 5% on average: 5,5 % - in Issyk-Kul oblast, 6% - in Talas oblast, in Naryn oblast – 7%, and in Batken oblast there are only 10 PSEEs.

The coverage of children by permanent PSEE is determined by the number of children attending permanently functioning PSEEs and the number of children in groups of 1-6 year-olds according to the demographic statistics of their total number. Accordingly, with the fall in numbers of PSEEs the coverage of children from 1 to 6 years old attending PSEE also fell and in 1993 this index was 13.4 % and after 10 years had almost halved and in 2005 was 6.3 %: in urban areas – 24.7 %, and 3.8 % in rural areas.

In recent years the number of teachers in PSEEs has been almost stable (3,600 on average).

With increases in the number of children the ratio of children per teacher (the number of children decreased and the number of tutors providing additional educational services increased) was 20. At present, qualified professionals are leaving their jobs due to low wages. It is important to note that in recent years the qualification levels of PSEE teaching staff have fallen significantly, but virtually no new staff members are being trained due to cutbacks in training pre-school education specialists in HEI and vacancies are being filled with less

qualified staff, which in some cases negatively affects the educational process and early childhood care.

Research conducted with the aim of identifying the preparedness level of children to start learning at school and the level of schools' preparedness to accept them showed that there is much to do yet, in preparing young children to start learning in the system of formal school education and adapting programmes and the pace of learning to the intellectual level of children as well.

It should be noted that UNESCO in cooperation with its partners, primarily with UNICEF, is helping Kyrgyzstan implement of the EFA National Action Plan and elaborate and implement early childhood development plans.

In 2003, with the assistance of the UNESCO Cluster Office in Almaty, a survey was conducted of the state of pre-school education and an analysis of existing institutional mechanisms and early childhood development programmes. It presented a layout of the present state of pre-school education, some points in retrospect and also determined the short-term and long-term plans. The special significance of this research is that for the first time, it presented a vast amount of statistical data, based on which pre-school education and upbringing control bodies have been able to take informed decisions and thanks to an analysis in 2005 the Pre-School Education Strategy of the Kyrgyz Republic was elaborated and adopted. It has contributed significantly to the pre-school reform process and provides Kyrgyzstan with a unique opportunity to develop a network of pre-school educational establishments and also to review the content of pre-school educational process and to involve parents and the whole civil society in the process of educating children.

With the aim of supporting education reform, enhancing accessibility to quality education and children care, the Ministry of Education and Science of the KR elaborated the National Standard for Pre-school Education and Childcare (0-7 years old), which was approved by Government Resolution #17 dated 16th January 2007. The standard was developed with the participation of leading specialists of the Ministry of Education and Science, the Ministry of Health and Ministry of Finance of the KR, scientists, practicing teachers, representative of NGOs, and international experts, taking into account international and domestic experience.

Criteria presented in the standard are focused on four categories of services in the pre-school and childcare areas:

- Pre-school groups and pre-school classes with clearly defined hours of lessons according to a timetable;
- Services related to full-day childcare for children up to 5 years old;
- Services related to childcare outside PSEEs ;
- Home-based care and education of children.

The following are the main qualifications for teaching staff laid down in the national education standards: 1. Hold a degree in a basic education: higher education or special teacher training in the field of child development, care or education; 2. Hold a qualification certificate or additional education supported by documentary evidence of courses; 3. Be mentally/psychologically stable and of a good, sound character (including criminal record verification).

In accordance with the Law of the KR On Education normative legal documents governing and regulating the pre-school education process have been developed, such as:

- Standard provisions on pre-school educational establishments;
- Regulation on School Boards for pre-school educational establishments;
- Rules and regulations for the certification and state accreditation of educational organizations;
- Regulations on sanitary-epidemiological requirements of facilities for maintaining and organising the working regime of pre-school educational establishments;
- Regulations on establishing model (pilot) short-stay pre-school educational organizations.

In addition, the Kyrgyz Republic has ratified the UN Convention on the Rights of the Child, which also embraces the civil, political, social, cultural and economic rights of children.

General management, policy development and development of normative legal documents (including licensing) on the implementation of Goal I fall under the remit of the Ministry of Education and Science of the Kyrgyz Republic. Direct control of funding, compliance with the national standard, advanced training of teachers, organising methodological work, certification, etc. are carried out by the Kyrgyz Academy of Education, area education administration units, and institutions of local administrations.

At local level, the responsibility for establishing and providing suitable conditions for developing pre-school educational establishments, funding for their public utilities and capital expenditures is entrusted to local state administrations and *ayil okmotu* (administrative unit). However, the *rayon* (administrative unit) departments of education and *rayon* financial departments' responsibilities for PSEE are now only limited to securing reports on the number of children attending PSEEs and to the number of staff of these institutions.

Principals or heads of institutions for children are appointed by the local education departments. According to the legislation of the KR, teaching staff must be re-certified every 5 years. Heads of each PSEE are authorized to independently bring up to strength groups of children and their staff as well, taking into account the national standard, which lay down the qualifications for people caring for and educating pre-school children.

Teaching staff or people caring for and educating children must periodically undergo advanced training and improve their professional skills (not less than once every 5 years). This training, where teaching staff are introduced to new international and domestic education programmes is run by the Kyrgyz Academy of Education and *oblast* (area unit) advanced training institutes and the Ministry of Education and Science of the KR. However, access to this training for staff from remote regions depends on financial support from local administrations.

According to the statistics in 2004 state expenditures on maintaining pre-school educational establishments of the Kyrgyz Republic amounted to 232.1 mln. soms i.e. 4.6 % of GDP and only 6%, of resources allocated to the education sector were spent on pre-school education.

According to official data, the state allocates 70 % of the cost of child care support per child and the other 30% is covered by parents, however, resources allocated from the national budget are very low and the percentage contribution of parents has grown from 27 % in 1999 to 34% in 2004, while the percentage of resources from local budgets has fallen (from 68% in 1999 to 60% in 2004). The total value of the national budget has changed insignificantly.

45% of the national budget allocated to pre-school education is spent on PSEE staff wages, 15% on food and drink and 40% on communal services respectively.

In state kindergartens standard educational services are free of charge for parents but additional ones have to be paid for and parents pay 50% of the cost of food and drink and the full cost of additional and medical services. In general, payments by parents for additional services vary from USD 7.0 to USD 15.0 per month. In addition, parents pay a voluntary annual fee of 100 soms (about USD 3.0) in rural areas and 160 Soms (USD 4.5) in urban areas to help cover the cost of materials and office equipment. This fee was approved by a Government Resolution of the Kyrgyz Republic.

However, many kindergartens are in a dire state and many buildings, roofs and water and heating systems need major repairs.

It seems that to achieve the main goal of enhancing and improving childcare of pre-school age children will be necessary to review the funding formula and move towards differentiated funding: separate pre-school education and childcare services. In future, it will be necessary to review the funding formula for pre-school education establishments via the state, founders and parents and at the same time, develop a system of measures and exemptions for low-income and needy families.

Thus, despite the progress achieved, the Kyrgyz Republic remains a country, where pre-school education is a very daunting problem and special attention should be paid to rural areas.

For successful implementation of the early childhood development programme it is necessary to test various methods, which will become very effective when used together, such as:

- Educating parents and teachers;
- Working directly with children using home-based education, full time childcare in the family, combined child development centres and formal and informal lessons;
- Facilitating community partnerships to enhance the overall environment and raising the awareness of members of communities in order to carry out joint activities and extend the base of political and social discussions;
- Strengthening national resources and potential;
- Raise the awareness of stakeholders and the general public taking part in political decisions and planning;
- Elaborating a national policy in respect of children and their families that would allow parents to consider their children's education and care. It also facilitates the more active involvement of grandparents and other adult members of families in the child development process;
- Enhancing the legislative and regulatory system that raises awareness of the rights of children and also creates legal opportunities for women and children and also facilitate more effective use of and compliance with, the legislation.

3.3. ANALYSIS OF RESULTS IN ACHIEVING THE 2ND EFA GOAL ENSURING THAT BY 2015 ALL CHILDREN, PARTICULARLY GIRLS, CHILDREN IN DIFFICULT CIRCUMSTANCES AND THOSE BELONGING TO ETHNIC MINORITIES, HAVE ACCESS TO AND COMPLETE, FREE AND COMPULSORY PRIMARY GOOD QUALITY EDUCATION

Country Level Strategy:

Increase the percentage coverage of children in education programmes including children with special needs, by improving the education environment and include the community in resolving school problems; create a healthy education environment to reduce the sickness rate of pupils; provide regular nutrition, especially for vulnerable children, in cooperation with local communities; renovate and modernize the infrastructure of educational institutions.

Policy: The Constitution of the Kyrgyz Republic, the Law of the KR On Education, Children's Code of the Kyrgyz Republic, August 7th 2006, Law #151, Ayil Mektebi (Rural School) Integrated Strategy for Education Development in the Kyrgyz Republic up to 2010.

Coordination:

Ministry of Education and Science of the KR

Monitoring and Assessment:

Ministry of Education and Science of the KR, quarterly and annual reports of ministries, organizations, sample research by partners

Funding sources:

State budget, non-governmental, international, and donor organizations

Brief analysis of results achieved:

The level of provision of school textbooks for schools with Kyrgyz as the teaching language is 85.5 %, with Russian as the teaching language – 88.9%, with Uzbek as the teaching language – 77.2% and with Tajik as the teaching language – 90%; average in the republic 85.4%.

316 schools and annexes to existing premises have been commissioned and 868 schools have been repaired and modernized with support from local communities, sponsors and international organizations such as MERCY CORPS, UNDP, ARIS, ADB, and UNAIDS.

With the aim of enhancing accessibility to quality education for children with special needs, several programmes on their inclusion into education in schools are being implemented (for instance, the Inclusive Education Programme of the Save the Children Fund – Great Britain).

The problem of access to education in Kyrgyzstan has been and continues to be resolved throughout the entire transition period and under the National Action Plan all possible resources

have been used. At present, 1,116,713 school age children are receiving education in schools of the country - the net coverage ratio is 89.9 % for boys and 90.5 % for girls.

- General secondary education coverage is 50.7% for boys and 49.3% for girls (National Statistics Committee of the KR).

Regular attention is paid to the problem of securing access to education for orphaned children and children with special needs. Due to the closure of schools for such children the establishment of inclusive classes in large schools has been proposed and implemented. These classes mean children not to have to leave their families and provide education for them in an ordinary school environment.

380.0 mln. soms are allocated annually for food and drink for pupils of classes 1 – 4 in schools.

Due to the suspension of contributions from parents and with a view to compensating for the loss of income, 100.0 mln. soms were allocated for routine maintenance of schools and 100.0 mln. soms for publishing textbooks from the budget in 2006. In addition, the law On General Secondary Education, which separates school services into charged for and free, was drafted.

Great efforts have been made to improve education standards. In 2006, new education standards, which are being used today in schools, were completed.

Activities related to the restructuring of general secondary education and changing to a 12-year education programme are being implemented. At present, under a working group of the Ministry of Education and Science the Strategy for changing to a 12-year education is being elaborated. This project is being supported by the ADB.

Under the National Action Plan attention is being paid to the training and education of teaching professionals and giving more teachers advanced training. Wages in the education sector have been increased by 80%.

Measures have been taken to provide remote regions of the country with teachers. Since 2004 the Ministry of Education and Science of the KR has initiated and implemented the Young Teacher Deposit Scheme, which aims to assign young specialists to work in remote areas and open deposit accounts in banks for them with the right to use the funds accumulated in their accounts after 3 years working in the remote schools. However, the project has still not solved the problem of teacher shortages and assigning young graduates to work in remote areas.

Dynamics of reinforcing schools with young specialists under the Young Specialist Deposit Scheme

Nº	Name of the administrative unit (oblast)	2004	2005	2006
1	Osh oblast	30	55	137
2	Jalalabad oblast	34	73	141
3	Batken oblast	35	66	109
4	Talas oblast	25	27	58
5	Naryn oblast	12	21	52
6	Chui oblast	28	22	116
7	Issyk-Kul oblast	35	36	87
	Total:	200	300	700

From 2000-2005, 316 schools and annexes to existing premises were put into service with a total capacity of 54.9 thousand pupils.

246.0 mln. soms were spent on routine maintenance and major repairs to schools, 35% of which were from non-budgetary funds collected by sponsors and the public.

Data on school annexes (by region)

Regions	2005		2001		2002		2003		2004		Total 2001-2005	
	Annex.	School places	Annex	Sch. places	Annex.	Sch. places	Annex	Sch. places	Annex	Sch. places	Annex	Sch. places
Bishkek	0	0	1	0.8	2	1.5	3	1.6	3	1.1	9	5
Jalalabad oblast	15	3	15	1.2	9	1.8	15	2.1	34	4.3	88	12.4
Issyk-Kul oblast	4	0.34	0	0			1	0.3	1	0.4	6	1.04
Naryn oblast	2	0.3	4	0.5	4	0.7	1	0.5	2	1	13	3
Osh oblast	17	3.0	23	4.7	22	4.9	13	2.2	24	4.1	99	18.9
Osh	1	0	3	0.9	3	1.4	1				8	2.3
Banken oblast	14	2.5	10	1.3	9	1.7	4	0.4	21	2.6	58	8.5
Talas oblast	2	0.22	5	0.2	3	0.3	8	0.8	5	0.5	23	2.02
Chui oblast	0	0	4	0.5	3	0.3	2	0.3	3	0.7	12	1.8
Total:	54	9.1	65	10.1	55	12.6	48	8.2	93	14.7	316	54.9

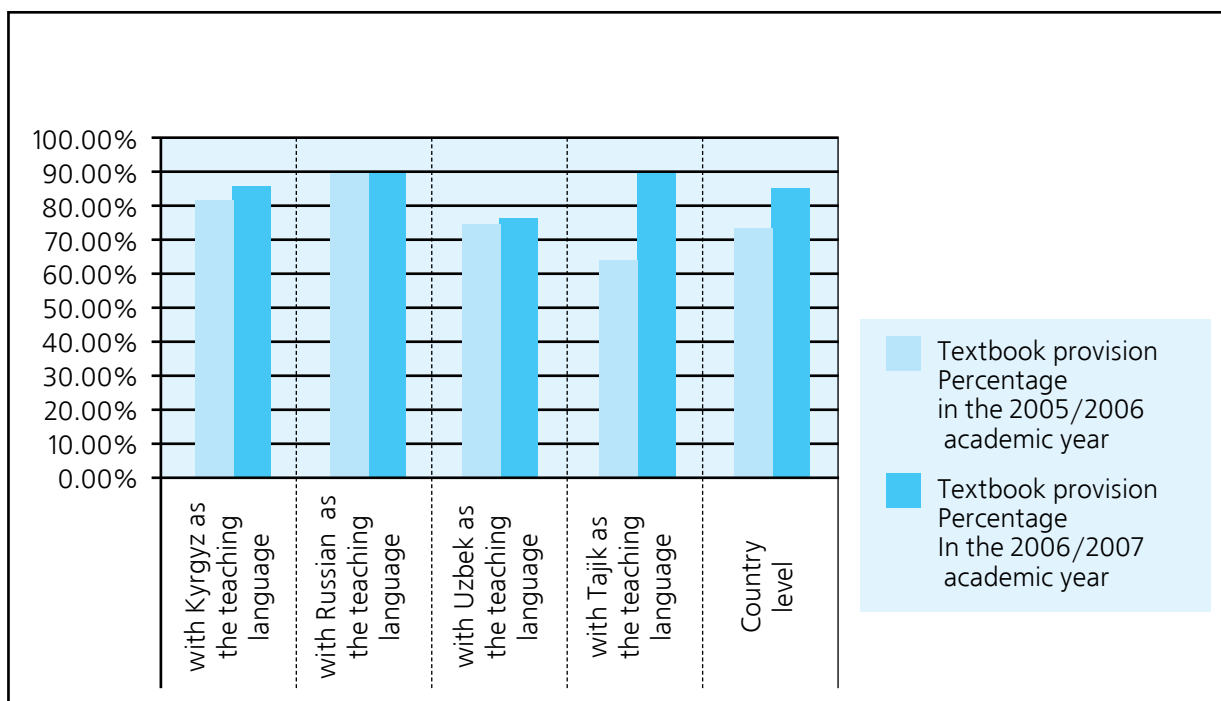
Donor investments and credits provided by development agencies have played an important role in renovating schools.

Data on school repairs by development agencies from 2000-2005

Oblast	Total number of schools repaired From 1999 – 2004	Including:				
		Major repairs		Running repairs		
		ADB Development of the education sector Project	ADB Provision and funding of social services Project	PEAKS USAID	ARIS	Mercy Corps
Osh oblast	223	38	71	4	14	96
Batken oblast	76	17	24		10	25
Jalalabad oblast	240	38	94	3	11	94
Talas oblast	52	10		4	11	27
Naryn oblast	61	16			11	34
Issyk-Kul oblast	84	25			22	37
Chui oblast	131	24			26	81
Bishkek	1	1				
Total:	868	169	189	11	105	394

During implementation of the EFA National Action Plan schools of the country have significantly enriched and updated their academic literature funds

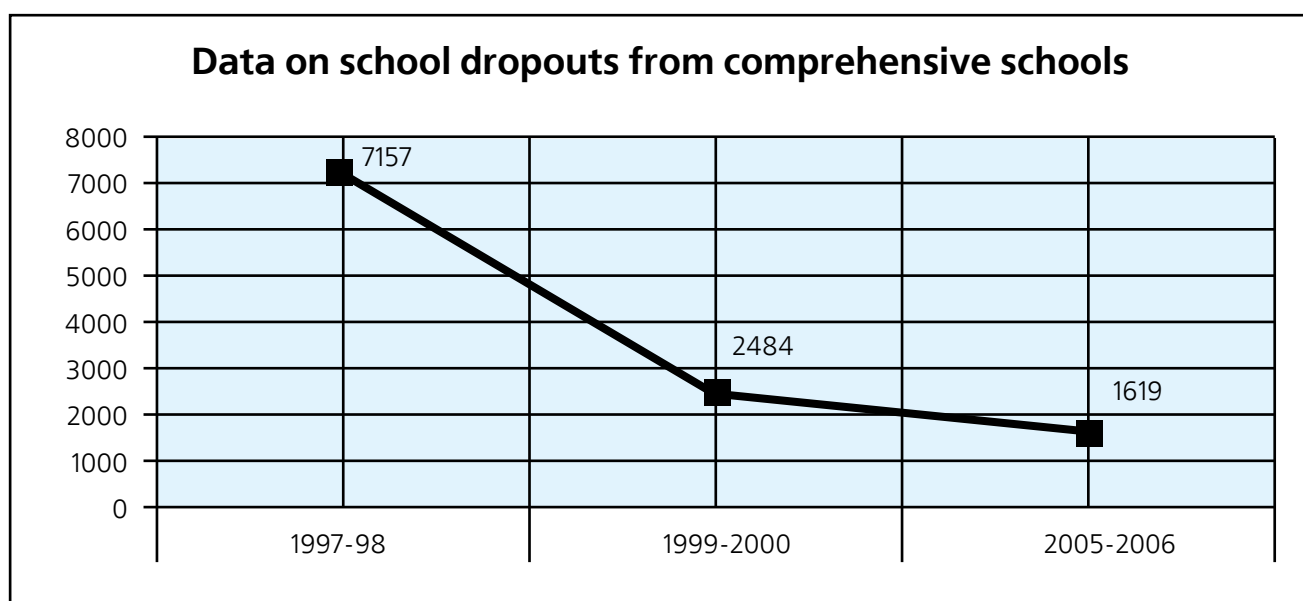
Dynamics of providing schools with textbooks and learning aids



Under the National Action Plan attention has been paid to the development of rural schools and initially, in the Kyrgyz Republic the Rural School Development Project was implemented with UNESCO assistance. As part of this project a resource centre for teachers in remote regions was set up. With a view to improving quality in rural areas the Ayil mektebi (Rural School) integrated programme was elaborated and approved by Government Resolution of the KR in 2003. This project is currently being continued with WB technical assistance worth USD 15 mln.

Despite some positive changes, many tasks in accessing quality education remain unresolved.

General education coverage has not yet been achieved and currently, according to National Statistics Committee data, 1,619 children have dropped out of school.



According to other sources this number is much higher. Thus, according to El Pikir (People's Opinion), a private company that conducted research into the achievements of pupils in 2003

and 2006, the number of school dropouts is 6 times higher and other NGOs mention about 40,000 dropouts.

Data on school dropouts from comprehensive schools

Region/ oblast	2000		2001		2002		2003		2004		2005	
	Total	Girls	Total	Girls	Total	Girls	Total	Girls	Total	Girls	Total	Girls
	Number of school dropouts											
Osh	10215		16	7	74	27	90	54	465	120	188	68
Jalalabat	3576	1708	459	199	248	89	309	219	350	130	163	48
Talas	2105	926	189	48	41	14	34	12	113	42	67	19
Issyk-Kul	9311	4470	450	108	328	67	275	100	289	71	130	26
Chui	2092	929	1010	377	556	203	345	226	561	199	384	114
Naryn	990	412	183	36	209	44	159	69	665	242	527	171
Batken	212	130	78	26	158	39	38	19	46	14	113	42
Osh							34	16	28	16	14	6
Bishkek	261	116	127	54	103	44	60	22	42	12	33	12
Total	22860	14020	2512	855	1717	527	1344	737	2559	846	1619	506

The reasons for non-attendance vary greatly but the major problem is a socially disadvantaged family. The philosophy of such insecure parents is very simple: enroll in school – lose money, sending a child to work in the market – earn money.

Major reasons for dropping out of schools from 2003-2005

Dropout reasons	2003	2004	2005
Financial problems	350	721	432
Unwillingness of parents	152	217	127
Family affairs / problems	222	657	324
Unwilling to study	242	336	286
Socially disadvantaged families	211	209	118
Language (refugees)	10	5	25
Working children	53	156	141
Other reasons	104	258	166

In recent years the risk of school dropouts in the middle part of schooling has risen mainly due to higher expenditures by families on education and they cannot afford to pay for middle, and especially, higher education (books and stationery, Internet services, meals, clothing, etc.). Some families do not consider it necessary to enter higher education because it is impossible or inexpedient. Other categories of children, who do not attend school, are children of working migrants.

The government plans to implement a new UNICEF project, which will research the state and conditions and collect data on the number of school dropouts.

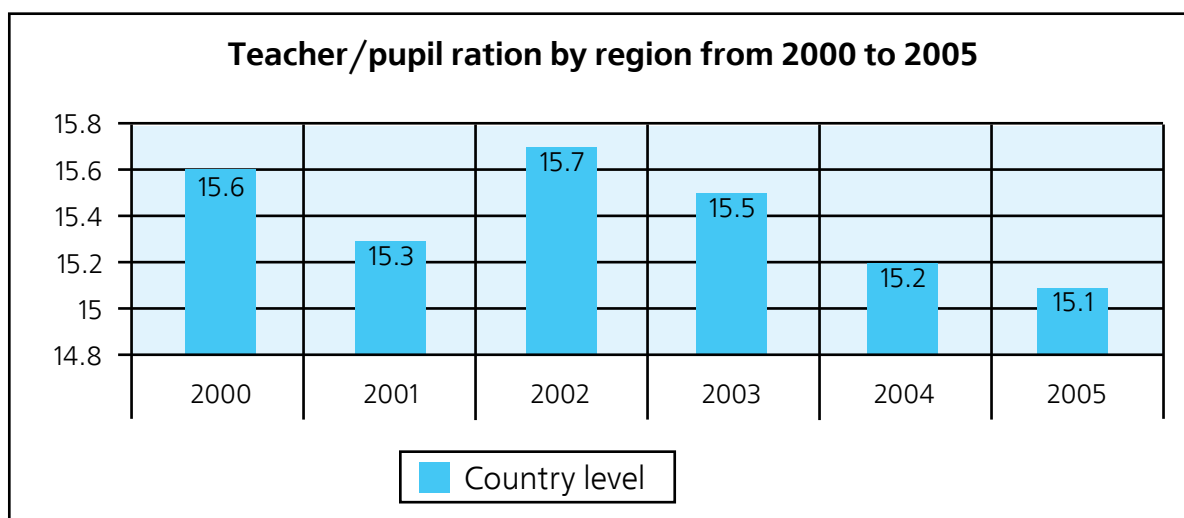
On average boys drop out twice as often as girls and without a proper education they join the ranks of the unemployed. There are more homeless children and young offenders among them.

The number of school age children registered at the Minors' Affairs Inspectorate (MAI) and in schools

Region	Number of children registered in MAI	Number of children registered in schools	Number of children, who do not attend school	Number of crimes committed by school pupils
Bishkek	89	521	33	3
Chui oblast	403	1154	384	7
Naryn oblast	86	342	527	31
Issyk-Kul oblast	319	556	130	34
Jalalabat oblast	336	175	163	40
Osh	149	256	14	19
Osh oblast	59	NA	188	35
Batken oblast	60		113	
Talas oblast	NA	NA	67	21
Total:	1501	3004	1619	190

There are other obstacles hindering quality growth in the basic education sector: the problem of reduced use of classes, regulation of teacher/pupil ratio. This correlation remains high, especially in urban areas.

Dynamics of the change in the teacher/pupil ratio



Despite the inevitability of linking reforms to the structure and content of general primary education in order to improve the quality and implementing integrated experimental activities, Kyrgyzstan faces a lack of specialists capable of conducting applied research in education. During the transition period teacher training HEI and teaching methodology faculties implementing this work have been partially transformed or closed down.

The Kyrgyz Academy of Education has become a monopolist and is unable to cope with this task and currently, practically nobody is engaged in applied research.

Economic difficulties forced schools to introduce different types of chargeable services that do not make it possible to provide genuinely free school education. In 2006 these services were forbidden by the Ministry of Education and Science, however, the problem of technical support to schools remains unresolved.

Solving problems of achieving the 2nd EFA Goal is envisaged by establishing a state and community based form of school management:

- Ensuring successful implementation of national education programmes;
- Strengthening public involvement in solving problems of general primary education;

- Expanding the network of public education support funds and subsidiary bodies to support children;
- Expanding programmes of inclusive, distance and evening school education;
- Supplying education aids to schools;
- Expanding the opportunities to receive basic and primary education for people, who have not previously received a full education;
- Organising re-training and advanced training programmes for heads of schools and pre-school education establishments aimed at adapting professional skills and knowledge to working in new conditions.

3.4. ANALYSIS OF PROGRESS IN ACHIEVING THE 3RD EFA GOAL ENSURING THAT THE LEARNING NEEDS OF ALL YOUNG PEOPLE AND ADULTS ARE MET THROUGH EQUAL ACCESS TO APPROPRIATE LEARNING AND LIFE-SKILLS PROGRAMMES

Country Level Strategy:

Further practical application of programmes in educational institutions based on the strategy of life skills education; strengthening the involvement of various social institutions and public organizations in developing integrated projects to set up children's and young people's associations, school services and clubs aiming at developing life skills; more active participation of psychological/teaching and medico-social support centres for children and teenagers in preventive work; re-training psychologists of educational institutions, which provide training in life skills development.

Policy: The Constitution of the Kyrgyz Republic, the Law of the KR On Education.

Coordination:

Ministry of Education and Science of the KR, Technical group of the CARK Forum on Education based on life skills and the Technical group of the CARK Forum on Adult Education.

Monitoring and Assessment:

Research supported by international organizations including – Monitoring progress in education (UNESCO and UNICEF), state educational testing based on proving life skills – ability to study at high school.

Funding sources:

State budget, non-governmental, international and donor organizations

Brief analysis of results achieved:

Pilot schools under the direction of TWG have become more active in developing the life skills of pupils and young people in formal and informal education; programmes such as Education and learning for a viable future, Development of key competencies, Accredited Education, Techniques for the self-development of pupils' personalities, Critical thinking and Understanding and creative thinking, are being implemented.

An important direction of the reform of school education in the Kyrgyz Republic is result-oriented quality assurance as results show the competence of the approach including forming knowledge of key competencies and life skills, thereby changing approaches to education, the role of teachers and quality assessment methodologies.

Development of life skills is understood to be one of the main criteria of quality education. Quality education can be defined as a group of features of education fitting modern requirements of teaching theory and practice, capable of satisfying the educational needs of the individual, community and the state.

Thus, the main criteria of quality education at the level of educational institutions are:

- A complex set of educational programmes, the content of which provides training and education of pupils in accordance with their educational and life needs;
- Equating the level of the practical-oriented part of the content of educational programmes to the requirements of the potential clients to which the educational institution is oriented;

-
- The learning level of selected specialized educational programmes by learners;
 - The level of satisfaction with the results of their education by learners.

Analysis of education programmes implemented in Kyrgyzstan, which are based on the life skills education strategy, shows that these programmes permit the implementation of tasks to adapt and develop and develop skills in decision-making, communication, expressing and controlling feelings, critical thinking, understanding negative impacts and pressures from peers and resisting them, goal-setting etc. These programmes are:

- Education and learning for a viable future;
- Development of key competencies;
- Accredited education;
- Techniques for the self-development of pupils' personalities;
- Critical thinking;
- Understanding and creative thinking.

Justified selection of research indicators and criteria are those, which reflect levels of achieved qualitative and quantitative results of organization, implementation of the educational and learning process and creating the conditions for them.

When selecting indicators and criteria, requirements that would reflect the following were taken into consideration:

- Subject of the evaluation, i.e. their use for carrying out both, external evaluation (attestation) and self-examination;
- Educational Institutions Development Strategy and its objectives;
- End-results of the work of educational organizations;
- Conditions for achieving end results.

Results of research carried out in Kyrgyzstan showed that all existing programmes have made their own contribution to the development of life skills. With the help of these programmes teenagers and young people have formed an understanding of risks to health. The methodology of out-of-class preventive work based on improving such life skills as the ability to escape conflict situations or stress management is being actively developed.

At the same time, the main outcomes of the conducted research are: the responses of pupils and parents acknowledge the need to enhance measures and activities related to developing independent work skills (skills in decision-taking, achieving aims, problem-solving, implementing important assignments and problem management).

These problems are faced most by pupils, who:

- are not able to achieve their goals
- face difficulties in taking decisions
- fear important assignments
- are not able to look after their own interests
- are not able to turn down requests

Analysis of the responses of pupils and parents to questions connected to skills on education activities, critical thinking, and working with information showed that modern children, teenagers and young people access most information from the media and their peers. The proportion of pupils, who accessed basic information from books, including textbooks, is much lower (2-3 times). Consequently, most students require skills in accessing information developed over the years and are influenced by shallow modern tendencies and entertainment. A considerable number of students need to develop skills in:

- critical information assessment;
- comparing information with data from authoritative sources;
- correct setting of questions;
- leading a discussion and looking after their own interests.

The research revealed a poor level of skills in situational behaviour and ensuring one's own security (quick reactions, skills in managing emotions, using strength and resisting violence in different ways). The problem of security is not only linked to violent situations. In daily life students are exposed to slow impact factors, such as drug addiction, alcoholism, smoking and infections. In this connection it is not possible to underestimate the importance of pupils practicing healthy lifestyle skills in their behaviour. An important role in this field is played by the skills of resisting negative influences and it is quite difficult to assess this skill among respondents. On the one hand, most of the respondents replied that for various reasons, they would refuse if they were offered drugs, but on the other hand, additional questions revealed the inability of most respondents to resist persistent offers.

Thus, attention should be paid to acquiring the following skills:

- peaceful conflict resolution;
- negotiation;
- behaviour in civil society.

The implementation of activities, statements in the national media and research are giving positive results. Pilot schools have become more active in developing the life skills of pupils and young people in formal and informal education.

Diagnosis and generalizing the outcomes of research on introducing life skills into the learning process is further.

Analysis conducted in schools of school curricula and textbooks on the presence in them of information on developing life skills showed that no school curricula or textbooks used in comprehensive schools are sufficiently adapted to develop life skills among children, except in textbooks related to natural sciences of elementary school classes, which include texts such as *Your Health and The Human Body*. However, such skills as healthy human nutrition and what to do in emergencies are not mentioned.

The mathematics curricula do not contain economic tasks and terms such as income, profit, expenditures, and losses are not covered in textbooks and there is too little information on how to determine inter-subject links. Many texts in books are out-of-date and irrelevant and there is no information in textbooks on developing life skills to help parents. It is important to produce textbooks and learning tasks that help children draw conclusions and find options on how to resolve problems that are favourable for all the participants in a discussion. In addition, material must have information on developing self-reliance, ability to take decisions and to take responsibility for their fulfillment.

The importance of life skills was taken into consideration in preparing the National Education Development Strategy project of the Kyrgyz Republic, which specifies:

- further adoption into practice of educational institutions' programmes based on the concept of life skills education;
- increasing the involvement of various social institutions and public organization in developing integrated projects on establishing children's and young people's associations, school services and clubs aiming at life skills development;
- more active participation of centres of psychological/teaching and medico-social support for children and teenagers in preventive work;
- re-training of psychologists of educational institutions, which provide training activities on life skills development.

For more productive inter-country interaction on introducing life skills under the CARK Forum it is necessary to:

- Establish an inter-country resource centre with the aim of collecting, appraising and testing the best programmes implemented in the country based on the concept of learning life skills so that they can be used instead of our own programmes that are not always professional and this will improve overall effectiveness.

- Recommend allocating funds to develop integrated projects to set up children's and young people's associations, school services and clubs aimed at developing life skills.
- Monitor the effectiveness of implemented programmes by carrying out a contrastive analysis of poll results of groups of learners.
- Adapt the understanding of life skills and consider them to be one of the main criteria of quality education.

In Kyrgyzstan it is possible to state that by 2000 organizational forms of education accessible to young people, especially from rural areas (in terms of adapting to the new socio-economic conditions, ability to resolve problems and conflicts, combat environmental pollution, etc.) had become disembodied.

Currently, various non-governmental educational institutions provide adult education services through informal education programmes – professional and non-professional courses and civil education courses. More than 1000 licences have been granted to education services providers by the State Inspectorate on Licensing and Certification.

There are 11 Adult Education Centres in all oblast centres of the Kyrgyz Republic that offer a wide range of opportunities from communication and personality development courses, professional and additional training, courses for completing basic education and other certified courses through to empowered participation in life of society and integration through adult education and they also provide services for special target groups: single mothers, pensioners, and unemployed women.

A project to set up local community centres was implemented with UNESCO assistance to provide local communities with the knowledge and skills, which are needed to improve quality of life.

In addition, 2,139 community organizations involving 51,962 people take part in local decision-making and elaborate development plans.

Education providers are both local and international and the Counterpart Consortium, Soros Foundation –Kyrgyzstan, UNDP and UNESCO are used as resource centres.

Small Grants Funds have been established to finance small-scale programme initiatives such as: Poverty Reduction, Mobilization and legalization of refugees, migrants and ethnic Kyrgyz; Village Support; Consolidation and joint activities of various national Diasporas.

Existing adult education programmes have the following aims:

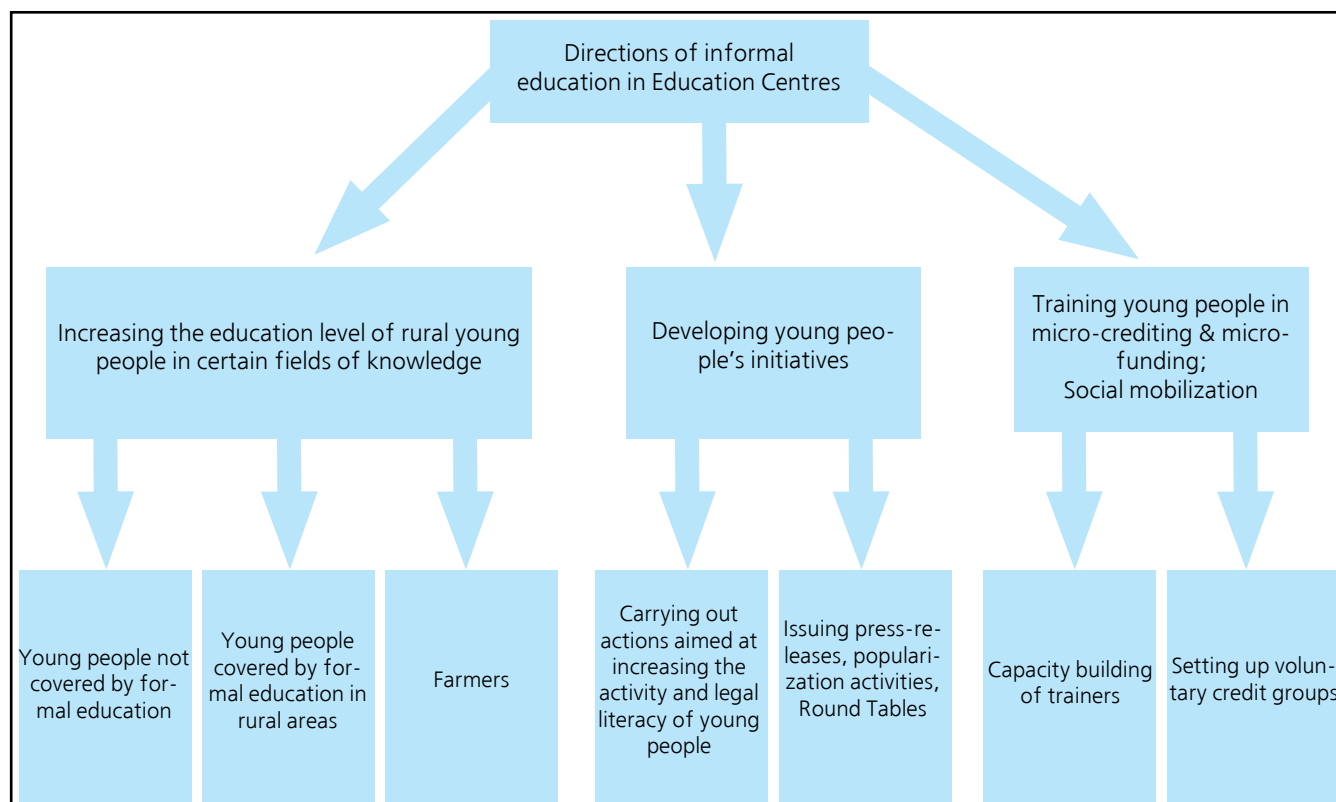
- Enhancing management skills; strengthening technical, organizational, and operational potential.
- Social mobilization of the local population; creating various self-help and mutual aid groups.
- Developing skills in profit making activities.
- Improving legal literacy.
- Improving professional knowledge and skills

An important role in achieving EFA goals in rural areas is given to informal education, which is linked to the stimulation of self-education, self-discipline and self-development of the person, regardless of his/her profession, age and place of residence.

In rural areas centres mainly established by international organizations operate and they usually operate in three interconnected directions:

- education
- development of young people's initiatives
- involving young people in the process of micro-crediting and micro-funding

Directions of work of education centres in rural areas:



When organising training courses on agricultural specializations (including animal husbandry and veterinary medicine) new experience, such as community participation in choosing the themes for courses, developing the training programmes and also choosing qualified instructors, is usually used, as it is the most cost-effective. All the collected resources (training costs) cover administrative needs (communal services, stationery, telephone) and the salaries of instructors. Some training centres have formed their own development funds.

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

When assessing the results of education and training centres it is necessary to take into account that in many cases the potential gained from informal education in rural areas cannot produce immediate results in the form of employment or setting up profit-making activities, or greater social activity by young people because in practice, trainees receive knowledge and skills, which are not used immediately after completing courses. At the same time, experience acquired during courses change individuals' thinking, raises literacy levels and facilitates equal access to basic and life-long education for all.

A survey of course graduates in rural areas shows that the main reason for dissatisfaction with courses is the lack of technical equipment, practical lessons and visual aids.

Analysis shows that the most important problems of informal education are:

1. Poor quality of services provided in informal education.

42% of experts polled by the El Pikir Public Opinion Centre think that education and training provided in informal education lacks quality despite the fact that these activities are licensed in Kyrgyzstan by the State Inspectorate for the Licensing and Certification of Educational Institutions under the Ministry of Education and Sciences of the KR. According to experts, the reasons are the poor qualifications and often, lack of teaching skills of trainers working in the informal education field, which are profit but not result-oriented.

2. Poor statistical information on informal education and the lack of a system for exchanging and collecting data in the field of informal education in practice.

The lack of data on informal education also affects the population, which is often unaware of work carried out by educational centres in neighbouring villages and rayons. Data on re-training and advanced training is collected by each NGO, international organization, etc., which is an obstacle to carrying out a full analysis of the system of informal education of adults, training programmes, acquiring skills and fostering civic consciousness in particular. Existing data mainly covers formal education programmes and as a result, donors and international organizations are unable to obtain reliable information from governmental bodies about informal education projects implemented in regions of the country.

3. Accreditation and certification

In practice, certificates issued for informal education are not state standard documents and are not always considered by employers.

4. The low paying capacity and activity of the local population in rural areas is a threat to the sustainability of informal education centres.

In rural areas education or training is very popular if it is run by donor or international organizations, however, if part or full payment is required for education or services, attendance falls significantly, since the population is not yet psychologically ready to pay for informal education.

These problems mean that after funding ceases the centres struggle to survive. Project coordinators believe in the effectiveness of holding discussions with villagers in order to raise awareness of the benefits and need for skills. Representatives of rural education centres see a temporary gap in breaking stereotypes and a psychological willingness to co-fund in approximately two-three years time.

5. A total lack of coordination between donors and international organizations working in the same area.

The total lack of cooperation between donors and international organizations working in the same area (oblast, rayon, and village) leads to similar programmes being funded in the same areas and as a result, many regions are totally excluded from these programmes and in practice, there is the situation that education received in one project is not recognized by another one.

6. Lack of knowledge and skills in finding potential organizations and donors providing assistance to educational projects.

Informal education employees especially in rural and remote areas do not possess any knowledge on fundraising, have no Internet connections, have no skills in drawing up project documents for grants and requests and do not have enough money to travel to the head offices of international organizations, which are usually located in the capital or oblast centres.

In general, plus points of informal education are:

- diversity and variety;
- flexible content course lengths;
- incentives for teachers and trainers;
- oriented on the client and where possible, also to the needs of the economy and labour market.

Minus points of informal education are:

- inadequate recognition by the government;
- limited access to services due to their high cost and the scarcity of such services in rural areas;
- poor quality services in many education centres;
- lack of a system for recognizing, independently evaluating and accreditation of informal education organizations;
- potential service users lack information;

- no mechanisms to react to changes in labour market needs;
- 'black market' nature of informal education (mainly tutoring).

Developing an informal education network must include implementing the following measures:

- Developing programmes aimed at the practical use of important life skills of literacy (in addition to the basic skills of reading, writing and numeracy):
literacy to improve professional qualifications and employment;
literacy in information and communication technologies;
information literacy including skills of using the media;
legal literacy;
scientific and practical literacy.
- Developing programmes and paying priority attention to ensuring learners are motivated taking into account their needs and supporting the creation of conditions by developing various methods of programme implementation; integrating activities on ensuring literacy in rural areas about sanitary education, promoting advanced methodologies of farming and developing profit-making activities; providing reading material for children and adults in native and second languages.

Informal education bodies must improve their programme to enable people to get the information, skills, advice and services necessary to protect themselves against labour exploitation, unemployment, conflicts, violence, drugs, early and unplanned pregnancy, HIV/AIDS, hepatitis, etc.

- Creating a continuously updated database on informal education, which must be collected on a geographical and gender basis. In addition, data on the system of informal education should be expanded and include data on pupils and students: age, gender, education level, field of study, employment, present/last place of work, nationality/citizenship/permanent residency, income, etc. It is also necessary that the data includes the following information – coverage and time spent on education and training, funding sources (state, employer or self), personal opinion on reasons and motivation and also obstacles to training and education and mastering literacy.

In order to obtain more information on investing time and financial resources in informal education and training it is necessary to:

- Obtain coordinated information on time spent on education or training by people (by surveying time spent), which should be enriched with contextual information about organisations, pre-school establishments, etc. in order to determine obstacles to participating in training and education in terms of availability of time.
- Collect data on education services and products received and their cost by surveying household budgets;
- Change the way of calculating expenditure on education by the state, which should be reckoned by capital and not operating costs; set up additional accounts for education, including expenditure on informal education and training, including its infrastructure (communications network, education centres);
- Get organizations and firms to invest in education, which should be counted as non-material (intellectual) investments and reflect them in statistics in the same way as capital expenditure;
- Reflect education as an economic activity in business and information statistics in order to classify educational services and products and evaluate their market value (development of education and training content, re-orientation services, production of school materials, etc.).

By definition, informal education or training is carried on outside of schools, colleges, and universities. Usually, it is not considered as real education and in the labour market its results

have little cash value, which is why the meaning of informal education is usually underestimated. The Organization on Economic Cooperation and Development (OECD) highlights adult education, as one of the important fields in life-long education, which does not receive sufficient attention from decision-makers, although, experience of developed countries shows that informal education is a more attractive and needs-oriented sector of education and is an important part of the educational infrastructure. Today, unlike 5 years ago, it is not enough to have life and work skills. Teaching, learning, problem solving, critical thinking and advanced studies – these are not only separate basic skills and competencies needed by everybody when the type of work for 60% of the population in the next 20 years is unknown. In the first place, adults should be given the opportunity to gain skills in data processing and communications technologies, social and intercultural dialogue (ability to work in a team, ability to discuss and accept the existence of other cultures, knowledge of foreign languages, tolerance, etc.), and personal skills (self-management, motivation to study, problem-solving ability, creativity, entrepreneurship, employment, being open to change).

3.5. ANALYSIS OF PROGRESS IN ACHIEVING THE 4TH EFA GOAL LITERACY AND EQUAL ACCESS TO FURTHER EDUCATION FOR YOUNG PEOPLE AND ADULTS

Country Level Strategy:

Ensuring financial resources for the functioning of the system of adult education through allocating resources from the state budget, organizations, entrepreneurs, public foundations, and firms; developing inter-recognizable standards and criteria of quality assessment of the informal system of adult education; creating a system of official validation of qualifications, knowledge and skills acquired through informal education; creating a system of personal crediting of adult education, ensuring tax exemptions for firms, which accumulate resources for adult education and creating a unified network of state support to adult education.

Policy: The Constitution of the Kyrgyz Republic, the Law of the KR On Education, The National Employment Policy of the Kyrgyz Republic up to 2010 Programme, Strategy for Developing the Adult Education System in the Kyrgyz Republic.

Coordination:

The Ministry of Education and Science of the KR, Technical group of the CARK Forum on Adult Education, State Agency for Professional and Technical Education.

Monitoring and Assessment:

Quarterly and annual reports of ministries and organizations and selective research of partners

Funding sources:

State budget, non-governmental, international, and donor organizations

Brief analysis of results achieved:

With the introduction of the article on adult education in the Law of the KR On Education in 2003 work on developing the legislative, regulatory and legal base for the functioning of the system providing equal access to further education for young people and adults, the number of evening classes increased three fold, of correspondence courses in 32 comprehensive schools by one and a half times, the network of HEI increased by 5 times and more than a thousand non-governmental institutions now provide adult education through informal education programmes – professional, semi-professional and civic education courses.

35% of the total population in Kyrgyzstan are children and teenagers, 56% are of working age and 9 % are senior age citizens (NSC), so the pressure on the working age population is high. Since 2001 the birth rate has grown – 20.2 children per 1000 people and this percentage is higher in rural areas than in cities and towns with average families of 1.8 in urban and 2.9 in rural areas. Accordingly, parents are getting increasingly involved in the intellectual development of their children, their preparation for school and further support of children at all levels of education. This level is directly linked to parents' education, since research conducted by UNICEF in

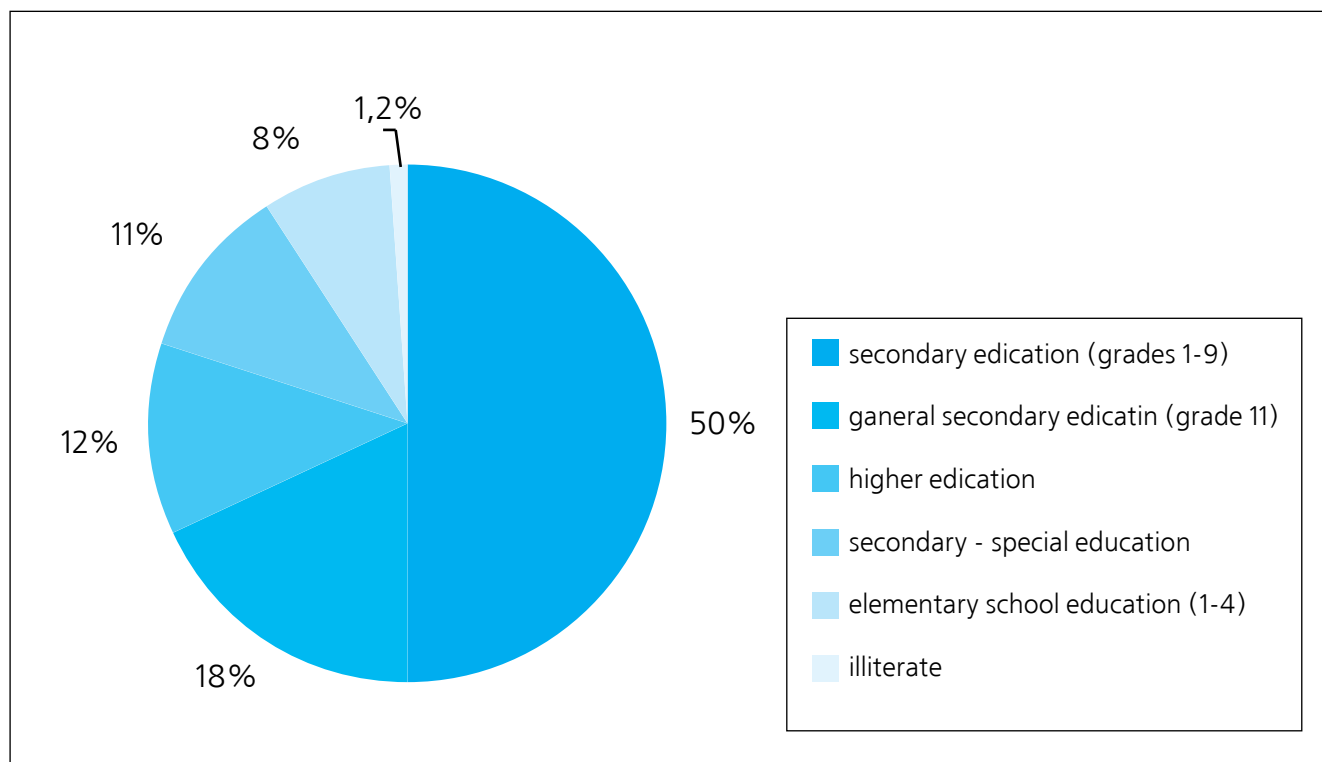
2005-2006 in 5,200 households of the KR shows that educated parents spend more time with their children and rarely leave them unsupervised.

Compared to 1970, 1990 showed a general decline in the literacy of the population. Due to committed and systematic work on mass education coverage of school age children and provision of access to education for all categories of population this gap was bridged in 2006. At present, research into literacy shows a high education level of 98.7%.

Education level	1970	1989 - 1990	2005-2006
Women	99.6%	95.5%	98.1%
Men	99%	98.6%	99.3%

The number of people aged 15-24 is 1,023,618. In general, the average age of the population in Kyrgyzstan is 27 for women and 25 for men, 43.73% of whom are covered by the formal education system and 56.57% are potential customers of the informal education system.

Percentage of the adult population by education level:



1.2% of the population aged 7 plus are illiterate, of whom 51.4% are elderly, 16.7% are children aged 7-10 who live in poor households and cannot attend school and 32% are children with mental and physical and childhood disabilities.

In Kyrgyzstan, the system of further education is just being formed and covers basic levels of formal education (pre-school, school, professional-technical, tertiary, higher, advanced professional, post-graduate) supported by a varied and dynamically developing system of informal education – very different courses of re-training and advanced training, which as a rule, are commercially run.

The availability of education in Kyrgyzstan, as in other countries of the world does not mean there are jobs. There are few real jobs, as most of the population is engaged in agriculture, hunting and forestry (48-49%), whilst service industries are limited (1.4-1.8% of the workforce) and financial services are even more limited (0.5%). The critical issue is linked to improving functional and professional adult literacy – most working specialists need re-training and advanced training.

Of the total number of officially registered unemployed more than half resigned voluntarily, 36% were made redundant, 7% have not been able to find a job since leaving school, 3.7% since leaving tertiary institutions, 2.1% since graduating from university and 4.8% since graduating from technical and vocational education institutions.

Unemployment, rising poverty levels and alcohol and drug addiction have led to the number of children in orphanages more than trebling in less than 10 years.¹ Due to the difficult social conditions many children are forced to work in markets, wash cars, etc. and accordingly, miss more schooling. As a result, the population's literacy level is falling and the numbers of unqualified workers with a low level of education is increasing. At the same time, the number of evening and correspondence schools has dropped from 136 (in the 1980s) to 4 evening schools and 25 correspondence classes in comprehensive schools (in 2003), the number of which slightly increased in 2006 to 32 correspondence classes in comprehensive schools and 11 evening schools with a total coverage of 2,400.

From year to year, the problem of educating people, so-called marginalized groups (prisoners, immigrants, people with mental and physical disabilities, etc.) is growing. 51.7% of people, who commit crimes in Kyrgyzstan, are aged 30 or less and 7% of them are minors. 1.9% of people, who commit crimes are college educated and 98.1% are people with full secondary and junior secondary education. Since 1996 the number of people with disabilities has risen by 20.9%, and now totals 1.9% of the population.

Worldwide population increase, especially of elderly people, raises the question of enhancing their education and training, i.e. developing adult education, known in world practice as training people of the "third age". 10.2% of the population or more than 511,000 people are pensioners and the average pension is 13.0 USD and the minimum consumer budget per head is 40.0 USD per month.

Since 2000 the system of informal education has started spontaneously and is currently a system of educational services offered by various non-governmental institutions implemented through professional, semi-professional and civic education courses.

¹ <http://pr.kg/news2005/050430allinformationfromprkginformationfrompgkinformatio.php>

Field of activity	Number of providers	Adult population coverage/ per annum	% in education market
Languages	157	5000	14.3
Multifunctional centres providing education services in different fields	147	8077	13.4
Worker specialities	140	9450	12.7
ICT	116	3420	10.5
Driving efficiency	72	5783	6.5
Finance and economics	71	3504	6.4
Sewing	55	2398	5
Beauty Industry (from make-up artists to beauticians and hairdressers)	46	705	4.2
Tutoring	41	3855	3.7
Food Industry (from cooks to restaurant- administrators)	38	1640	3.4
Maintenance/refurbishment	34	1517	3.1
Management	26	900	2.4
Arts (from music and dancing to traditional craftsmanship)	25	968	2.2
Professional education and advanced training	23	1501	2.1
Civic education and world cultures	19	1400	1.7
Secretarial	18	473	1.6
Medicine	13	1475	1.2
Communications	14	370	1.2
Teaching and teaching methodology	12	830	1
Security services	10	260	0.9
Legal literacy	9	230	0.8
Transportation	8	598	0.7
General services	7	470	0.6
Tourism	6	320	0.5
Organizational culture (training in organizing seminars, workshops, etc.)	5	745	0.4
Psychology	5	105	0.4
Mass media	3	75	0.2
Religion	11	80	0.09
Total:		Programme coverage – 51 000	

As the table shows, the largest number of education providers work in the field of language training for adults in multifunctional centres, which offer various packages, for instance, foreign languages + computer skills + office work + organizational management and many other providers offer training in information and communications technologies, driving, accountancy and economics and sewing. Even though courses such as civic education, world cultures, the arts and management skills are offered by a smaller number of providers, they cover a larger number of the adult population than courses on tourism or security services and the majority of these

courses are concentrated in Bishkek, Chui, Osh, and Jalalabat oblasts, whereas Naryn, Issyk-Kul, Batken and Talas oblasts have fewer informal education institutions.

For example, since 1997 in 12 Adult Education Centres in all oblast centres of Kyrgyzstan almost 20,000 people have attended training and advanced training courses. In the Law of the Kyrgyz Republic On Education (dated April 23rd 2007) the concept and corresponding Article 24 on adult education was introduced in an effort to create a legal basis for the system of further education. A Draft Law of the KR on Adult Education is being developed. On February 3rd 2004 new Provisions on further professional education in the KR were approved by Government Resolution #53, which was elaborated by the Ministry of Education and Science. The Adult Education Development Strategy in the KR and Provisions concerning the Coordinating Committee on Adult Education have been adopted by the Board of the Ministry of Education and Science of the KR. Kyrgyzstan is in charge of adult education at CARK level. In the Forum, at national and sub-regional level, meetings are organized with the aim of offering advice and discussing problems in the adult education system with all stakeholders. The Board of Social Partners of Professional Education was set up by employees, government bodies (the Government, agencies and educational organizations) and NGOs.

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

It is important to note that the successful achievement of the EFA Goals in Kyrgyzstan in many respects depends on their being implemented in rural areas, as 65% of the population lives in rural areas, where there are 82% of the comprehensive schools and 71% of all pupils and at the same time, the rural population, especially young people, are the most vulnerable. In rural areas wage levels are 47.4% and household incomes are 67% of the urban level. The rural poverty level is also high compared to the urban one.² 75% of the children not attending school live in the countryside.

The task of adult education is to help to reduce knowledge disparities. In the first place, it means reinforcing what they have already learned for those, who received a minimum formal education, but it also means responsibility towards those, who completed longer educational programmes and for various reasons need to broaden and enhance their education in order to safeguard their job prospects.

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

- to overcome gaps between various layers of the population on the way to equality and social justice;
- to promote more opportunities for adults through raising education levels in order to teach them to understand, to think critically and actively participate cultural, social and political life, and also to contribute to developing a democratic society;
- to train adults to carry out various duties that they face during the career development and to promote full employment, by developing and progressing society;
- give every adult a wide range of opportunities to improve and raise her/his education level.
- Adult education in Kyrgyzstan should be open to anyone, who would like to change their job, learn something new and enhance their professional knowledge.

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

- general education aimed at continuously enriching the world-view, cultural skills and abilities of the adult population and educating the growing number of people who do not have general secondary education or those, who did not go to school at all in the CIS, Central Asia and Kyrgyzstan in particular;

² According to NSC data (as of January 2004)

- professional education aimed at the life-long improvement of professional knowledge and skills, advanced training and re-training of workers, especially considering the development of intellectually and scientifically demanding production;
- educating young adults – graduates of educational institutions at the starting point of their careers;
- educating the increasing numbers of unemployed in the CIS and Central Asian countries in particular resulting from intensive market restructuring and re-training them for new jobs, advanced training and socio-psychological adjustment;
- educating discharged military personnel and their re-training in civic professions and social adaptation;
- the education and social adaptation of migrants;
- educating retired people to help them cope with their new age and way of life;
- educating women aimed at achieving social equality between men and women in practice;
- educating adults with disabilities, which provides new opportunities for their integration into society, especially with the development of new computer technologies;
- educating prisoners to give them new modern professions and help them adapt to society after completing their sentence;
- enlightenment activities, which enhance the popular culture and social activity of the population by disseminating scientific knowledge and cultural achievements, informing them about and explaining the decisions of the authorities and forming public opinion.

The functioning of this system must be supported by the following conditions:

- Mobilizing investments into informal education (possibly based on several models accepted in other countries);

A decision by Parliament to create so-called “renewable funds” for corporate education, in which 10% of the profits of large companies accumulate;

tax exemptions on donations to educate staff;

voluntary donations to educational funds;

state funding of adult education aimed at those, who have not had the opportunity to study and update his/her knowledge, i.e. representatives of the vulnerable part of society;

mandatory payments for education;

involving organizations in educating and re-training the unemployed;

introducing education vouchers or accounts;

government guaranteed loans for educational purposes;

paid leave to obtain education.

Currently, officially registered unemployed people can only get free education paid for by the Social Fund of the KR in professional and technical education institutions – even if a person has 2-3 higher education diplomas (the official unemployment rate is 3% and the unofficial rate is 10% or about 500,000 people). 32% of HEI provide their services on a commercial basis and contract education in state supported educational institutions accounts for 80% of the total and almost all additional professional education is paid for.

In connection with the aforesaid, it seems that in the modern social and economic conditions it is necessary to have budget funding of adult education since the 50% poverty level does not enable people to get the necessary education and training. The majority of adults, who financially support their children, are simply not ready or able to pay for their own education themselves.

- Introduce a mechanism for recording knowledge acquired in informal education. World experience offers three methods of knowledge and skill assessment: tests, education assessment conducted outside the formal system and a detailed assessment of the life and work experience of the person, i.e. his/her “portfolio”. The “Portfolio” is a formal document, which sums up the experience and learning acquired by a person on the basis of

which, the formal education system can issue an official document, which recognizes previous empirical education. Evaluating the “portfolio” is considered to be the only method, which helps adult learners assess their previous knowledge and skills and based on them, make plans for further education and development. It is the most comprehensive approach, which is based not only on revealing knowledge and skills, but also on measuring and assessing them.

- Expanding the network of adult education organizations and getting them to conduct annual local research in order to provide information about the needs of the labour market. It is also necessary to expand the network of evening schools and open evening classes in comprehensive schools, the need for which is very high. An analysis of informal research into non-attendance at school shows the need to establish at least 80 evening schools countrywide. It is also necessary to develop a mechanism for obtaining informal general secondary education.
- Introduce changes to the system of adult education and training taking into account the needs of informal education. In this case, teaching activity will be complicated by the need for the following specialists: course designers; education methods consultants – facilitators, who helps learners find and follow their educational paths; tutors who provide completely interactive learning courses and organize interaction with learners when studying course material; examiners responsible for organizing and conducting tests, final tests and examinations. It is necessary to develop methodological materials on adult education.
- To establish a link and coordination between formal and informal education through creating similar programmes through developing the necessary policy, leading principles and mechanisms of inter-recording; advanced training of informal education specialists through organizing their professional education and officially recognizing their status on a par with the status of schoolteachers; developing and implementing such distance learning programmes, which could help continue education at a speed acceptable for learners until they are prepared to return to the system of formal education; contribute to establishing links between teachers’ associations and those, who work in the informal education system.

Thus, it is necessary to work on:

- economic backing for establishing, running and developing the adult education system through assigning resources from the state budget, organizations, firms, entrepreneurs and public foundations;
- developing inter-recognizable standards and criteria of quality assessment of the informal adult education system;
- establishing the official recognition of qualifications, knowledge and skills acquired informally in daily life and professional experience; establishing institutions for the accreditation and certification of the programmes of the adult education system to ensure education quality;
- establishing a system of personal crediting for adult education in practice;
- granting tax exemptions to organizations, which accumulate resources for and provide adult education;
- creating an overall network of state support for local adult education.

These activities and measures will improve quality of life, reduce poverty, raise incomes, improve health, widen participation in social life, foster citizenship and raise awareness of gender equality issues.

The criteria for the effectiveness of further education should be based on:

- subsequent employment after training
- wage rises
- career advancement

- acquiring new work and life skills
- satisfaction with work and life

The main aim of the adult education system in Kyrgyzstan: creating a system of adult education, which will cover all further, formal and informal education and the whole range of unofficial and incidental education. It seems that this system would safeguard the high level of functional literacy and equal access to basic and further education for all adults.

3.6. ANALYSIS OF THE PROGRESS IN ACHIEVING THE 5TH EFA GOAL ELIMINATING GENDER DISPARITIES IN PRIMARY AND SECONDARY EDUCATION BY 2005 AND ACHIEVING GENDER EQUALITY IN EDUCATION BY 2015, WITH A FOCUS ON ENSURING GIRLS' FULL AND EQUAL ACCESS TO AND ACHIEVING GOOD QUALITY BASIC EDUCATION

Country Level Strategy: the elimination of gender disparities and achieving gender equality in education, ensuring equal access to gender-sensitive education by focusing on quality education and satisfying education needs.

Policy: The Constitution of the Kyrgyz Republic, the Law of the KR On Education, Education Development Strategy in the Kyrgyz Republic up to 2010, Law of the KR On Gender, National Action Plan on Achieving Gender Equality up to 2010, NAP of the Ministry of Education and Science of the KR.

Coordination:

Ministry of Education and Science of the KR, Technical group of the CARK Forum on Gender Enlightenment, National Board on Family Affairs, Women and Gender Equality

Monitoring and Assessment:

National report of the KR Monitoring and Assessment of the NAP

Funding sources:

State budget, non-governmental, international and donor organizations

Brief analysis of results achieved: developed mechanisms for achieving gender equality at all levels of education, improved the legal base of education from the point of view of gender approaches; improved the content of education on gender sensitivity; analysed gender divided education statistics; introduced a gender component into the sphere of culture.

In the Kyrgyz Republic, the problem of educating girls and women has always been a priority. Gender problems appeared in Kyrgyzstan on the back of democratic reforms. Forming an open society and changing to a market-based economy demanded new inter-relationships between men and women, that questions be raised about equal rights and equal opportunities, equal access to welfare and partnerships. It became necessary to enlighten all members of society on gender issues.

In this direction the Kyrgyz Republic has succeeded in and ensured a high level of literacy among women, their extensive employment and the active participation of women in the public life of the country. During the social and economic reforms in the country some experience had been accumulated and significant work on resolving gender problems in different fields implemented, including education. If one takes into account that the term "gender" has appeared in the child development system and education only recently, the gender concept is relatively young as well.

It is important to note that equal access to education and achieving gender equality are ensured through an adequate education policy, which takes into account gender aspects of education.

The State Commission on Family and Youth Affairs under the Government of the KR is very active and a Parliamentary hearing on the position of women in the KR was held. The Convention on Eradicating All Forms of Discrimination Against Women and the International Treaty on Economic, Social and Cultural Rights have been ratified by the KR.

In 2005 on the eve of the Summit of States at the 60th Session of the UN the National Achieving Gender Equality in the Kyrgyz Republic in the context of the Millennium Development Goals

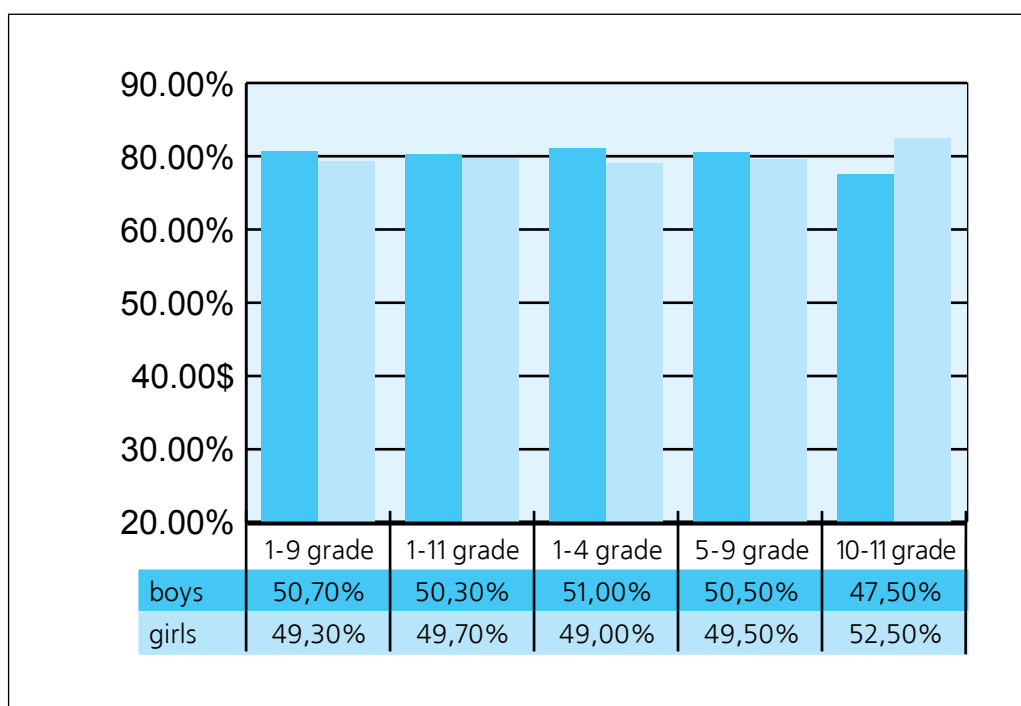
Gender Conference was held and a presentation was made of the results of monitoring the implementation of the Presidential Decree of the Kyrgyz Republic On the National Action Plan to Achieve Gender Equality in the Kyrgyz Republic 2002-2006.

The chief aim of the monitoring was to study the progress made in implementing the NAP to further enhance the effectiveness and sustainable development of its results. Great attention was paid during the monitoring to the process of NAP implementation and to the results and level of its impact on gender equality in the country. A distinguishing feature of the monitoring was that it was carried out on the principles of participation and interaction through involving various participants of the NAP including direct executors – those who are responsible for implementing the state gender policy – representatives of government organizations, institutions and partners from international and NGOs helping implement the NAP.

Monitoring was based on official reports and information presented by the ministries, state committees, administrative units, oblast state administrations, local administrations, some NGOs, and international organizations and the results were examined in 20 ministries and organizations, and were adopted by the National Council under the President of the Kyrgyz Republic on Women and Family Affairs and Gender Quality.

Unfortunately, the monitoring showed the lack of concrete information on activities to implement and achieve results of the NAP on issues such as extending the sphere of formal and informal educational services on gender problems and how they apply to rural schools, including enhancing the functional literacy of men and women through widening access to information technologies and consulting resources, especially in the regions. There is no clear information on the frequency of the implemented activities, allotted budget or social consequences. The process of implementing gender policy according to the laid down indicators shows that there has been some progress in introducing gender approaches into the education system at all rungs of the educational ladder. Thanks to the support of international organizations, there are a significant number of trained specialists on gender issues among the instructors of HEI and NGOs, a fact which is having a good influence on academic gender development. However, the lack of national institutional research capacity in the education field and trained researchers able to analyze gender issues in education, are the main barriers to serious research and obtaining statistical data.

Currently, basic education coverage of the population is by age groups.



In the 2005-2006 academic year in the Kyrgyz Republic the following are covered:

- Pre-school educational organizations:
girls – 48.6%, boys – 51.4%
- Elementary schools:
girls – 49.0 %, boys – 51.0%
- General secondary education schools:
girls – 49.3%, boys – 50.7%
- Middle schools:
girls – 63.0%, boys – 37.0%
- Higher professional education:
women – 56.0%, men – 44.0%

In the Kyrgyz Republic girls and boys are educated together using the same programmes and textbooks and are taught by the same teachers using identical forms of learning and teaching methodologies.

In schools, a certain number of hours are devoted to gender issues, which are included in school programmes in the content of different subjects such as Law, Man and society, Ethics, etc.

In all education organizations of the Kyrgyz Republic extra-curricular activities (classroom hours, parents' meetings and open lessons) on moral, patriotic, civic, multicultural, and work education are held and gender issues are discussed as well.

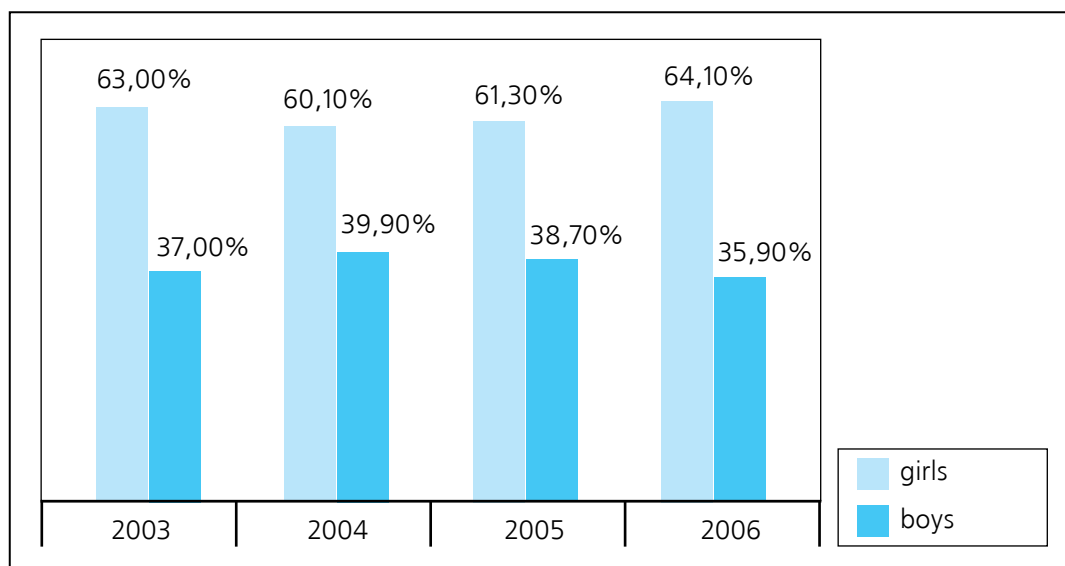
Nevertheless, there is a worrying tendency for children of the middle link of secondary education to drop out. According to international research, on average about 10-15% of school - age children are dropping out of schools, mainly boys in the north and girls in the south.

Male dropouts from school are twice as many as females. The highest rates of school dropouts were in 2002 and 2003 – more than 10 times higher than in 1999. There has been a striking level of feminization in schools and about 75% of schoolteachers are women. In this environment it is difficult for boys to form patterns of male behaviour. School pupils, especially girls, suffer from poor sanitary and hygiene conditions.

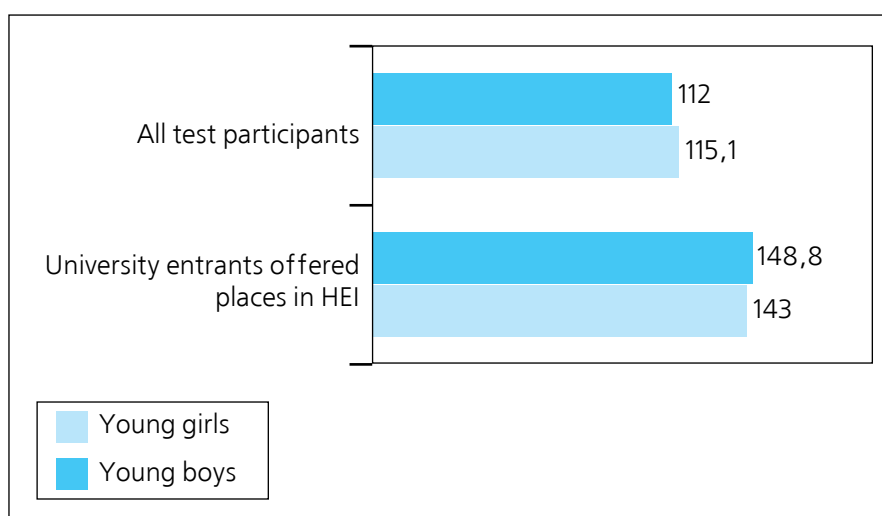
In order to overcome this tendency work is continuing on developing a gender-sensitive educational environment by introducing gender approaches into family education and also analysing school programmes and textbooks for gender sensibility.

Under the general republican testing analysis of the involvement of boys and girls in educational programmes of higher professional education is conducted annually and this shows that girls take a more active part in testing; their results are higher than those of boys.

Distribution of the number of boys and girls (in %) offered places in HEI in 2003, 2004, 2005 and 2006



Average levels of test marks on the main test for young girls and boys offered places in HEI



Gender issues are included in programmes of schools and HEI and several HEIs have centres on gender problems. Based on an agreement between UNESCO and the Rector of the Kyrgyz-Russian Slavic University, a UNESCO Department on Gender Policy and Human Rights has been established. The aim of this Department is educating specialists in constitutional law, human rights and state administration in gender policy based on a legal education.

In 2002-2003, teaching materials on gender problems for parents were produced with UNESCO's assistance and resource centres for parents, the main task of which is promoting gender-sensitive family education, were set up.

A gender-sensitive approach to education is demonstrated in advanced training and re-training courses for teachers and principals of schools. Recommendations for authors of curricula and programmes, where elements of gender approach are included as an essential ingredient, have also been drawn up.

Currently, activities of the Ministry of Education and Science of the KR and its sub-units include a gender component:

Nº	Name of educational institution	Functions
	Ministry of Education and Science	Developing education policy including gender aspects
	Kyrgyz Academy of Education	Developing norms and methodological material Scientific and research activities on analysing curricula, textbooks and programmes for gender sensitivity
	General education institutions	Introducing a gender component in out of school activities Developing methodologies for conducting lessons taking into account the gender aspects
	HEI	Developing special and elective courses on gender issues

Under the NAP, since 2002 activities of the structural units of the Ministry of Education and Science, and educational institutions have included a collection of more gender-disaggregated statistical reporting (coverage, dropouts, etc.), which enables better analysis of the existing situation and determining ways to solve gender problems in education and ensuing access to basic education for all.

In 2003 the Ministry of Education and Science of the KR implemented a UNESCO Project on Developing National Capacity to Create Gender-sensitive EFA plans, which included holding a series of workshops for general secondary education specialists, the main task of which was to develop mechanisms for gender-sensitive education, creating a favourable education

environment, increasing school attendance, improving school results, and modernizing the national curriculum. During the seminars special attention was paid to early childhood development and to overcoming gender bias in the family and society.

As part of these workshops gender booklets were produced for authors of education standards, curricula and programmes and also booklets for gender-sensitive teachers and school principals.

Taking into account that academic freedoms to determine education content under state standards are granted to HEI, the curricula are developed by teachers and approved in HEI. Special and elective courses and special subjects are taught in Departments such as Jurisprudence, Constitutional Law and Gender Policy, Social Work, Psychology and Teaching, Gender Policy and Human Rights etc. in the Kyrgyz-Russian Slavic University, Bishkek Humanitarian University, American University in Kyrgyzstan, Kyrgyz National University, Jalalabat State University, Osh State University, and Talas Humanitarian University.

In a series of lectures on General Humanitarian, Social, and Economic Subjects courses are run on subjects such as Gender Policy, Gender Sociology, Feminology, Legal Anthropology, Gender Policy in Central Asian Countries, Sociology of Sex and Gender, State approach to safeguarding motherhood and childhood, Human Rights and Democracy, Problems of Gender Relationships, Family Affairs, Family Sociology and Man and Society.

Regular and targeted seminars on Gender-sensitive Education and Training for teaching staff and heads of general secondary education institutions are run by several HEI (BHU, KNU, AUK, OshSU, TalHU, etc.)

Themed sections on gender aspects have been developed and included in advanced training programmes for teachers of different levels.

Standard teaching programmes on gender and standard curricula in various disciplines have been developed with the assistance of international organizations (UNESCO, UNDP) and gender libraries in central and regional universities and a Gender Fund in the National Library have been set up.

Lecturers in HEI and some other experts have conducted and published research and developed courses on gender themes. However, it is important to note that there is no real experience and knowledge exchange on gender issues between teachers of different HEI. Due to various reasons gender courses are not accessible for lecturers of other departments and HEIs. Many researchers point to a lack of translated academic literature in the Kyrgyz and Russian languages. Almost 80% of students of all oblasts of the country need literature on gender issues in Kyrgyz.

A number of measures supported by non-governmental and international organizations and donors have been taken in the Kyrgyz Republic to create alternative systems of education and training for women and girls from vulnerable parts of the population

Various centres and informal education courses offer a wide range of opportunities from discussion to individual development. Themes of courses for women include: Oratorical Art and Self-confidence – the key to success, Women's Leadership, Women in Community Development, Life and Politics etc.

The Kyrgyz Republic has developed the following strategies for achieving this Goal in the short-term:

1. Activities of the NAP should be aimed at achieving gender equality in education, according to the Millennium Development Goals, achieving gender equality in education by 2015.
2. In order to improve equal access to education for children from various regions and those belonging to different social groups, it is necessary to develop a network of pre-school educational establishments.
3. Develop a wide range of measures related to pre-school and school education and to include gender approaches in them, including family education and at the same time envisage activities to analyze gender – education programmes, general secondary education and training of teachers in this field.

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4. To include the methodology of forming gender sensitivity in education development programmes for children at an early stage that allow them to overcome gender stereotypes.
 5. Develop a policy on broadening access by school leavers, who have fully or partially completed school education, to elementary and professional education in modern and actual specialties taking into account gender aspects.
 6. Continue developing the academic gender component in education through research and the development of curricula and teaching aids.
 7. Continue developing the gender component in the formal and informal adult education system, including systematic training of government personnel.
 8. Stimulate active, creative and coordinated contributions by all stakeholders to resolving problems of adult education and gender enlightenment of society at national, regional and local levels.
 9. Include activities on public enlightenment and promoting gender equality, responsibility for which is to be entrusted to heads of cultural bodies and at the same time, take into account replenishing library funds with literature on gender themes.
 10. Activities should be measured not only by quantitative and qualitative indicators, as they will affect not only qualitative changes in terms of achieving gender equality in education and culture, but will also bring about positive changes in society.

3.7. ANALYSIS OF THE PROGRESS IN ACHIEVING THE 6TH EFA GOAL IMPROVING ALL ASPECTS OF THE QUALITY OF EDUCATION AND ENSURING THE ADVANCEMENT OF ALL SO THAT RECOGNIZED AND MEASURABLE LEARNING OUTCOMES ARE ACHIEVED BY ALL, ESPECIALLY IN LITERACY, NUMERACY AND ESSENTIAL LIFE SKILLS

Strategy at state level: introduce new approaches to assess the activities of educational organizations; improve the state educational standards and procedures for licensing, attestation, accreditation; establishing educational organizations providing diversified educational services; developing sound curricula, programmes, textbooks and other learning materials and re-training and advanced training of teachers; supporting rural school development programmes.

Policy: Constitution of the KR, Law of the KR On Education, Education Development Strategy of the Kyrgyz Republic up to 2010, State educational standards at all educational levels, EFA NAP.

Coordination: Ministry of Education and Science of the Kyrgyz Republic, State Agency on Professional and Technical Education.

Monitoring and evaluation: Licensing, attestation and accreditation, research supported by international organizations, including Monitoring Achievements in Education (UNESCO and UNICEF), Nationwide General Testing.

Financial resources: state budget, non-governmental organizations, international organizations and donors.

Short analysis of achieved results: established educational organizations providing various educational services; improved state educational standards; improved educational content (curricula, programmes, textbooks); improved the system of professional education, retraining and advanced training of teaching staff employed in the field of basic education; improved the work of the methodological and inspecting services; renewed forms and methods of assessing schools and student activities, introduced a person-oriented approach in education; diversified educational programmes; teacher/student correlation throughout the country is approximately 1 to 12.

Key priorities in the development of education in the Kyrgyz Republic are its access and quality. They have always been in the spotlight and today they make up the major content of education reforms.

During the last decade the concept of education quality itself has been reconsidered in the spirit of the Convention on the Rights of the Child, where it is noted that quality is not limited to the quality of the learning process and school equipment and goes far beyond these categories

and embraces issues of gender equality, health and nutrition and the participation of parents and society in education management as well.

At present, the policy on education quality assurance is carried out in the following ways:

- by establishing educational institutions providing more diversified education services;
- by improving the state educational standards;
- by updating the education content (curricula, programmes, textbooks);
- by improving the system of professional training, retraining and advanced training of teaching staff employed in the basic education sphere;
- by improving the work of the methodological and inspecting services;
- by updating forms and methods of assessing schools and pupils.

Since gaining its independence Kyrgyzstan has begun significant work on introducing the person-oriented approach in education, which can be seen in the diversification of educational programmes that clearly demonstrates the success achieved in access to education in the Kyrgyz Republic.

At present, there are about 8 types of schools in the country, where variable type educational programmes are being implemented:

- comprehensive schools;
- grammar schools;
- lyceums;
- specialized schools;
- author schools;
- school- pilot platforms;
- school complexes;
- specialized schools for children with mental disabilities.

Development of gifted children is the main task for many innovative schools. Pupils of these schools can make their own choices in accordance with their gifts and abilities. These schools have achieved significant results due to their relative financial independence, right to choose educational programmes and choose pupils and teaching staff.

Despite the positive progress in achieving the Goal, it is necessary to point out the following problems:

- the emergence of a gap between innovative and comprehensive schools on the following points: non-equivalence of education services provided by schools;
- lesser access to quality education for the majority of pupils, who attend comprehensive schools;
- non-equivalence in funding (lyceums, grammar schools and other new type schools receive from 15% to 25% more to pay teachers and additional support for principals and teaching staff to improve the learning process);
- teacher/pupil ratios in new type schools are less than in comprehensive schools; professional level of teaching staff is higher in new type of schools than in comprehensive schools.

In the course of implementing the EFA National Action Plan significant attention was paid to improving the system of assessing the activities of schools and pupils.

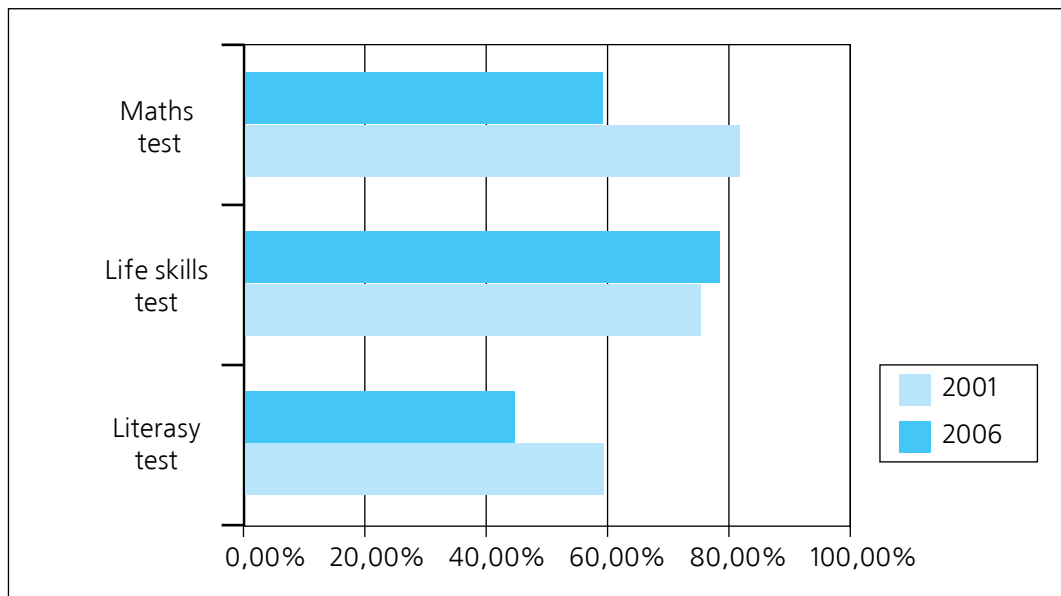
New approaches to assessing the activities of schools are being introduced. The transition from direct control to systematic evaluation and tracing schools and students' activities in correspondence with the stated norms and standards is underway.

Since it came into existence, more than 10,000 students have passed the obligatory and 70,000 upper-secondary school leavers the voluntary testing by the National Testing Centre.

Since 2001, independent evaluation of pupils' achievements has been carried out thanks to financial support from UNESCO and UNICEF.

The first stage of Study Achievement Monitoring (SAM) took place in Kyrgyzstan in 2001 to

assess the level of 4th year pupils. In 2005, thanks to UNICEF assistance, it was possible to make a further analysis, so that the dynamics of primary-education quality for the last 5 years could be determined. Together with this, the aims were to reveal factors influencing the quality of pupils' knowledge and to consider the character and effectiveness of interaction between different participants in the study process. The results of the monitoring showed that overall the quality of education in primary schools in Kyrgyzstan for the period 2001-2005 has deteriorated.



The evidence for this was the test results in the area of mathematics and literacy, which are the basics for all further education. A slight improvement in the field of life skills in general cannot change the tendency that the quality of studies is deteriorating.

The study process in rural schools is declining even more rapidly than in urban schools. The most dramatic drop in primary school education quality can be seen in schools with Uzbek and Russian languages of teaching and less so in schools with Kyrgyz as the language of teaching. However, pupils of schools with Russian as the language of teaching still show better results in education due to the availability of more advanced indices.

In 2002 the Ministry of Education of the Kyrgyz Republic suggested a plan of reforms in the area of higher education, along with other initiatives, which included a suggestion to create an independent domestic testing service to perform independent and objective testing of those wanting to claim state educational grants. At the same time, in 2002, in accordance with a Decree of the President of the Kyrgyz Republic On Further Measures for Ensuring the Quality of Education and Better Management of the Educational Process in the Kyrgyz Republic a system of funding for State Higher Education Institutes in the form of giving students state educational grants, was set up.

To implement the reforms proposed by the Ministry, the Government of the Kyrgyz Republic requested and received from the Government of the USA, support for an initiative on testing and consequently, with the financial assistance of USAID, the Nationwide Public Testing Project was launched in 2002 run by The American Council for International Education (ACCELS). The final goal of the project was to create an independent domestic testing service, which could later independently test university entrants in the republic. In 2002 Nationwide Testing was fully executed thanks to a USAID technical grant. In 2003 part payment (registration fee) from university entrants was introduced.

Nationwide Testing is so-called forecast testing, i.e. its goal is to reveal the best potential university entrants. It's a new type of test not aiming to show factual knowledge, but probe the analytical abilities of those tested.

Annually, 50% of school leavers are subject to Nationwide Testing.

Introducing Nationwide Testing led to changes in and the democratization of the university enrolment procedure. Each university entrant receives a certificate showing his/her scores to which are attached are tear-off coupons on which the specialty and faculty are written during registration.

50 best entrants, gaining the highest scores, receive free certificates, which enable them to enroll in any university and specialty of their choice hors concours.

The other entrants can participate in a competition to get education grants and university enrolment, which take place actually in the educational institutions. With this aim, every university has set up special grant commissions, consisting of a representative of the education authority and university representatives. Normative documents also stipulate independent observers who have the right to attend all sessions of grant commissions, but cannot interfere in or influence the process of selecting and transferring entrants.

There are three rounds in the enrolment procedure. It gives entrants an opportunity to participate in several competitions and various universities and thus, increases the probability of university enrolment. In the first round an entrant has the right to submit an application simultaneously to 2 universities. To do so it is necessary to go to the university to register and to put one of the coupons from his/her certificate in special boxes (containers).

When enrolling the following social categories of entrants are taken into account:

- school leavers from Bishkek,
- school leavers from regional centres and small cities,
- school leavers from rural areas,
- school leavers with the right to privileges (1st and 2nd group invalids, orphans and retired military).
- (since 2007) – school leavers from settlements located in high-mountain zones of the Kyrgyz Republic.

Competitions are held separately for each category that provides equal access to higher education for various layers of the population. Subsequent rounds are carried out identically when there are vacant places.

The new system of enrolment in HEI is an example of cooperation between the state and non-governmental educational organizations. Kyrgyzstan is the first country in Eurasia in which the testing of school-leavers for enrolment in HEI is done by an independent NGO that receives a state order. Selecting students on the basis of fair competition promotes long-term social and economic development, giving an opportunity for training to those young people who subsequently make a contribution to the development of the country.

Educational standards are an effective tool in improving the educational system and quality of the educational process. Standardization of educational content according to what students should be taught and need to learn is a priority of modern work and currently, the basics and requirements for training students are being determined. These are so-called «substantial standards», with the development and introduction of which, such concepts as assessing the quality of student training, certification and monitoring have already been closely linked etc.

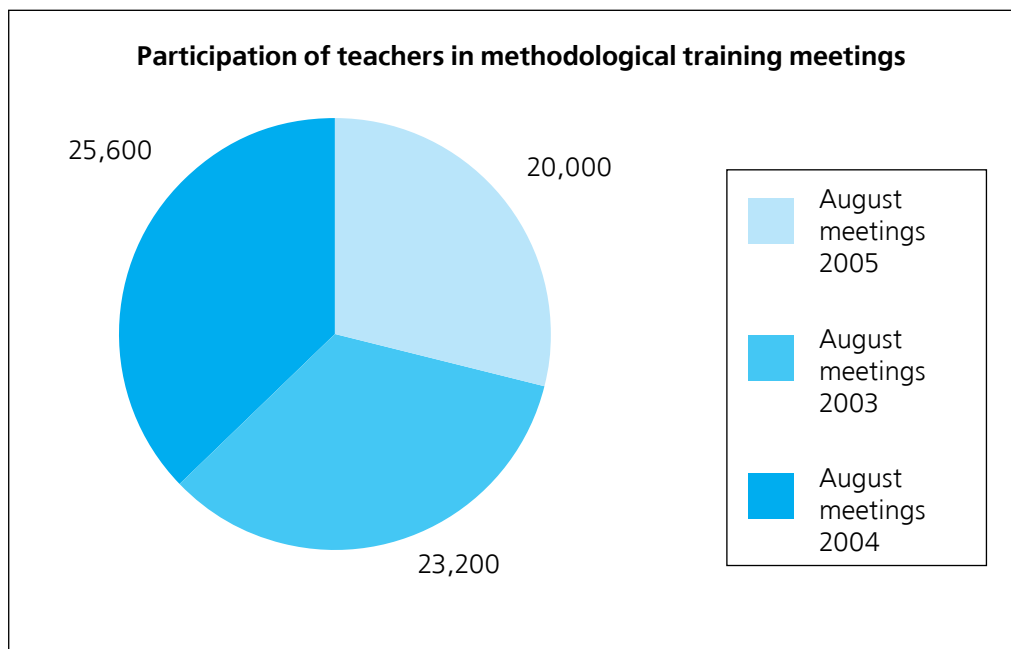
One of the main conditions in making education accessible and of good quality is supplying pupils with textbooks and teaching materials.

Throughout the period from 1991-2005, 15,800,000 copies of 470 new generation textbooks for schools in Kyrgyz, Russian, Uzbek and Tajik were published and measures to distribute and implement ICT in the education system were undertaken.

Teaching staff play the major role in implementing secondary education reforms and currently there is a teaching base of 73,000 teachers. The Asian Development Bank (ADB) has given a lot of assistance in retraining teachers and more than 7,000 have been retrained.

The Kyrgyz Academy of Education, the central institution for retraining and improving

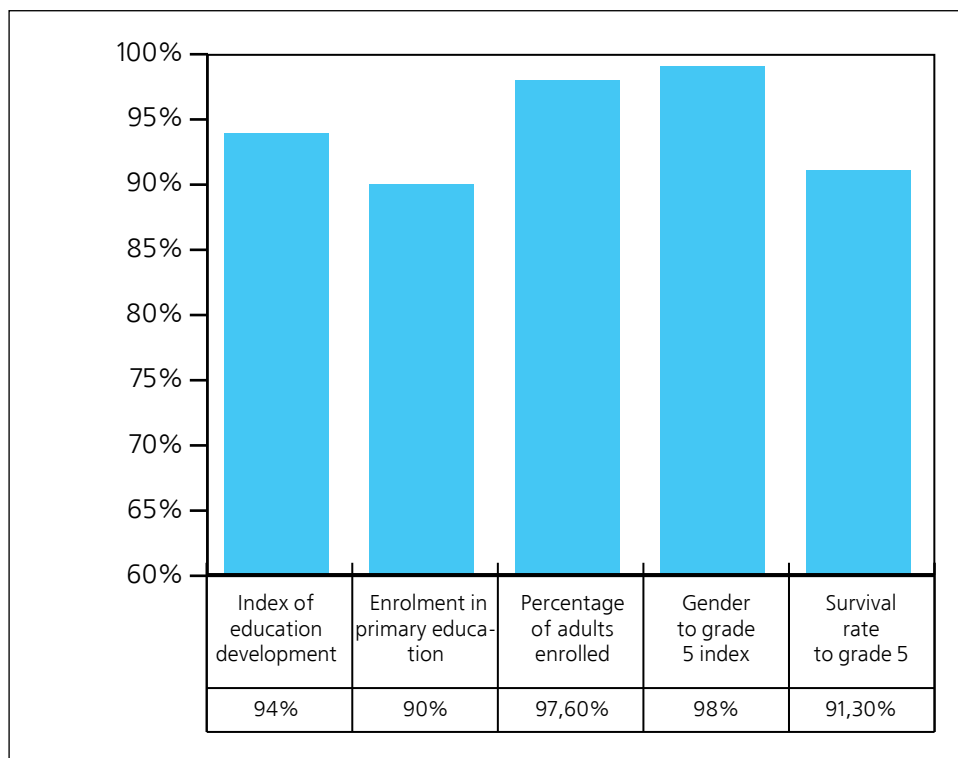
the professional skills of teaching staff, has a retraining faculty. Methodological teaching weeks in the regions have been run in August every year, aimed at training education workers of the republic in new teaching ways and in addition, employees of the various international organizations and NGOs, working in the education sphere have been involved in conducting practical lessons with teachers.



Work has been done on supplying schools with young teachers and improving the training environment.

The main achievement of Kyrgyzstan, despite all the difficulties and successes achieved, is the rate of irreversibility of the declared reforms, which are focused on increasing the accessibility to and quality of education.

In 2006 Kyrgyzstan was 46th out of 127 countries with a full set of parameters, needed to calculate an education development index (EDI), which is a measure of progress of the EFA Programme. Currently, the EFA EDI includes parameters for four purposes: general primary education, adult literacy, gender equality and quality of education and the closer the value of an index is to a unit (or to 100 %), the higher the degree of EFA achievement of this country is. The EDI in Kyrgyzstan is 94 %.



Within the framework of achieving the Goal, Kyrgyzstan aims to implement the following tasks:

Improve the monitoring system, assessing and controlling the quality of education by forming an independent evaluation system and controlling all stages of general secondary education, creating a statistical database to track the dynamic and improve the tools and procedures for monitoring Nationwide Testing; developing accreditation and certification programmes for educational institutions of secondary education.

Future possible extension of the number of schools of different styles.

Form a competitive environment in school education and support non-governmental and alternative education.

Set up teacher-training resource centres based in innovative schools and disseminate cutting-edge teaching experience in comprehensive schools.

Further computerization of schools, improving the index of school computer provision to the rate of 1 computer per 50 pupils.

Set up a telecommunications network providing a nationwide educational information environment.

Develop a new generation of study-laboratory, material and technical equipment.

Create conditions for the education of children with special needs.

Develop textbooks, study and methodological aids based on new state standards, curricula and plans concerning the age and gender characteristics of children. Create a system for publishing educational books and distributing educational literature and improve the evaluation and appraisal of educational publications, including electronic carriers, for all study levels.

Develop the programme for improving rural schools due to the need to raise the quality of educating rural pupils based on the updated educational system, taking into account regional, socio-economic and cultural peculiarities.

3.8. SUMMARIZING ALL SIX GOALS: RISK FACTORS IN GETTING EDUCATION

Analysis of the achievement of EFA Goals in Kyrgyzstan shows, that all the efforts undertaken so far have kept a quite high percentage of children, young people and adults involved in education at all levels. At the same time, Kyrgyzstan cannot deny appeals to provide education, especially for vulnerable groups.

Preschool education

According to UNICEF data, children do not get the care they should in their families. Selective inspection of families (MICS-2006) has shown that a family's social status and well-being influence the degree of adult participation in looking after children. The percentage of the poorest participating in preschool care is 66.3 %, while for richer people it is 83.2 % and where incomes are the same cultural traditions exert an influence. The highest degree of adult participation in preschool care is in Russian families - 84.4 %, whilst in Kyrgyz families it is 73.2 % and in Uzbek families - 53.3 %. As a rule, mothers are responsible for childcare and the more educated they are, the more they take care of their children. In each ethnic group fathers play less important roles in raising younger children and comparing average involvement of fathers with children, Russians are at 2.3 %, Kyrgyz - 1.4 % and Uzbeks - 0.6 %.

Lack of money prevents children from low income families from participating in organized programmes of pre-primary education in a sufficient way. There is a lack of childcare institutions in the countryside and only parents are able to prepare their children for school, nevertheless, the degree of adult participation in preschool childhood education is 4.1 % and in urban areas 4.8 %.

Funding

Funding for medicines and purchases for national educational institutions are drastically insufficient.

Funding for medicines is at an average rate of 35 tyiins (100 tyiins = 1 Kyrgyz som & 36 soms = 1 USD) per day per child whereas 1 aspirin tablet costs 40-50 tyiins. Special boarding schools for disabled children are constantly in need of medicines, depending on the kind of disease (school for blind children - eye ointment and drops and supplementary boarding schools - sedatives, etc.).

Purchases involve buying soap and personal hygiene items for girls, stationary, clothes, and footwear for the children. These problems are especially acute in orphanages.

Board in orphanages and boarding schools for mentally handicapped children is financed according to the authorized estimates that only supply 45-50% of the total needs for a growing child's body .and there is no money to improve the menu, by including essential products.

Textbooks

Taking into consideration the completion of printing and purchasing of the 113 different textbooks with a circulation of 1,149,800 copies, the provision of textbooks has increased only 8 % and stands at 85.4 % in the republic, a shortfall of 14.6 %.

At the same time, an analysis on providing educational literature, carried out by the World Bank Rural Education project and results of checks in Bishkek schools, show that the actual supply of textbooks locally is much lower than the above-stated estimate. In a number of regions of the republic (Naryn, Batken, Jalal-Abad oblasts) there is only 39 % of actual needs.

Computers

Nowadays there is a need for 1,124 classes to have computers - complete sets (at the rate of 13 units per school) at a cost of about 730.6 million soms.

Improving the learning environment

61,200 school desks, 9,400 bookcases, 6,900 teachers desks, and 6,000 blackboards need to be replaced at a cost of 225.6 billion soms.

Teaching staff supply

The teaching staff supply in secondary schools is still an alarming problem.

The Ministry of Education annually finds graduate teachers jobs but practice shows that in 2006 only 48 % (taking into account only budgetary training) and contract training - 55 % of the required numbers were trained.

The main reasons for the low uptake of young experts are the following:

- Allowances aren't paid;
- The starting salary is low;
- There are no discounts for paying for municipal services for teachers of rural schools;
- There is no accommodation.

Moreover, there are concerns about the ignorance of article 32 of the Law of the Kyrgyz Republic On Education according to which:

Young specialists paid by the state from local budgets, arriving for work in rural schools must be given a one-off lump sum of ten times their salary to get accommodation;

Local government administrations and self-government institutions must provide land plots for people who do not have accommodation or who would like to improve their living conditions.

Given such a critical state of affairs, when local state administrations and self-government institutions ignore one of the main Laws of the country, there is a real danger of education and teachers losing their status.

There is a serious lack of teaching staff, in the following subjects: English language, Russian language, mathematics, physics, computer science, history, geography, and chemistry.

Construction and repair of schools

The main reason for building schools is the shabby and dangerous state of existing buildings, due to landslips and earthquakes, as up to 34.4 % of all schools were constructed without taking into account seismic stability; 40 % of schools were constructed at least 40 years ago and 199 of these are up to 75 years old; and only 17 % of schools have been built within the last 15 years.

Unfortunately, the system of constructing schools is now based on the principle of maintaining the existing network of secondary schools though, according to world standards, it should include an analysis of internal and external migration, levels of birth and mortality rates and forecast numbers of children. Nowadays analysis shows that in 22.6 % of schools with a scheduled capacity of 72,900 pupils, 119,000 are studying and that 40 % of schools in Osh and Jalal-Abad oblasts and 30 % of schools in Talas, Naryn, and Batken oblasts are overloaded.

Research into the need for financial, material and technical resources to provide unrestricted transition to 12-year education, which is being conducted by the 2nd ADB project shows, that introducing 12-year education everywhere in 2009-2010 will mean an additional 104,000 school children will be affected leaving a shortfall of almost 40,000 school places in the republic.

At the same time, Kyrgyzstan currently spends less per pupil than any other CIS country – only 8% of the sum allocated till 1990.

From 70 to 80 % of budget funds and more than 11-18 % of municipal expenses are spent on wages and payments to the Social fund, which means that there is nothing left for schools' development.

At the same time, the transition to 12-year education, taking into account extra expenditures for publishing textbooks, purchase of furniture, teacher training for primary schoolteachers alone will cost 300 million soms annually.

Current local budget expenditures on education for 2007 are set at 3,616.9 million soms, which covers only an average 80.1 % of needs, only 69.4 % in Batken oblast up to 100 % in Bishkek.

In 2007, the value of funds provided from the republican budget for major repairs to subordinated state institutions, in 2007 was 10.4 million soms – to be allocated between all 32 boarding schools and orphanages for repairing roofs, engineering and technical systems and fireproofing wooden roofs.

Major repairs in 215 public schools of the republic, including 48 schools in Osh oblast, 7 in Batken, 64 in Jalal- Abad, 17 in Issyk-Kul, 21 in Talas, 29 in Naryn and 29 in Chui oblast alone require about 450.0 million soms.

Safe behaviour

The need to strengthen and systematize work on forming safe behaviour is the result of the increased use of drugs and psychoactive substances by young people, the spread of AIDS and STIs and the need to achieve coverage of 90% of young people by preventive programmes laid down in the Declaration of a Special session of the UN General Assembly on HIV/AIDS.

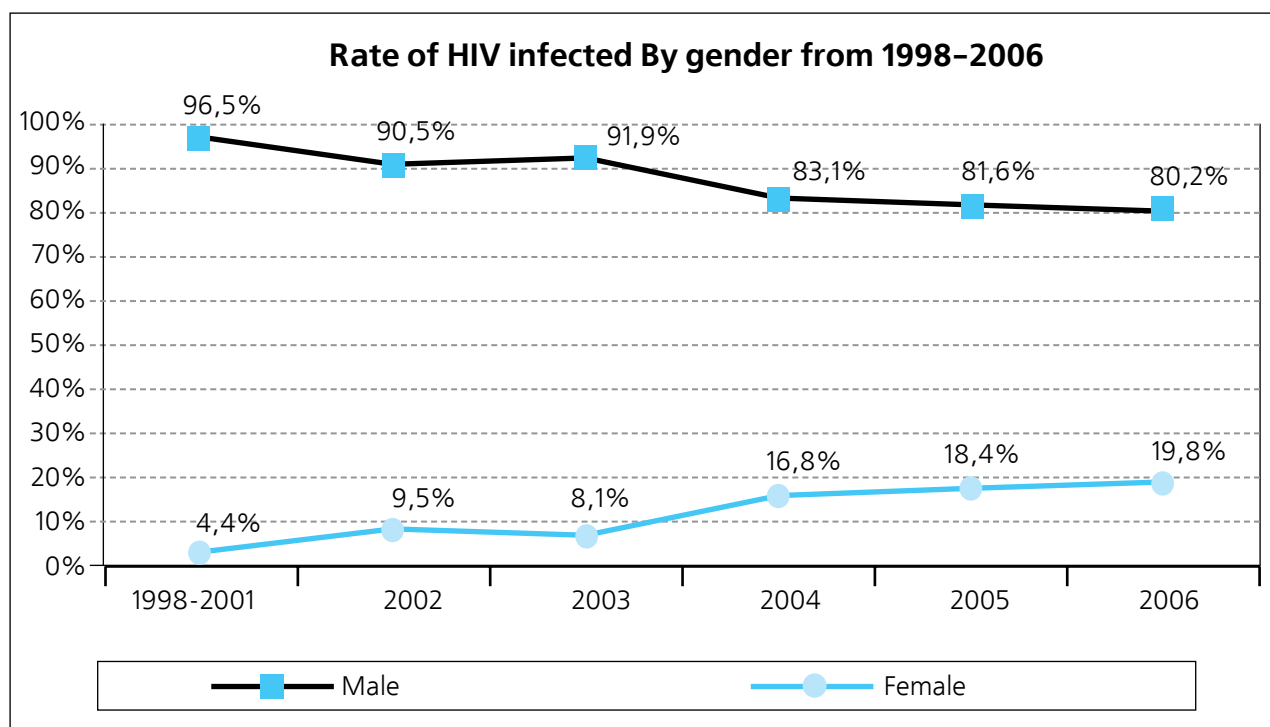
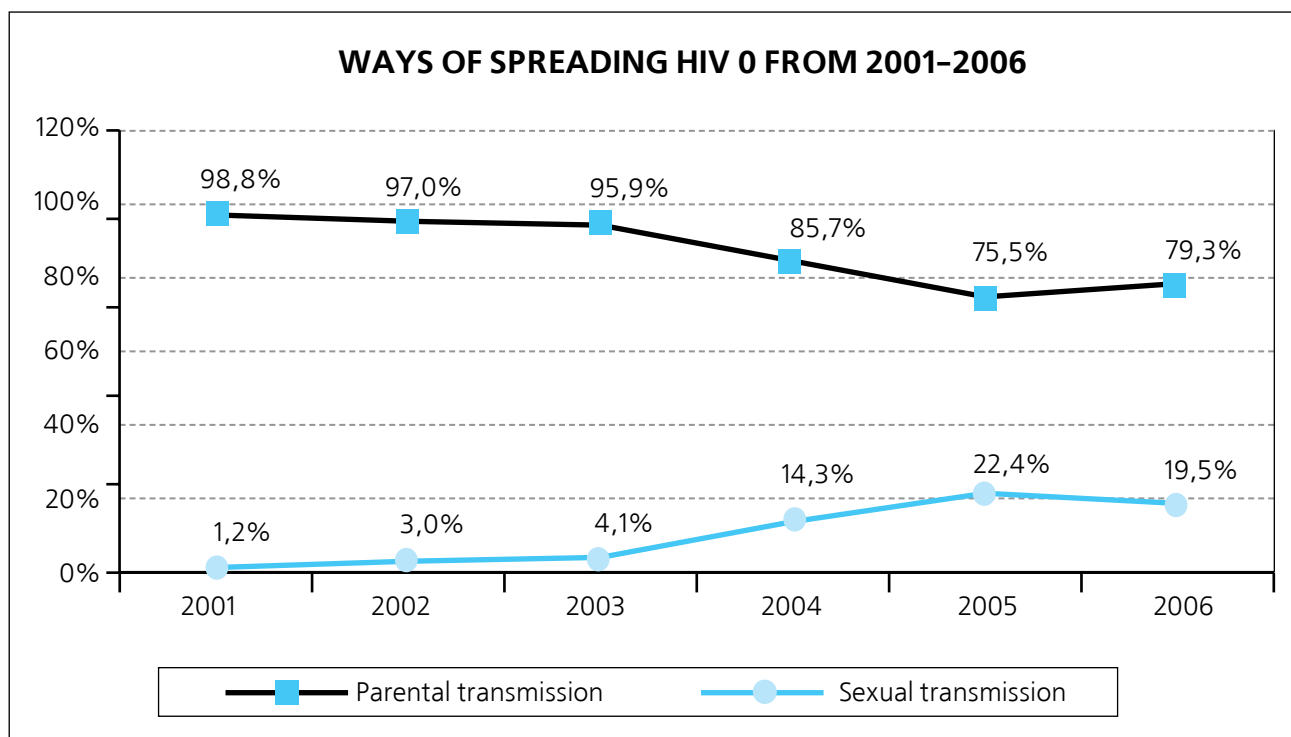
The risk factors, contributing to the occurrence of many diseases are substantially linked to the lifestyles of teenagers and young people and they can be regulated by the main tool of preventive education.

The Kyrgyz Republic is in the initial stage of an epidemic that has been increasing since 2001. As of April, 1st 2007, 1,135 cases of HIV infection were registered (18.5 per 100,000).

Number of registered cases of HIV/AIDS in the KR

Years	Number of revealed cases	KR citizens (m/f)		Foreign citizens, including CIS	Addicts (including KR citizens)
		HIV-infected	AIDS		
1987-2000	53	14 (11/3)	1 (0/1)	39 (36/3)	28 (7)
2001	149	134 (123/11)	1 (1/0)	15 (12/3)	143 (130)
2002	160	146 (134/12)	9 (8/1)	14 (13/1)	126 (114)
2003	132	125 (107/18)	10 (10/0)	7 (7/0)	113 (108)
2004	161	153 (119/34)	14 (12/2)	8 (6/2)	123 (118)
2005	171	165 (114/51)	20 (17/3)	6 (6/0)	106 (102)
2006	244	233 (170/63)	27 (22/5)	11 (9/2)	168 (161)
2007	65	60 (49/11)	6 (6/0)	5 (3/2)	46 (44)
Total	1135	1030 (827/203)	88 (76/12)	105 (92/13)	853 (784)

The main group at risk of HIV/AIDS in the KR is drug addicts, due to their injecting drugs, which has led to a growth in the number of women, living with HIV infection and STIs.



More than 51 % of people living with HIV/AIDS are under 30 and half the women living with HIV/AIDS are aged 5-25 and two thirds are under 30. HIV/AIDS is now one of the most serious threats to childhood. In 2001 women made up 8 % of the number of known cases of people living with HIV in the country and in 2006 this figure was 27 %.

As of April 1st 2007, 46 pregnant women were registered as HIV-infected and HIV-infected women gave birth to 38 children. 14 children were taken off the register as healthy and 3 children were added. 3 children died, including 2 children who died of AIDS.

The high risk of vertical transfer of HIV-infection is linked to its late discovery in pregnant women and the low coverage of anti-retroviral therapy (ARVT). The infection was only discov-

ered during delivery in 14 women and in 3 after their children had been clinically diagnosed. Only 24 HIV-infected women and 26 infected children received ARVT.

There are 12 children under 18 registered in the republic with HIV-infection of whom 3 (25%) were infected perinatally.

In spite of the fall in the overall poverty rate from 49.9 % to 43.1 % during implementation of the National Strategy for Poverty Reduction (NSPR) in the Kyrgyz Republic from 2003-2005 the problem of child poverty and social isolation continues to be virtually ignored on the political agenda of the country.

Nowadays, according to various estimates there are more than 10,000 neglected children, 23,000 working children and 20,000 school dropouts.

Together with this, child invalids and social protection of impaired children is one of the most vital social issues in the country.

Approximately 40% of teenagers-pupils have chronic diseases of internal organs. The Government is concerned that 51.9% women of child-bearing age, 80.0% of pregnant women and 83.0% of young children suffer from anaemia and nearly 70% of children suffer from iodine deficiency and 32.95 from lack of vitamin A. The rate of maternal mortality is still high and in recent years has increased by 14.8% and infant mortality by 40.0%.

The public health services, in conditions of a general economic recession and compared to other sectors, face a lack of funds, so in hospitals of the republic there are not enough children's beds. Hospitals are allocated them at a rate of 35.6 beds per 100,000 children. The birthrate of newborns with congenital diseases is a cause for alarm at 28-41 cases per 1000 births (or 1,000-1,500 children annually).

Another critical problem is the lack of paediatricians. Today there is one paediatrician per 2023 children, whereas according to the standards there should be one specialized doctor per 700-800 children.

Indices of child and women's health condition in the Kyrgyz Republic

Indices	2003	2004	2005
Disabled children under 14 (per 10 thousand children)	0.2	0.3	0.3
Morbidity of children under 5 (for 10 thousand children)	2945.3;	2332.4;	2467.0
Child malnutrition under 5 (for 10 thousand children)	319.8;	183.1;	137.6
Number of expectant women with iron-deficient anaemia (%)	44.5	53.8	52.4

Refugees

Nowadays, there are no armed conflicts in Kyrgyzstan, yet there the problems linked to protecting child refugees and children of ethnic Kyrgyz immigrants.

As of April 1st 2007 the number of child refugees in the Kyrgyz Republic, was 167, of whom 124 children are from Tajikistan, 41 from Afghanistan and 2 from Iraq.

Dynamics of the number of child refugees in the Kyrgyz Republic

Date	1.01.2002	1.01.2003	1.01.2004	1.01.2005	1.01.2006	1.01.2007
Total number of child refugees	4195	3415	2404	1827	888	309

From the results of the census organised by the SGKMZ KR Immigration Fund with financial support from the IOM and conducted by an NGO, on immigrant children in the republic – there are 14,023 ethnic Kyrgyz in 3,185 families.

Exploitation of child labour and trafficking in people

Child labour is one of the most complicated problems and has grown since the moment Kyrgyzstan gained its independence. The country is agricultural and most working children are concentrated in agriculture. In the countryside, almost all children are to some extent involved in family work on their land plots and as a consequence these children have become the most vulnerable category in terms of education and health.

Child labour is greatest in the following spheres:

Seasonal work in agriculture, vehicle services, trade, scrap collecting crime etc.

The reason for the growth in child labour given the scale of poverty and the social and economic problems of the state is that employers can use child labour for little or no money. A lack of funding by the state of cultural facilities for children's spiritual and moral upbringing, an increasing feeling of patriotism can be seen.

Trafficking in children and commercial child sexual exploitation (CCSE) are new phenomena for Kyrgyzstan, nevertheless they are growing and in recent years have been mentioned more and more in research by children's, female and legal NGOs of the country. CCSE is basically a problem of the big cities however, in the opinion of experts sexually abused children in cities are normally natives of villages. Girls are involved in rendering sexual services much more often, than boys. According to independent estimates approximately 12 % of street sexual - workers are girls under 18. Less widespread forms of trafficking in children are for sexual purposes and child pornography.

Victims of trafficking in people are basically:

1. Labour migrants who, by lying and promising good working conditions and high earnings, take people out, basically to Russia and Kazakhstan.
2. Young women (especially rural girls) who are taken out for sexual exploitation in foreign countries or forced to work in brothels in the republic.
3. Minors.

According to the National Council under the President of the KR on Combating the Illegal Export and Trafficking of People, women and children are taken out for sexual exploitation to the United Arab Emirates, Turkey and China. Experts of the International Organization on Migration (IOM) also list South Korea and the countries of Asia. As a result Kyrgyzstan has become a transit country in the trafficking of people for Uzbekistan, Tajikistan and Turkmenistan. According to the Ministry of Internal Affairs, from 2002-2005 71 criminal cases of trafficking in people were officially registered and 50 had ended up in court.

The existence of the problem of CCSE in Kyrgyzstan is a consequence of the long socio-economic crisis in the country and lower moral foundations and social values. The increase in the number of poor and socially unprotected families, homeless, alcoholics and drug users has led to more minors participating in CCSE as a way of survival. From 2003-2005 the Inspectorates of Affairs of Minors discovered and registered the 1,288 poorest families, 129 cases were sent to court for deprivation of parental rights and 7,922 cases were sent to the Commission on the Affairs of Minors.

Migration

The increase in the working-age population will continue in the near future, as a result of the high birth rate and population explosion in the 1980s when large families were welcomed. Young people now reaching reproductive age are an additional labour force entering the under-paid labour market.

Nowadays the growth in the working-age population considerably exceeds the number of

jobs therefore, there is a disproportionate supply and demand of workers in the labour market.

Population growth will demand an increase in social sector funding, which can only come from damaging the industrial sector, which will have a negative influence on the economic growth of the republic.

Since the beginning of the 1970s Kyrgyzstan has seen a steady, but negative migration balance with the Post-Soviet republics and abroad, and it has become a migrant donor for them. However, since independence there has been a significant intensification in the outflow of the Russian-speaking population, which in 1993 reached 121,000 people and since 2000, representatives of the titular nation have joined already this flow. According to the National Statistical Committee of the Kyrgyz Republic the total number of emigrants for the period 1990-2005, was 516,000 people (about 10 % of the population of the country).

The total number of international emigrants for the period 1999-2005 was 219,000 people, or 4.3% of the total population of the republic. From 1990-2005 alone more than 994,000 people migrated, of whom more than 52%, or 517,400 people moved abroad. All in all, internal (inter-oblast) migration (61%) accounts for the largest migration flows.

International labour migrants or those leaving to permanently reside in other countries dominate economically active citizens (42 % of those aged 16-34). On the one hand, it relieves the national labour market, which is under increasing pressure, but on the other hand there is a 'brain drain' of highly educated and qualified personnel and experts, a significant percentage of the intellectual - professional elite of the republic.

The main destinations for emigrants are Commonwealth of Independent States (CIS), primarily the Russian Federation and the Republic of Kazakhstan. According to various expert-analytical estimates, approximately 350,000 citizens of the Kyrgyz Republic work abroad. Their main problem is getting registered and work permits.

Internal migration has grown as well and the inter-regional migratory exchange of the population from 1999-2005 (arrived, left) was 351,400 people. From 1999-2005 the population of Chui region increased by 21,600 and the city of Bishkek by 38,500. The large scale internal migration, basically of working-age young people not only reduces the labour potential of the regions, but also puts additional pressure on the labour market of the city of Bishkek and Chui oblast. The city of Osh is the most attractive place for migrants from Batken oblast.

Of the total number of inter-oblast migrants, young people under working-age made up 11%, young working-age - 84 % and older people capable of working - 5 %, meaning that young people are more willing to migrate.

Inter-oblast migration is still focused on Chui oblast and Bishkek, which are attractive for internal migrants from all the parts of the country, but at the same time these regions are left by internal migrants capable of working (62%), of whom 22% have higher education and 38% tertiary education.

By density of inter-oblast migration Batken, Osh (80-83 %) and Jalal-Abad (56 %) oblasts are the highest and the lowest levels are in Issyk-Kul and Naryn oblasts (20 and 24 %).

Creating jobs outside the agrarian sector is extremely important, especially for reducing migration to the cities. The number of jobs could be small, but pay more and require more skilled work that will provide employment for the better educated part of the population.

With a view to solving the problem of legalizing informal business activity by the Government of the Kyrgyz Republic, Provision N 316 of the Government of the KR dated 29th May 2003 "On the Legalization of the Informal Economy in the Kyrgyz Republic" was adopted.

The percentage of workers doing underpaid work is quite high and part-time employment grows out of low labour productivity. The unit cost per unit of output in Kyrgyzstan, despite the low wages, is higher, than in all other countries of the CIS. Under the circumstances, when creating permanent jobs demanding highly productive work is complicated then 75% of private businessmen switch to underpaid fields of activity.

The labour market of the Kyrgyz Republic suffers from excess manpower: on January 1st

2006 there were 4,300 official vacancies, 23 unemployed for each vacancy.

Larger investments to renovate the infrastructure is necessary for the balanced development of the regions (in civil-engineering irrigation projects, water systems, public health services, education, developing a services network and other facilities).

Detailed analysis of the external and internal macro-environment of labour market conditions identified problems complicating job creation, such as lack of private investment, civil control, and the ineffective employment policy of the government.

Solving these issues is impossible without coordinated action by social partners.

At the same time, analysis of implementation of the Goals specifies attracting partners; collecting statistics and the lack of indicators for data on disaggregating the parameters; lack of material on informal education and employment and a virtual absence of statistics on this direction; coordinated and effective use of partners, international organizations and donors' financial and technical support.

Creating conditions for returning children and young people to education at the level from which they had been excluded due to insuperable personal circumstances, should be the components of all Target Programmes on preventing the spread of HIV/AIDS, child poverty and homelessness, child labour, trafficking in children and child commercial sexual exploitation, support to parents' health, support of children - refugees and immigrants and much more.

4. STRATEGIES AND EFA KEY ISSUES (EFA FLAGSHIP PROGRAMMES) AIMED AT ACHIEVING EFA GOALS

It is necessary to outline the efforts made in the Kyrgyz Republic to implement EFA flagship programmes.

A public policy has been shaped and a legal framework on human reproductive and sexual health has been created. Healthcare and protection for young people who are studying has been formalized in the Constitution of the Kyrgyz Republic, Law on Education of the Kyrgyz Republic, Law on Public Youth Policy of the Kyrgyz Republic, Law on Citizens' Reproductive Rights and Law on HIV/AIDS in the Kyrgyz Republic.

The right to accurate information, protection and safety is guaranteed by the international law norms ratified in the Kyrgyz Republic. This is the Universal Declaration of Human Rights, Convention on the Rights of the Child. Sex education related issues are laid down by international documents, to which Kyrgyzstan is a party, including the Millennium Development Goals Declaration (2000) and the Declaration of Commitment on HIV/AIDS adopted by the General Assembly in 2001. The issues of youth education as a factor in ensuring citizens' and children's rights to accurate information have been incorporated into the International Guidelines on HIV/AIDS and Human Rights adopted by the Second International Consultation on HIV/AIDS and Human Rights.

The World Health Organization named reproductive health care as a global level priority area, as a set of factors, methods, procedures and services that support reproductive health and contribute to the well-being of a family or an individual by preventing and solving reproductive health related problems.

The Government of the Kyrgyz Republic is committed to developing an information, education and communication policy concerning reproductive and sexual rights under the existing national legislation and international documents.

Sex education, promotion of a healthy lifestyle among adolescents and young people and maintaining their reproductive health are meaningful activities and raising the awareness of young people of hygiene rules, health and responsible behaviour play an important role in this.

Reproductive and sexual health education is one of the relevant tasks, implementation of which will help maintain the physical and moral health of the young generation and avoid numerous unnecessary problems and is the key to a happy, normal family life in future.

A number of activities are being undertaken in this field, including integrating the training programmes and special courses on healthy lifestyles that have sections on reproductive and sexual health into the curricula of selected educational institutions.

Sections on sex education and shaping the safe behaviour of adolescents and young people are offered to Health Education training programme teachers for classes 9-11, the aim of which is to provide methodological support to teachers in building safe behaviour and a responsible attitude by adolescents and young people to their health by giving them accurate and systemic health-related information.

Educational institutions also offer a series of lectures, discussions and seminars devoted to healthy lifestyles and preventing harmful habits.

Health or healthy lifestyle centres, rooms, classes and book displays devoted to healthy lifestyles have been organized.

The high prevalence of HIV/AIDS and infectious diseases among young people is proved by statistical data. Preventive education is currently the most effective way to strengthen the human reproductive function. Adolescents and young people aged 10 to 25 are the top priority group for preventive work in Kyrgyzstan and most of this top priority group can be covered by preventive programmes via the education system.

During the implementation of the 2001-2005 Second State Programme on the Prevention of AIDS, Sexually and Intravenously Transmitted Infections in the Kyrgyz Republic, ministries and

government agencies of the Kyrgyz Republic and state administrations in cooperation with non-governmental and international organizations, carried out practical events and ran preventive programmes aimed at raising the awareness of young people and to shape safe behaviour; a legal framework has been developed; international funding has been attracted and interaction and partnership between state structures, non-governmental and international organisations have been established.

The Law on HIV/AIDS in the Kyrgyz Republic adopted by the Parliament of the Kyrgyz Republic in 2005 and the 2006-2010 Third State Programme on Preventing the Spread of the HIV/AIDS Epidemic and its Socio-Economic Consequences in the Kyrgyz Republic have become the main documents aimed at counteracting the HIV/AIDS epidemic in Kyrgyzstan in the 21st century.

Kyrgyzstan has set targets to reduce the number of HIV-positive infants by 2010 as a result of giving 80% of pregnant women psycho-social consultations and HIV testing and 85% of HIV-positive pregnant women full ART-therapy. Children born to HIV-positive women will receive breast milk substitutes until they are 1 paid for by the central and local budgets.

The adopted regulations guarantee the treatment and social protection of people living with HIV/AIDS. The clinical protocols on treating AIDS and casual infections have been developed and approved. Access to highly active anti-retroviral therapy was made possible thanks to financial assistance extended by the Global Fund to Fight AIDS, Tuberculosis and Malaria. People living with HIV/AIDS receive anti-retroviral therapy delivered by public healthcare institutions. There is laboratory equipment to determine symptoms and to assess its effectiveness. NGOs are training consultants and trainers in how to offer treatment and psycho-social support. Currently, 47 patients or 74% of the estimated number of infected individuals receive anti-retroviral therapy.

Children, who stay in clinics and rehabilitation centres or at home due to their health status, are offered special secondary education or elementary professional education programmes endorsed by the Ministry of Education and Science of the Kyrgyz Republic.

Social support of HIV-positive children aims to eliminate discrimination against them and fully implement all their human rights. According to Law No. 148 on State Allowances in the Kyrgyz Republic dated August 13th 2005, HIV-positive children and children born to HIV-positive mothers receive monthly benefits of 472 soms (or 18.7% of the minimum consumer budget) until they are 18, regardless of per capita income in their family.

Three HIV-positive children are currently receiving these benefits. Benefits are automatically granted due to children's and their caregivers' fears of possible discrimination if they apply for benefits. Specifications of benefits will be developed in future to provide moral and financial support to children affected by HIV/AIDS.

The main problem is the lack of a mechanism to provide social support and assistance and special training of social workers in HIV/AIDS and it is also necessary to establish interaction between all stakeholders involved in rendering assistance and support to people living with HIV.

These issues are difficult to address since people living with HIV are afraid to apply to social protection organizations because their diagnosis may be disclosed. To tackle these problems, the following activities have been incorporated into the State Programme on HIV/AIDS:

- through AIDS Centre staff conduct explanatory work among people living with HIV, representatives of vulnerable communities and people living with HIV/AIDS themselves concerning the procedure for receiving state benefits;
- publishing social support material for people living with HIV/AIDS and people living with those with HIV/AIDS for all stakeholders;
- interaction between all stakeholders, including representatives of state structures, non-profit and community organizations and representatives of HIV-positive communities on social support for people living with HIV/AIDS;
- monitoring the coverage of social support laid down by the current legislation of the Kyrgyz Republic;

- develop strategies to support children affected by HIV and measures to prevent HIV-positive infants being abandoned and to address problems of children-orphans with HIV/AIDS.

Vulnerability reduction preventive programmes have been implemented among young people by the Ministry of Education and Science, Ministry of Labour and Social Protection and the State Committee for Sport, Tourism and Youth Policy.

The Ministry of Education and Science of the Kyrgyz Republic is implementing the Healthy Generation Project with the support of the Global Fund to Fight AIDS, Tuberculosis and Malaria, which aims to provide accurate information on the physical and mental development of human beings and related moral aspects to children, adolescents and teachers and then to shape healthy life skills and successful personality behaviour built on this knowledge.

More than 400 teachers of schools and professional colleges have received training; Healthy Schools Resource Centres have been opened; explanatory materials have been developed and disseminated among various groups of young people; actions and campaigns aimed at strengthening reproductive health were organized during the implementation of the State Programme.

A survey conducted by the Expert Consulting Agency showed improved knowledge of HIV transmission ways from 40% to 72% by young people. The birth rate is reported to have decreased among adolescents: from 5.2 per 1,000 female adolescents in 1999 to 4.5 in 2005, i.e. it dropped by 14% and the number of abortions among female adolescents has dropped by 50.8%.

At the same time, a number of factors hinder the development of preventive programmes and affect youth health. Programmes aiming to develop a healthy lifestyle are integrated into curricula of schools, secondary, professional and HEI with difficulty due to a lack of public funding for these programmes and parental resistance to introducing sex education as part of the Guide to a Healthy Lifestyle. Meaningful preventive programmes have not been developed for street children, unorganized and rural young people. Teachers do not receive the regular training necessary to teach the Healthy Lifestyle course. The lack of a monitoring & evaluation system for programmes, projects and actions on reproductive health makes it impossible to determine the impact of all these activities on young people's sexual behaviour and the development of life skills necessary to resist asocial habits.

Close cooperation between teachers and students' parents is sine qua non for the implementation of reproductive and social health programmes. Even when a teacher does not pay enough attention to such issues, parents should pay more attention to these at home.

The family plays an important role in raising children, in particular in their sex education. Most adolescents prefer to get advice and support from their parents but many parents prefer this information to be provided by school and health professionals. Failing to obtain puberty-related information from their family and school, adolescents seek this information from their peers, who often provide inaccurate and wrong information. It is necessary to educate parents so that they will be able to help adolescents tackle issues related to their health and puberty. Only the joint efforts of school and family will allow an adolescent to become a sexually educated adult person responsible for his or her actions. The home and school environment in which an adolescent can freely ask adults any questions of concern without being preached at is the key to success of reproductive and sexual health education.

The Kyrgyz Republic joined the international movement on the Protection of the Rights of Children and ratified the Convention on the Rights of the Child in 1994. This was a starting point in developing the legislation on protecting children's rights in Kyrgyzstan. The existing legislative framework protecting the rights and interests of children consists of more than 30 laws and legislative acts.

The Kyrgyz Republic developed the Children's Code of the Kyrgyz Republic that was adopted on August 7th 2006, in a move to implement the international laws on protecting children's rights. Implementing the Children's Code will meet the requirements of the UN

Committee on the Rights of the Child and achieve the goals specified by the World Fit for Children Action Plan.

The Children's Code of the Kyrgyz Republic establishes a common protection mechanism to ensure children's rights from birth that then stay with the child regardless of his/her circumstances, whether a child lives in a family, state child care institution, or serves a term in a correctional institution after committing a crime.

The disastrous situation of children was broadly discussed during the First Nationwide the Situation of Children in Kyrgyzstan: Reality and Prospects Forum. This forum aimed not only to explore and obtain accurate information about the problems of children in Kyrgyzstan, but also to consolidate society's efforts to increase the efficiency of cooperation between various organizations dealing with children's problems.

A Decree of the President of the Kyrgyz Republic On Urgent Measures to Improve the Situation of Children in the Kyrgyz Republic was adopted on January 20th 2006 as a result of the Forum. The draft the State Action Programme on Eliminating the Worst Forms of Child Labour in the Kyrgyz Republic 2007-2011 was developed, built on Convention NO. 182 Concerning the Prohibition and Immediate Action for the Eradication of the Worst Forms of Child Labour and in execution of the Presidential Decree of January 20th 2006. This programme aims to prevent the involvement of children in the worst forms of child labour and to ensure the rehabilitation and social integration of such children.

Special attention has been paid to improving institutional mechanisms to protect children during the past 2 years. The President of the Kyrgyz Republic is shaping the overall policy. The State Agency for Physical Education, Sport, Youth Affairs and Child Protection, which is responsible for executing the Children's Code of the Kyrgyz Republic among other tasks, has been set up by the Government of the Kyrgyz Republic.

Local state administrations, self-government bodies and area branches of the above-mentioned ministries and government agencies perform these functions locally. Government agencies of all levels closely work with international and non-governmental organizations.

The following are priority areas in the protection of children:

- Reducing the poverty rate
- Developing family capacity
- Support to vulnerable groups of the population (orphans, street children, people with disabilities, single mothers)
- Expanding targeted support
- Eliminating homelessness
- Eliminating the worst forms of child labour
- Improving the legislation on protecting children's rights and interests.

On the whole, there have been significant accomplishments by Kyrgyzstan in a range of issues related to children's rights and interests. However, despite all the accomplishments in this field, some problems still exist.

A number of measures have been undertaken to eradicate poverty during the last two years. Regional meetings entitled Family and Poverty. Problems and Ways to Address Them were organized in the country and they played a big role in drawing society's attention to the problems of children from poor families. According to the recommendations of the regional meetings, the annual 10-day countrywide campaigns entitled, A Good Family is Wealth! have become traditional. State and civil society organizations take an active part in these campaigns by providing various kinds of assistance to poor and large families. The recommendations offered by the Forums to improve the situation of poor families have been incorporated into the Country Development Strategy for 2007-2010.

The state ensures the social well-being of a child primarily through improving a family's well-being, as almost all socio-economic problems are concentrated there.

The Poor Family Social Passport (PFSP) was introduced in 2000 as a tool to assess family social support needs. The PFSP is a special sheet, which describes family members and status, income levels, living conditions and family assets. It covers a lot of information about poverty rates in different regions and allows analytical conclusions necessary to undertake certain measures to reduce poverty in families to be drawn. As a rule, recipients of benefits and public allowances constitute the majority of such families.

At present, more than 10% of the population (546,000 people) receive public allowances in Kyrgyzstan; 302,800 families have various privileges. The number of recipients of public allowances and privilege holders has been growing recently due to the separation of young families from their parents, the growing number of disabled persons, increased number of applications for allowances as a result of the loss of the breadwinner and wider-scale explanatory events among the population concerning existing social protection measures.

A uniform monthly allowance to poor families is one of the forms to support children from poor families and of disabled citizens. The size of the uniform monthly allowance is calculated as the difference between the per capita income of a poor family member and the Guaranteed Minimum Consumption Level (GMCL). To increase public support to children, the GMCL has been increased from 140 to 175 soms since 2006 and as a result the value of the poor allowance family has grown by 40%. On average, the uniform monthly allowance is 124 soms which is 6.9% of the minimum consumer budget. The number of recipients of uniform monthly allowances was 481,400 in 2006, including 90% of minors.

The poverty problem in Kyrgyzstan is critical in rural areas, where more than half the population has no access to social services and facilities. The poverty rate was 50.8% in rural areas in 2005 and 29.8% in urban areas. Children with disabilities dominate in rural areas accounting for 62% of the total number. This can be explained by poorer living standards in rural parts of the country, poorer health care and diagnosis. There are 19,400 children under 18 with disabilities in Kyrgyzstan (20% of all people with disabilities).

State policy aims to rehabilitate and integrate children with disabilities into society. Discrimination against children with disabilities disrupts their ability to develop their capacity in full and the country is doing all it can to do away with this discrimination.

The current legislation of the Kyrgyz Republic lays down:

- Principles of social protection for people with disabilities regardless of their place of residence within the Kyrgyz Republic
- The procedure and conditions for providing minimum social support to people with disabilities
- The procedure for approving and funding national programmes for disabled persons' social protection
- The main provisions on secondary and professional education for people with disabilities, their employment and occupational safety
- Law No. 421-XII of the Kyrgyz Republic on the Social Protection of People with Disabilities dated April 17th 1991, concerning children with disabilities:
- Defines public policy towards people with disabilities in a move to ensure equal opportunities in implementing their rights and freedoms in the same way as other citizens of Kyrgyzstan
- Removes obstacles in their life
- Creates favourable conditions that allow people with disabilities to live their lives as fully-fledged members of society.

The State National Programme to Support People with Disabilities was adopted in Kyrgyzstan in 1999 and the Council for Disabled People's Affairs was set up by the President of the Kyrgyz

Republic also, with the aim of providing multi-faceted social support to people with disabilities. Following the completion of the National State Programme to Support People with Disabilities in 2005, the country has undertaken comprehensive state measures to support disabled people from 2006-2010 that entail top priority, mid-term and long-term steps to integrate people with disabilities into mainstream healthcare, social, education and legal systems and pay special attention to developing a network of rehabilitation centres where people with disabilities can learn foreign languages, computer skills and the basics of the law and also access a database of job vacancies for people with disabilities.

In 2004, to provide the necessary medical and social support to people with disabilities, Kyrgyzstan developed and adopted the Basic State Programme for the Rehabilitation and Integration of People with Disabilities until 2007. This programme lay down a number of measures for the medical, social, educational and labour rehabilitation of disabled persons and involved all state, non-governmental and civil society organizations.

People with disabilities are supported by the state through monthly social allowances, guarantees and privileges, social institutions and all kinds of rehabilitation services.

When children with disabilities turn 18, they are eligible to apply for monthly benefits worth 472 soms (18.7% of the minimum consumer budget) given that they have a Medical and Social Expert Commission report. Disabled children with palsy are eligible to apply for monthly benefits worth 630 soms (25.0% of the minimum consumer budget).

Families having children with disabilities under 18 are granted guarantees and privileges within the established norms and rates. For instance, such families have a 25% discount on electricity and heating, 40% discount on gas, free healthcare, 50% discount medicines and free public transportation within a city and rayon. A family having a child with disabilities receives privileges worth about 3,000 soms every year.

Apart from allowances and privileges, children with disabilities are offered social services at specialized institutions. There are two children's psycho-neurological boarding houses financed from the central budget. There are 386 children from 4 to 18 with palsy or Downe's syndrome, half of whom need regular treatment. Such children are examined and treated every year, which requires big expenses for medicines.

Number of children at boarding schools in 2002-2006

No	Boarding school	2002 (children)	2003 (children)	2004 (children)	2005 (children)	2006 (children)
1	Belovodskiy psycho-neurological boarding school	236	243	253	262	276
2	Jalalabat psycho-neurological boarding school	110	115	110	104	110
3	Total	346	358	363	366	386

Boarding schools have special equipment, technical devices, multifunctional beds and wheelchairs. Rehabilitation services have been improved thanks to cooperation with Red Barnet/Save the Children (Denmark) that has improved the situation of children with disabilities in boarding schools of the Kyrgyz Republic.

The main goal of the state is to provide children with disabilities with services to rehabilitate and integrate them into society. According to traditions and mindsets earlier, parents in Kyrgyzstan used to hide such children away saying they were flaws in the family. It was necessary to change their views and to find new innovative ways to resolve numerous problems. There are two state rehabilitation centres in the country now and more than 40 NGOs with the problems of children and adolescents with disabilities.

Inclusive education when children with disabilities go to regular schools is another example of the integration of children with disabilities. The first such step was made in Naryn oblast with the support of Save the Children (UK). More than 50 children were put in regular classes and the reciprocal adaptation of parents, children and adolescents was carried out at the same time.

The Kyrgyz-Swedish Education and Development of Social Work with Children at Risk Project carried out interesting and important work in terms of rehabilitating and integrating children with disabilities, who stayed at home, into society. Health practitioners, social workers and parents received training under this project. The project was financed by the Swedish International Development Agency (SIDA) under an agreement signed between the Governments of Kyrgyzstan and Sweden.

An important step in rehabilitating disabled persons and equipping them with life skills necessary for them to live on their own, was the work therapy project for people with disabilities run by the Russian European Trust. Work therapists from different regions of Kyrgyzstan were trained as part of this project.

The country has positive examples of social mobilization and the setting up of self-help groups among disabled persons' caregivers and rehabilitation centres were opened, where children receive the rehabilitation services they need and their parents get paid jobs.

The state also pays attention to the professional education of children with disabilities. At present, children with disabilities have access to higher and secondary professional education. They are offered scholarships, 3 meals a day, clothes and a dormitory when necessary. 89 children with disabilities studied at professional lyceums in 2005.

More than 100 young men and women with disabilities are currently studying in HEI of Kyrgyzstan. The first-ever disabled persons (72) received their diplomas in the Kyrgyz Medical Academy in 2005. All these all measures will help children feel like fully-fledged members of society.

The primary responsibility for the protection, upbringing and development of children is imposed on a family. A social services system has been piloted by supporting family and children support centres since 2003 with UNICEF and Every Child (UK) support.

These centres cover the priority areas of the New Generation State Programme, establish a unique interaction between governmental and non-governmental organizations, have complete information about the real state of things in situ, have sufficient powers and are able to address almost all issues related to the access of families and children to social protection, education, and healthcare. They also bring street children into their biological families and are sent to children's homes as a last resort.

New kinds of services are needed in a market economy to meet the needs of modern society. The existing social services system is not tackling the growing problems in full and needs to develop further to better meet the needs of families and children at risk.

The social mandate system can substantially ease and intensify efforts aimed at addressing numerous problems, including problems of orphans, child labour and homeless children.

Implementation of 20 social projects on preventing social orphans and child labour selected out of 86 applicants from governmental and non-governmental organizations in an open competition by the Ministry of Labour and Social Development in 2004 is a good example. That was the first experience of involving NGOs in implementing social programmes through a social mandate. More than 5.5 million soms were spent implementing all the projects.

The selected projects were relevant to and aimed at working with children with disabilities, homeless and convicted children and preventing children being placed in children's boarding schools. All the projects attempted to create favourable conditions to meet the needs of vulnerable children so that not a single child would be deprived of the financial, spiritual and emotional resources necessary to achieve their full potential and participation in all spheres of life as a fully-fledged member of society. Moreover, the projects on social and labour rehabilitation and adaptation of graduates to life in society have been implemented in professional lyceums.

By developing a network of NGOs, the state is tackling the numerous problems of families and children often by spending the minimum of public funds. For example, opening a physical therapy room in remote Batken oblast allowed more than 300 children with central nervous system damage to receive remedial exercises. Prior to that parents had to take their children to the capital city for this therapy.

As a result of implementing the above-mentioned projects, the Ministry of Labour and Social Development of the Kyrgyz Republic announced a second round of social project proposals on preventing homelessness and child labour exploitation and the social integration of children with special needs in 2007. The Ministry selected 34 social projects out of 77 applications. The selected projects are aimed at preventing homelessness among children, social integration of children with special needs and preventing child labour exploitation.

Despite the difficult economic situation, healthcare sector reform is more developed than stipulated in such strategic documents as the Country Development Strategy until 2010 and the Manas Taalimi National Health Care Reform 2006-2010.

Given that the health status of people has deteriorated the healthcare sector reforms are targeted at improving the population's health and forming a healthy lifestyle. Kyrgyzstan has managed to overcome its healthcare system crisis with support of the World Health Organization, World Bank, KfW, Asian Development Bank, USAID, UNDP and other international NGOs.

Poverty is one of the major factors that affect the health of children and adolescents. The mortality rate of children from families with low incomes is quite high and concrete measures have been undertaken by Kyrgyzstan in promoting healthy lifestyles under the, A World Fit for Children Declaration and Action Plan adopted at a special session of the General Assembly.

The Kyrgyz Republic was the first CIS country to use World Health Organization child birth criteria in 2003 and adopted the notions of live and dead births depending on weight. The Government of the Kyrgyz Republic adopted Decree No. 748 on Introducing Amendments to the National Statistics concerning the Adoption of new criteria for Live Birth recommended by the WHO (December 3rd 2003).

The Ministry of Health issued Orders On Adopting WHO-recommended Live Birth criteria in the Kyrgyz Republic, On the Approval of Forms of Primary Medical Recording and Quarterly Reporting concerning the Adoption of WHO-recommended Live Birth Criteria in execution of the above-mentioned Government Decree. In this regard, projected growth in the infant mortality rate has been seen since 2004 (from 21.2 in 2002 to 29.7 in 2005 per 1,000 live births). Monitoring of infants who died and their registration in the Registry of Marriages, Births and Deaths has unveiled cases when child births were not registered. This is explained by the fact that medical aid is offered in labour without any exclusions and regardless of a lack of documents. At present, the country is introducing a step-by-step computer-based register of newborns.

The country still has a high maternal mortality rate. In 2005, maternal mortality was 61.0 per 100,000 live births. An audit of maternal mortality was planned in 2007.

Despite progress in reducing the prevalence of endocrine system diseases and eating disorders since 2003 (1,036.1 and 335.6 in 2005), there are still problems with chronic malnutrition and stunted growth. The Ministry of Health is examining the legislative framework and effectiveness of nutritional programmes. A perinatal programme is supposed to be developed as part of the Manas Taalimi National Health Care Sector Reform 2006-2010. Explanatory work on the importance of breastfeeding has been intensified and issues related to the nutrition of children more than one year old have been included on the agenda of the health promotion services.

The National Centre for the Prevention of Micronutrient Deficiency is functioning at the National Paediatrics and Paediatric Surgery Centre in a move to provide better healthcare for children, to eliminate micronutrient deficiencies and to implement the WHO programme component on mother and child health and nutrition. The National Centre for the Prevention of Micronutrient Deficiency produces 12 kinds of fluids for child nutrition and nutritional therapy.

Safe drinking water supplies for children is a cause for concern, as villagers have to use water from springs, wells, rivers and irrigation canals for domestic needs and drinking. In 2006, 43 decentralized water supply sources (39.4%) out of a total of 109 sources did not meet sanitary requirements and norms. Overall, 511 villages (29.9%) where 525,500 people live (15.7%, in 2005 –16.2 % of the population) do not have access to safe drinking water.

To change this situation, the Asian Development Bank extended a USD 36 million loan for the Community-Based Infrastructure Services Sector Project 2002-2007 to repair and construct water supply systems in 730 villages and 7 cities of the country and the World Bank extended a USD 24.5 million loan for 2002-2007 for the Rural Water Supply and Sanitation Project that aims to repair and construct water supply systems in 270 villages.

162 water supply systems were repaired and constructed under state sanitary and epidemiologic supervision and 78 water supply systems were commissioned.

The Asian Development Bank Sanitary and Hygiene Education Project promotes sanitary habits in rural areas, the establishment of initiative groups and education on how to prevent infectious and parasitic diseases.

Since implementation of the ADB- and WB-funded projects, water supply systems have been repaired and constructed in 333 villages of the country that provide access to safe drinking water for more than 500,000 villagers. Rural Water Users' Associations have been granted 468 water supply systems out of a total of 862 and the responsibility of water producers' for water quality and its interrupted supply has been enhanced.

The WHO/UNICEF Integrated Child Healthcare Management Strategy has been implemented in Kyrgyzstan since 2000. This strategy is focused on healthcare for children under 5 and their nutrition and the prevention of the commonest widespread diseases with the aim of reducing the child mortality rate.

Key areas of the strategy were included in the curricula of medical schools in 2006 and a total of 2,118 health professionals (89.7%) have been trained in integrated child healthcare management.

Work on reproductive health has been integrated into the primary healthcare system since 2001 with the adoption of Family Medical Centres. The National Reproductive Healthcare Strategy until 2015 was designed and endorsed by the Presidential Decree of July 15th 2006 in a move to improve the reproductive health of the population.

Lowering maternal and infant morbidity and mortality rates and supplying women, including pregnant adolescents, with inexpensive and needed obstetrical services are one of the top priority tasks of the healthcare sector, which are bound up in the Manas Taalimi National Health Care Sector Reform 2006-2010.

According to reports of the National Medical Information Centre, 908 births were recorded among adolescents in 2004, in 2005 this number dropped to 863 and in 2006 – to 890.

Under the State Healthcare Guarantees Programme children under 5 receive healthcare in state hospitals free of charge. Free healthcare is also given to disabled persons under 18, children under 16 from large families, orphans from state children's homes and orphanages and children left without parental custody.

All children under 16 fall into the category of the population having mandatory medical insurance that grants them the right to healthcare under the basic mandatory medical insurance programme. Moreover, children under 16 have privileges when buying medicines under the supplementary programme of the mandatory medical insurance.

The WHO Healthy Cities Programme has been running in the country since 2002. The programme is aimed at promoting health among school pupils and teachers and the goal of the project is to create favourable conditions at school to promote and maintain health among children and adolescents.

In order to improve child nutrition in the country, the WHO-UNICEF programmes to Encourage and Support Breastfeeding have been running since 1994 and the Child Friendly Hospitals

Initiative was launched in 1999. From 2000-2006, 33 maternity departments of area hospitals and Family Medical Centres have been prepared for certification as A Child Friendly Hospital and to date, 25 medical facilities have gained this honourable international status.

The Ministry of Education and Science of the Kyrgyz Republic signed orders to pilot a Health Culture training programme in 4 pilot schools in Bishkek and 33 pilot schools countrywide. The Health Culture training programme for classes 1-9 has been developed and endorsed.

The German Government provides support to the social sector of the Kyrgyz Republic under the Kyrgyz-German agreement on cooperation dated September 14th 1999. The Second Mother and Child Healthcare Programme is one of the healthcare sector programmes. The first part of this programme was implemented in 1996-1997 and aimed to provide equipment to primary healthcare facilities. The Second Mother and Child Healthcare Programme was implemented from 2002 to 2004, when maternity units of 28 medical facilities were re-equipped. According to official reports, up to 70% are covered by perinatal care.

The priority of disease prevention is reflected in that the country is attempting to acquire vaccines, which can cover the greatest number of children, itself. The proportion of national budget spending on vaccines has grown lately (by 10% per annum) and reached 50% in 2006. Other vaccinations are supported by donors. No deaths from tetanus have been reported among newborns and no deaths from measles have been reported among children. Vaccinations for Hepatitis B were introduced in 1999 in three regions of the country. In 2001, a Hepatitis B vaccine was included in the National Childhood Vaccination Schedule. 100,320 children were vaccinated in 2001 and 103,495 in 2005.

The National Polio Eradication Programme was approved in 1996, under which catch-up vaccinations were given to all children under 5; acute flaccid paralysis epidemiological surveillance was launched. The Kyrgyz Republic was awarded a Certificate as a polio-free country by the European Regional Commission for the Certification of Poliomyelitis Eradication in 2002.

Dracontiasis has not been reported in Kyrgyzstan. Integrated Child Healthcare Management is being implemented across the country as an efficient and effective strategy to fight acute respiratory viral infections and diarrhea among children under 5. All medicines from the integrated child health care management list have been included in the list of vital medicines and supplementary programme of mandatory medical insurance.

A drop in cases of syphilis has been reported among children under 15 (from 60 to 55 cases in 2005 and 2006 respectively) and aged 15-17 (45; 36; 32 cases respectively). Gonorrhoea is annually reported among 25 adolescents and up to 20 children under 15.

All newborns are vaccinated against polio in maternity departments. A year-round rehabilitation centre was opened in 2005 for children in contact with persons with TB in Cholpon-Ata, in the most favourable zone of Lake Issyk-KI for tuberculosis treatment, where children can study throughout the year.

Brucellosis is still common, especially in the south of the country. More cases of malaria were reported in 2002 (2,744 cases) then 468 and 93 cases in 2003 and 2004 respectively due to intensive measures to counter malaria with the support of international donors.

The 2006-2010 National Strategic Plan to Fight Malaria in the Kyrgyz Republic was developed in order to improve measures to counter the spread of malaria. The Plan was endorsed by the Kyrgyz Government on May 12th 2006. The Ministry of Health issued an Order on June 12th 2007 to execute the above-mentioned government decree and the action plan for its implementation was endorsed.

A project of the Global Fund to Fight AIDS, Tuberculosis and Malaria has been implemented in the country since April 1st 2006. 8,000 households have been sprayed with insecticide to kill malaria parasites and ponds covering 1,193 hectares were stocked with larva-eating fish.

325,697 people live in endemic zones, including 4,249 pregnant women and 48,740 children under 5. Insecticide-treated bed nets were supplied to 4,036 pregnant women (94.9%) and 15,964 children under 5 (32.7%).

More than 7,000 posters and brochures and more than 7,000 copies of instruction leaflets for school pupils and methodological guides for facilitation committees on countering malaria were published in order to raise public awareness and the Let's turn back Malaria training module was designed to train groups of volunteers and 1,000 copies were published. Two public service announcements and 2 educational films, Malaria and Bezgek were released. School creative groups and puppet theatres were engaged in explanatory campaigns.

More than 250 types of different equipment and 20,000 insecticide-treated bed nets were purchased for the State Sanitary and Epidemiological Surveillance Centres to be distributed to pregnant women and children under 5.

The country places great importance on children's environmental healthcare and an interdepartmental working group was set up in September 2006 to analyze and assess its current state. The working group outlined priority tasks and prepared a National Profile on Children's Health Status and the Environmental Situation in the Kyrgyz Republic.

The State Action Plan on Environmental Hygiene and Children's Health of the Kyrgyz Republic for 2007-2011 was drawn up and a seminar attended by members of the interdepartmental working group, involved ministries and government agencies on preparing it where the draft State Action Plan was presented, was held on February 20th 2007 with UNICEF support..

There are 385 children's rehabilitation beds and 3 Children's Homes (Bishkek and Tokmok with 90 beds each and Osh with 50 beds), where Family Resources Centres have been set up. Children whose parents have abandoned them for various reasons stay at these centres until their parents can take them home. During this period explanatory work with parents is regularly carried out. At present, the Family Resource Centres can accommodate up to 55 children from birth to 10 years old. The Children's Homes are financed from the national budget in full, as planned.

The National Health Promotion Centre, National AIDS Centre, National Chemical Dependency Treatment Centre and the Mental Health Centre conduct explanatory campaigns among the population concerning the use of psychoactive substances and provide consultations, medical and psychological tests. The Ministry of Health of the Kyrgyz Republic issued Decree No. 440 dated August 2nd 2006, concerning improving the activities of the National Chemical Dependency Treatment Centre and healthcare delivery to minors with chemical addictions that entail annual medical examinations for university students and adolescents. Minors are registered with the National Chemical Dependency Treatment Centre. 8,040 people received consultations in 2006 on the use of psychoactive substances, including 3,786 users of psychoactive substances. 87 people were registered with the National Chemical Dependency Treatment Centre, including 67 minors. 1,143 patients received psychological counseling, 85.9% of whom underwent medical and psychological testing.

28,049 university students and 39,506 adolescents, including 1,021 individual young people were examined. 392 female university students were pregnant of whom, 368 had various diseases and were registered with the respective medical facilities, where they received free treatment.

The Clean Water NGO that offers legal and social protection to users of psychoactive substances works out of the National Chemical Dependency Treatment Centre. There are 15 syringe exchange centres in the country.

The National Paediatrics and Paediatric Surgery Centre of the Kyrgyz State Medical Academy implemented a mini-project with International Labor Organization financial support to examine the health status of children working in Dordoi market: 300 children aged 8-16 were examined.

Working children were examined in Osh and Jalalabad oblasts, which have the highest rates of child labour.

The Ministry of Health issued Decree No. 260 on June 1st 2004 to eradicate diseases caused by iodine and Vitamin A deficiencies, under which Vitamin A supplementation is carried out across the country.

The Directive on Vitamin A Supplementation in the Kyrgyz Republic has been designed, logistical needs have been identified, seminars for health practitioners held and materials about social mobilization of the population have been prepared.

Four rounds of Vitamin A supplementation have been carried out since 2004, each of which covered 98.2% to 99.8% of children aged 6-59 months (98.6%).

The State Committee for Migration and Employment of the Kyrgyz Republic is responsible for compliance with international commitments with regard to refugees. Some of its functions include identifying refugees who are minors, rendering assistance in finding parents or close relatives, providing financial, medical and other support and placing children in medical facilities and children's boarding schools when necessary.

Since child-refugees are one of the most vulnerable groups of the population, protection of their rights and interests and the provision of education and healthcare to them is an integral part of the migration policy of the Kyrgyz Republic. Children from refugee families are educated in accordance with the Law on Education of the Kyrgyz Republic. Facilities exist in secondary schools for the social adaptation of children from refugee families. Orphans and children left without parental custody and children with social needs among refugees are placed in the respective boarding schools.

UNHCR and other international organizations are active in implementing education and other programmes for child-refugees. Tackling the problem of access to free healthcare, UNCHR covers the cost of inclusive insurance policies for refugee families and children. UNCHR and the Ministry of Health of the Kyrgyz Republic have signed an Agreement covering this.

Given that there were no regulations in the current legislation of the Kyrgyz Republic with regard to registering the birth of child-refugees, article 13 was added to the Law on Refugees of the Kyrgyz Republic, which entailed the Ministry of Justice of the Kyrgyz Republic issuing a Decree on March 31st 2003, that compelled the Registries of Marriages, Births and Deaths to register the birth of child-refugees who were born in Kyrgyzstan.

Implementation of the Agreement between the Government of Tajikistan and the Government of Kyrgyzstan on the simplified acquisition of Kyrgyz nationality for refugees from Tajikistan began in 2004. Around 6,000 refugees acquired nationality under that Agreement from 2004-2006, including more than 1,500 children. 1,669 refugees (including children) from Tajikistan had acquired nationality under the ordinary scheme before then. Today more than 2,000 people have exchanged their old 1974 format Soviet passports for national passports.

Social and legal protection of refugees is one of aspects of refugees' integration into society. The refugee legislation of the Kyrgyz Republic lays down norms that guarantee other rights to child-refugees, which are achieved in practice. For instance, the following provisions are effective with regard to refugee status applications in the Kyrgyz Republic:

Paragraph 17 of the Provision on Working with Refugees, endorsed by Government Decree No. 188 dated April 4th 2003, says that applications should be submitted by each family member over 18 accompanying the principal applicant. Information about family members under 18 is included in the application form of a parent or custodian who is over 18 and has undertaken responsibility for the behaviour, support and education of family members under 18.

Article 7 of the Law on Refugees of the Kyrgyz Republic reads that from the date of registration of a refugee status application in the Kyrgyz Republic, a refugee status seeker is eligible to stay in the Kyrgyz Republic until a final decision on his or her application, including the period necessary for appealing the decision, has been made.

Nevertheless, the current economic situation in the country does not allow social benefits and pensions and jobs to all refugees and that directly affects children. There are cases even now when children do not go to school because their parents have no money to buy school supplies, clothes and footwear. These are mainly senior class pupils who have to work in order to support their families.

The Immigration Foundation was set up at the State Committee for Migration and Employment of the Kyrgyz Republic to help implement government policy supporting ethnic Kyrgyz resettle in the country and it drew up the Kairylman State Programme 2006-2008 aimed at regulating the resettlement of ethnic Kyrgyz and to facilitate their integration into the local community that was endorsed by Government Decree No. 737 dated October 19th 2006.

The Foundation also drew up a joint project with a Korean charity to set up a children's rehabilitation centre for orphans and children from poor resettled ethnic Kyrgyz families in Kajisai village, Ton rayon, Issyk-Kul oblast that currently houses 20 children of resettled ethnic Kyrgyz and 15 orphans from Ton rayon. The Korean charity has committed itself to give \$500 for food for the children and \$100 for staff wages every month.

Agreement was reached with the Habitat Foundation on interest-free loans for ethnic Kyrgyz for the renovation of 32 apartments on the outskirts of Bishkek provided by the state.

Also, under the agreement with the Kuwaiti Green Ear Charity immigrants are given houses to live in and immigrants' children are awarded scholarships to study at the Oriental University in the Kyrgyz Republic.

It should be mentioned that not only government agencies, but also charities play a significant role in protecting the children of ethnic Kyrgyz and refugees, although aid provided by the international and donor communities is still insufficient to resolve all the problems.

In recent years the political will has emerged in the country to combat the spread of child labour and its worst forms.

State organizations began to work on this problem quite intensively, notably:

- The Parliament of the Kyrgyz Republic ratified the ILO Convention No. 182 Concerning the Prohibition and Immediate Action to Eradicate the Worst Forms of Child Labour (2003)
- A Presidential Decree on Urgent Measures to Improve the Situation of Children in the Kyrgyz Republic was issued in January 2007. The Government of the Kyrgyz Republic drew up a state action programme between social partners on the eradication of the worst forms of child labour in the Kyrgyz Republic for 2007-2011.
- The Government of the Kyrgyz Republic issued Decree No. 314 on July 2nd 2001, which approved the list of manufacturing processes, professions and occupations with difficult and harmful working conditions where individuals under 18 are banned from working.
- The Government of the Kyrgyz Republic approved the acceptable limits for lifting and moving weights by hand for women and workers under 18.
- Since 2003 The Coordination Council on Child Labour has been working in the Kyrgyz Republic.

It can be said that the first results of the efforts made by the Government, international and non-governmental organizations, have begun to appear.

Partnerships between state and international organizations have been established (ILO/IPEC, Every Child, Save the Children, UNICEF, IUF, UNI) on developing and organizing measures to reduce the spread of child labour and to support working children. The state programme of social partners has been finalized with the support of international organizations.

The state ensures a child's right to professional training from the age of 14 through primary professional education institutions. An employer is obliged to hire individuals under 18 who need special social protection (those who have left children's homes, orphans and children left without parental custody and others), who have been sent by the respective government agencies under the established employment quota.

Yet, the efforts of the Government to counteract the use of child labour have so far proved inadequate.

The following problems exist in the current legislation of the Kyrgyz Republic:

- Inadequate norms in the national legislation to implement ILO Convention No. 182. Kyrgyzstan is a mountainous agrarian country that has tailing ponds and coal mines and other forms of child labour not specified by ILO Convention No. 182, but which could be regarded as the worst forms of child labour too.
- Neither the criminal, nor the administrative legislation stipulate concrete sanctions for violating minors' labour rights. The wording of article 446 of the Labour Code of the Kyrgyz Republic – individuals who violate the labour legislation and other labour regulations are subject to the sanctions stipulated by this Code and other laws and are also subject to administrative, criminal responsibilities as laid down by the legislation of the Kyrgyz Republic – allows employers to evade responsibility for violating children's rights as there are no concrete sanctions for actual law infringements.

Kyrgyzstan currently faces the following tasks:

- To increase the scope of funding for cultural facilities and sites, nurturing spirituality, morality, moral principles, civic mindedness and patriotism in children
- To formulate options for inter-sector cooperation and procedures for partnerships in combating the worst forms of child labour and protecting the labour rights of minors
- To design a reliable information system for collecting and processing data on working children
- To complete development of the legislation protecting the labour rights of minors with greater responsibility of employers who hire children under the minimum age of 14.

This stage of state social policy with regard to working children needs the contextual, logistical and financial support of the entire international community.

The existence of commercial sexual exploitation of children and trafficking in children is recognized at the highest level in Kyrgyzstan and the country has made real efforts to improve the legal framework on trafficking in persons, including children. The Parliament of the Kyrgyz Republic passed the Law on Ratification of the UN Convention Against Transnational Organized Crime dated November 15th 2000, the Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children dated December 15th 2000 supplementing the UN Convention Against Transnational Organized Crime and the Protocol Against the Smuggling of Migrants by Land, Sea and Air dated December 15th 2000 supplementing the UN Convention Against Transnational Organized Crime in January 2003.

The President of the Kyrgyz Republic signed the Law on Introducing Amendments and Additions to the Criminal Code of the Kyrgyz Republic on August 9th 2003, earlier passed by Parliament, under which article 159 Trafficking in Children was removed from the Criminal Code and the title and wording of article 124 the Recruitment of People for Exploitation was changed, which is now called Trafficking in Person", i.e. responsibility for these crimes has been tightened. The agencies of the Ministry of the Interior of the Kyrgyz Republic initiated the introduction of these amendments and the tightening of responsibility for these offences.

The Law on Preventing and Combating Trafficking in Persons was passed by Parliament in January 2005.

The New Generation State Programme on Implementing Children's Rights stipulates responsibility for distributing pornography among minors and protects children from exploitation in the production of pornography. The State Programme bans the mass media from promoting violence, alcoholism and promiscuity.

The President of the Kyrgyz Republic endorsed the 2002-2010 National Human Rights Programme in a Decree dated January 2nd 2002 where actions to counter commercial sexual exploitation of children and trafficking in children are outlined.

The President of the Kyrgyz Republic issued Decree No. 94 On Actions to Counter Smuggling and Trafficking in Persons in the Kyrgyz Republic in April 2002. The National Council against

Smuggling and Trafficking in Persons that is responsible for coordinating programmes combating trafficking in persons has been set up by the President of the Kyrgyz Republic.

A department on trafficking in persons and crimes related to foreign nationals was opened at the Main Criminal Investigation Department of the Ministry of the Interior in May 2004.

The Government of Kyrgyzstan signed bilateral agreements on legal and social support to migrant workers and preventing trafficking in persons with the Government of Kazakhstan on May 22nd 2002 and with the Government of Russia on September 22nd 2003.

Improvements in legislation, especially lifting criminal responsibility from victims of trafficking in children and commercial sexual exploitation of children has resulted in a greater number of detected cases of human trafficking up from 11 in 2002 to 34 in 2005.

The Ministry of Interior, National Security State Committee, Juvenile Inspectorate and others detect organized networks, charge and send offenders to court and cooperate internationally in combating all forms of trafficking in women and children, including sexual exploitation, pornography, prostitution, sex-tourism and repatriating victims of human trafficking, train law enforcement officials, prepare methodological guides in this field, etc.

The Juvenile Inspectorate is currently working on reducing the commercial sexual exploitation of children through planned raids such as Moth, Homeless Children, Adolescent, Care, Doping.

Passport and visa control services of the transportation departments of the Ministry of the Interior ask directors of travel agencies and passengers if they need assistance and there are hot lines in arrival and departure halls organized by air departments of the Ministry of the Interior.

In order to prevent trafficking in persons, departments of the Ministry of the Interior require notarized parental consent when applications for international passports and citizenship certificates are submitted and control of children leaving the country has been tightened.

NGOs play a significant role in combating human trafficking. There are networks of NGOs that support minors in urban areas, most of which support street children (Ak Jol, Putnik and others) and they have rehabilitation and social adaptation programmes for minors. They provide financial, medical, psychological and legal support and some have day care centres and shelters, where children can stay for a long time. These NGOs are supported by international organizations.

The networks of NGOs that combine their efforts against human trafficking and prostitution are good examples:

- Association of Harm Reduction Programmes Partnership Network (31 NGOs)
- Anti-AIDS Association of NGOs (18 NGOs)
- ECPAT International Network of NGOs in Kyrgyzstan (10 NGOs)
- Network of non-profit organizations to protect the rights of and advocate children's interests (3 NGOs)
- HELP

The efforts made by government agencies and NGOs to counter the commercial sexual exploitation of children and trafficking in children are still weak in the regions of the country and include isolated and uncoordinated campaigns.

Nowadays, Kyrgyzstan needs the following:

- Harmonization of the legislation to counter commercial sexual exploitation of children and trafficking in persons
- Creation of accurate statistical data
- An extended information strategy and improved legal knowledge of the population to counter commercial sexual exploitation of children and human trafficking;
- Coordinated efforts by NGOs, government agencies and international aid to counter these phenomena
- Programmes to protect and support homeless children.

5. SYSTEM OF COOPERATION AND COORDINATION OF INTERNATIONAL SUPPORT TO ACHIEVE THE EFA GOALS

UNICEF and UNESCO are major partners of Kyrgyzstan, as are other UN Agencies. Cooperation with these agencies comes in the form of support in developing and implementing the EFA National Action Plan as one of the strategies in the overall reform plan, implementation of UN flagship programmes and support for Kyrgyzstan's participation in the CARK Education Forum.

Bishkek hosted the CARK Education Forum in 2003 when UNESCO and UNICEF provided financial and logistical support and consultations.

Several projects have been implemented during the last five years under the auspices of UNESCO and UNICEF, including:

- Introducing Tendering Approaches to Family Education (2002-2003, UNESCO)
- Preschool Education Development in the Kyrgyz Republic (2003, UNESCO)
- Rural School Development (2003, UNESCO)
- Civil Society Mobilization to Achieve the EFA Goals (2004, UNESCO)
- Adult Education (2003-2007, UNESCO)
- Community-Based School Management Development (2002-2010, UNICEF)
- Global Education (2002-2007, UNICEF)

Apart from UN Agencies, the two biggest development banks, the Asian Development Bank and the World Bank, are actively implementing reforms in the Kyrgyz Republic.

The Asian Development Bank has been providing substantial support to Kyrgyzstan in its basic education reforms for many years. The following projects have been run in the country with ADB support during the last five years: The First Education Project (1996-2004); The Second Education Project (2006-2011); Community-Based Early Childhood Development Project.

Cooperation with the World Bank began in 2003. The Rural Education Project being implemented now will run until 2010.

USAID provides significant support in education sector reform. The National Scholarship Test is one of the biggest projects run with financial support of this organization (2003-2007). The Participation, Education and Knowledge Strengthening (PEAKS) is another big project aimed at ensuring access to quality education for all.

International donor agencies have made a significant contribution to Kyrgyzstan's progress towards achieving the EFA Goals in the period following the World Education Forum in Dakar. Most international organizations active in education, healthcare and other social sectors of the Kyrgyz Republic planned their programmes on the EFA Goals and the MDGs.

ADB, World Bank, Islamic Development Bank, UNESCO, UNICEF, UNDP, USAID (and other UN Agencies) and many other international organizations have contributed financial, technical and human resources to help achieve the EFA Goals.

The greatest accomplishment of international partners, government agencies and NGOs has been preparing the technical proposal from the Ministry of Education and Science of the Kyrgyz Republic for the Education for All Fast Track Initiative.

The activities proposed to achieve the Education for All Goals in the Kyrgyz Republic will be financed by an EFA FTI Catalytic Fund Grant worth USD15 million. The funds will come in two tranches from mid-2007.

The EFA FTI Catalytic Fund Grant aims to accelerate achievement of the EFA Goals, primarily by improving preschool and elementary school attendance and quality by expanding early childhood development programmes; improving national curricula; strengthening the education system's human capacity; improving the infrastructure of basic education institutions; improving pupils' health status.

The following objectives have been set based on the above-mentioned priority areas of work:

1. To support existing early childhood programmes and increased their number.
2. To improve study plans, training programmes and supplying schools with textbooks, learning materials and equipment.
3. To improve the learning environment: school infrastructure and promote pupils' health.
4. To facilitate the strengthening of the education system's human capacity; to provide support to the Ministry of Education in disbursing the Grant.

The technical proposal involves implementing the following components.

1. Improving the infrastructure and learning environment in preschools and elementary schools, facilitating the participation of local communities in the educational process (the renovation of 49 schools in Chui, Batken and Naryn oblasts, identifying preschools needing renovation, supplying 300 schools and 99 state kindergartens with kitchen equipment, educating 600 parents and local community members in early childhood development issues, etc.) Improving standards, curricula, training programmes and textbooks for preschool and elementary education (improving the national curriculum and supplying elementary schools with learning materials and textbooks).
2. Improving the teaching and learning environment in preschools and elementary schools (supplying elementary school and preschool teachers with teaching aids, supplying elementary school pupils with reading books; supplying 300 schools and 99 kindergartens in Chui, Batken and Naryn oblasts with sports equipment, furniture and learning materials; an assessment of the qualifications of elementary school and preschool teachers and in-service training quality).
3. Strengthening the capacity of the Ministry of Education and Science in monitoring and managing all projects in the education sector.

The Education for All Fast Track Initiative has been incorporated into the Country Development Strategy and the Education Development Strategy until 2010, which are coordinated strategic documents on efforts in the education sector until 2010.

The project is built on the goals and policies of the EFA National Action Plan until 2015 and the above-mentioned Strategies, including assistance in ensuring access to good quality universal basic education and improving the efficiency and quality of education through improved student achievements.

The Ministry of Education and Science of the Kyrgyz Republic identified Batken, Naryn and Chui oblasts as three priority regions for utilising the EFA FTI Grant, as they are the most critical areas with regard to achieving the EFA Goals.

The component of the EFA FTI Project Monitoring and Evaluation will allow the impact of the project to be assessed and analyze its efficiency for further scaling-up countrywide. This component involves administering three cycles of evaluations: basic, formative and summative evaluations, as well as assessing the project's impact on the education sector.

The evaluation indicators and tools will be designed and needs assessment and baseline studies will be conducted in three regions; the formative evaluation of the first stage of the project will be conducted (2007-2008), the summative evaluation of the project will be conducted upon completion of the second stage of the project (2008-2009). Project activities will be regularly monitored, including operational studies and field work and effectiveness of achieving the project goals.

What is important is that the project will facilitate development of the capacity of government agencies in monitoring and evaluation and developing the M&E system for achieving the EFA Goals in Kyrgyzstan.

6. GENERAL CONCLUSIONS AND RECOMMENDATIONS FOR ACHIEVING THE EFA GOALS BY 2015

The Kyrgyz Republic has managed to accomplish many things in implementing the National Action Plan, notably: the legislative framework has been updated; new generation education standards, curricula and training programmes in selected disciplines have been designed; new teaching technologies have been introduced; in-service training for teachers has been provided; new generation textbooks for secondary schools have been created; schools have been equipped with learning and lab equipment; several national basic education projects have been launched with financial support of donor agencies such as Student Achievement Monitoring (UNESCO, UNICEF), Global Education (UNICEF), Education Development Project (ADB), Rural Education (World Bank), National Scholarship Test, PEAKS (USAID) and education programmes run by the Soros Foundation – Kyrgyzstan and others.

Analysis has shown that Kyrgyzstan has made progress in achieving all six EFA Goals during implementation of the National Action Plan.

Summing up the progress towards all six EFA Goals, which Kyrgyzstan, like all the international community, is striving to achieve, it can be said that these efforts make a real contribution to creating the conditions necessary to improve the living standards of future generations through education, yet many issues have not been addressed so far. Certain in-depth problems were revealed during the 5 years of implementing the National Action Plan that had not been clearly identified when this plan was drawn up. Falling living standards and rising poverty and unemployment rates and deterioration in the quality of education during the past 5 years have not enabled Kyrgyzstan to provide access to education for all.

Implementation of the National Action Plan was restricted by limited human and financial resources. Since implementation of the National Action Plan was not costed, its many items were unfunded. In particular, the tasks to expand early childhood development programmes, to revise the structure and content of basic education, to supply schools with textbooks and learning aids, to provide in-service training for teachers, to strengthen the learning environment, have not been fulfilled yet.

These circumstances made the Kyrgyz Republic revise its strategic EFA Goals plans. A medium-term Education Development Strategy has been developed, where the main areas of activities towards achieving the EFA goals have been consolidated until 2010. This Strategy is a continuation of the Education Part of the Country Development Strategy until 2010 and unlike the National Action Plan until 2015, it includes costs. Many items of the EFA National Action Plan are under threat because of limited financial resources, so the Kyrgyz Republic has applied for financial assistance to the EFA FTI Secretariat to achieve the six EFA Goals.

The country is committed to improving the quality of education to create better living standards and build a better future for each child in the spirit of the UN Resolution on A World Fit for Children.

The country will continue paying special attention to developing basic education where building a personality capable of open, creative interaction with people, nature, society and a state built on universal humanistic values is the main objective. The Secondary Education Concept, the revision of which was initiated by the Education for All Movement, would be supplemented by the possibility of lifelong education.

Political will, mobilization and the allocation of additional resources that are very limited in the Kyrgyz Republic are required to achieve the set goals. Yet, Kyrgyzstan is committed to sparing no effort to continue building a better tomorrow for its children and creating a world fit for children built on the accomplishments of previous years and treating childcare as its top priority.

In cooperation with a broad range of partners, Kyrgyzstan intends to develop its main resource – human potential – built on the harmonious development of all the traits of a personality with the greatest possible participation of the community in this process.

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8. STATISTICAL ANNEXES

Goal 1: Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.

List of indicators

- 1 Gross Enrolment Ratio in early childhood development programmes (GER for ECCE)
- 2 Percent of New Entrants to Primary Grade 1 who have Attended Some Form of Organised ECCE Programme
- 3 Private Centre Enrolment as Percentage of Total Enrolment in ECCE Programme
- 4 Percent of Under Fives Suffering from Stunting
- 5 Per cent of Household Consuming Iodized Salt
- 6 Percentage of Trained Teachers in ECCE Programs
- 7 Public Expenditure on ECCE Programs as Percentage of Total Public Expenditure on Education

Indicator:

Gross Enrolment Ratio in early childhood development programmes (GER for ECCE)
Сообщное соотношение набора в программы раннего детского развития

Country:

Кыргызская Республика
Kyrgyzstan

GEOGRAPHICAL DISAGGREGATION:

Please provide the geographical breakdown by region, province, etc.

Year: 2000

	Enrolment in ECCE			Official age-group population			GER for ECCE			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
NATIONAL	23 509	22 259	45 768	377 022	362 892	739 914	6,24%	6,13%	6%	0,983695744
Баткенская	1 237	1 143	2 380	36 074	33 881	69 955	3%	3%	3%	98%
Жалалабатская	4 659	4 458	9 117	81 219	78 493	159 712	6%	6%	6%	99%
Иссык-Кульская	1 229	1 208	2 437	30 636	29 922	60 558	4%	4%	4%	101%
Нарынская	720	920	1 640	22 001	21 600	43 601	3%	4%	4%	130%
Ошская	4 289	3 892	8 181	109 652	105 351	215 003	4%	4%	4%	94%
Таласская	701	683	1 384	17 120	16 478	33 598	4%	4%	4%	101%
Чуйская	2 673	2 496	5 169	44 773	42 511	87 284	6%	6%	6%	98%
г.Бишкек	8 001	7 459	15 460	35 547	34 656	70 203	23%	22%	22%	96%
Average	2 939	2 782	5 721	47 128	45 362	92 489	0	0	0	107%
Minimum	701	683	1 384	17 120	16 478	33 598	0	0	0	98%
Maximum	8 001	7 459	15 460	109 652	105 351	215 003	0	0	0	130%
Urban areas										
Rural areas										

Отчет по дошкольным учреждениям
The report on preschool

Source:

Year: 2001

	Enrolment in ECCE			Official age-group population			GER for ECCE			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
NATIONAL	23 007	22 045	45 052	364 755	350 563	715 318	6%	6%	6%	0,996977341
Баткенская	1 166	1 053	2 219	35 205	33 014	68 219	3%	3%	3%	96%
Жалалабатская	4 499	4 371	8 870	79 150	76 020	155 170	6%	6%	6%	101%
Иссык-Кульская	1 201	1 191	2 392	29 787	29 158	58 945	4%	4%	4%	101%
Нарынская	749	894	1 643	21 570	21 250	42 820	3%	4%	4%	121%
Ошская	4 254	3 961	8 215	104 776	100 980	205 756	4%	4%	4%	97%
Таласская	684	730	1 414	16 832	16 083	32 915	4%	5%	4%	112%
Чуйская	2 536	2 441	4 977	42 409	40 035	82 444	6%	6%	6%	102%
г.Бишкек	7 918	7 404	15 322	35 026	34 023	69 049	23%	22%	22%	96%
Average	2 876	2 756	5 632	45 594	43 820	89 415	0	0	0	105%
Minimum	684	730	1 414	16 832	16 083	32 915	0	0	0	96%
Maximum	7 918	7 404	15 322	104 776	100 980	205 756	0	0	0	121%
Urban areas										
Rural areas										

Source: Отчет по дошкольным учреждениям
The report on preschool

Year: 2002

	Enrolment in ECCE			Official age-group population			GER for ECCE			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
NATIONAL	23 705	22 298	46 003	356 053	342 059	698 112	7%	7%	7%	0,979128245
Баткенская	1 220	1 111	2 331	34 106	31 896	66 002	4%	3%	4%	97%
Жалалабатская	4 451	4 375	8 826	77 324	74 338	151 662	6%	6%	6%	102%
Иссык-Кульская	1 380	1 494	2 874	29 300	28 668	57 968	5%	5%	5%	111%
Нарынская	701	908	1 609	21 620	21 338	42 958	3%	4%	4%	131%
Ошская	4 431	3 833	8 264	101 176	97 086	198 262	4%	4%	4%	90%
Таласская	750	713	1 463	16 702	16 097	32 799	4%	4%	4%	99%
Чуйская	2 494	2 474	4 968	40 450	38 580	79 030	6%	6%	6%	104%
г.Бишкек	8 278	7 390	15 668	35 375	34 056	69 431	23%	22%	23%	93%
Average	2 963	2 787	5 750	44 507	42 757	87 264	0	0	0	110%
Minimum	701	713	1 463	16 702	16 097	32 799	0	0	0	97%
Maximum	8 278	7 390	15 668	101 176	97 086	198 262	0	0	0	131%
Urban areas			0			0				
Rural areas			0			0				

Отчет по дошкольным учреждениям
The report on preschool

Source:

Year: 2003

	Enrolment in ECCE		Official age-group population		GER for ECCE		GPI
	Male	Female	Total	Male	Female	Total	
NATIONAL	24 250	23 214	47 464	353 950	339 374	693 324	0,998393136
Баткенская	1 307	1 190	2 497	33 452	31 251	64 703	97%
Жалалабатская	4 347	4 502	8 849	76 348	73 192	149 540	108%
Иссык-Кульская	1 656	1 547	3 203	29 588	28 756	58 344	96%
Нарынская	702	973	1 675	21 887	21 604	43 491	140%
Ошская	1 899	1 653	3 552	83 393	80 086	163 479	91%
Таласская	880	819	1 699	17 022	16 485	33 507	96%
Чуйская	2 649	2 532	5 181	40 264	38 165	78 429	101%
г. Бишкек	8 144	7 642	15 786	36 584	35 127	71 711	98%
г. Ош	2 666	2 356	5 022	15 412	14 708	30 120	99%
Average	2 694	2 579	5 274	39 328	37 708	77 036	111%
Minimum	702	819	1 675	15 412	14 708	30 120	96%
Maximum	8 144	7 642	15 786	83 393	80 086	163 479	140%
Urban areas			0			0	
Rural areas			0			0	

Source: Отчет по дошкольным учреждениям
The report on preschool

Year: 2004

	Enrolment in ECCE		Official age-group population		GER for ECCE		GPI	
	Male	Female	Total	Male	Female	Male	Female	Total
NATIONAL	25 957	24 978	50 935	407 326	390 026	6%	6%	6%
Баткенская	1 284	1 138	2 422	32 851	30 589	4%	4%	4%
Жалалабатская	52 229	5 038	57 267	76 675	73 263	68%	7%	38%
Иссык-Кульская	1 763	1 852	3 615	30 144	29 388	6%	6%	6%
Нарынская	760	913	1 673	22 131	21 819	3%	4%	4%
Ошская	1 805	1 801	3 606	81 664	78 259	2%	2%	2%
Таласская	741	930	1 671	17 443	16 903	4%	6%	5%
Чуйская	2 856	2 843	5 699	40 627	38 465	7%	7%	7%
г. Бишкек	8 673	8 053	16 726	38 757	37 151	22%	22%	22%
г. Ош	2 846	2 410	5 256	14 925	14 303	19%	17%	18%
Average	8 106	2 775	10 882	39 469	37 793	0	0	0
Minimum	741	913	1 671	14 925	14 303	0	0	0
Maximum	52 229	8 053	57 267	81 664	78 259	1	0	0
Urban areas			0					
Rural areas			0					

Source: Отчет по дошкольным учреждениям
The report on preschool

Year: 2005

	Enrolment in ECCE		Official age-group population		GER for ECCE		GPI
	Male	Female	Total	Male	Female	Total	
NATIONAL	27 644	26 721	54 365	357 986	341 965	699 951	1,011896764
Баткенская	1 409	1 262	2 671	32 504	30 392	62 896	96%
Жалалабатская	5 783	5 441	11 224	77 033	73 334	150 367	99%
Иссык-Кульская	1 869	2 003	3 872	30 602	29 664	60 266	111%
Нарынская	809	1 002	1 811	22 441	22 141	44 582	126%
Ошская	1 945	2 043	3 988	81 085	77 548	158 633	110%
Таласская	953	940	1 893	17 826	17 198	35 024	102%
Чуйская	3 043	2 986	6 029	40 710	38 437	79 147	104%
г.Бишкек	8 950	8 611	17 561	41 085	39 220	80 305	101%
г.Ош	2 883	2 433	5 316	14 700	14 031	28 731	100%
Average	3 072	2 969	6 041	39 776	37 996	77 772	108%
Minimum	809	940	1 811	14 700	14 031	28 731	96%
Maximum	8 950	8 611	17 561	81 085	77 548	158 633	126%
Urban areas			0			0	
Rural areas			0			0	

Отчет по дошкольным учреждениям
The report on preschool

Source:

	Progress between 2000 to 2005 (National Level)			
	GER for ECCE			GPI for GER
	Male	Female	Total	
2000	6%	6%	6%	98%
2001	6%	6%	6%	100%
2002	7%	7%	7%	98%
2003	7%	7%	7%	100%
2004	6%	6%	6%	100%
2005	8%	8%	8%	101%

Source: Отчет по дошкольным учреждениям
The report on preschool

Indicator: Percent of New Entrants to Primary Grade 1 who have Attended Some Form of Organised ECCE Programme

Процент вновь принятых в первый класс, прошедших ранее какие -либо формы предшкольных программ развития

Country: Кыргызская Республика

Kyrgyzstan

GEOGRAPHICAL DISAGGREGATION:

Please provide the geographical breakdown by region, province, etc.

Year: 2000

	New Entrants with ECCE Exp			New Entrants to Primary Grade 1			% of New Entrant with ECCE Exp		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
NATIONAL	590	560	1 150	59 003	55 957	114 960	1%	1%	1%
Баткенская	57	50	107	5 742	4 983	10 725	1%	1%	1%
Жалалабатская	123	119	242	12 304	11 932	24 236	1%	1%	1%
Иссык-Кульская	52	53	105	5 173	5 322	10 495	1%	1%	1%
Нарынская	36	36	72	3 627	3 566	7 193	1%	1%	1%
Ошская	163	156	319	16 285	15 572	31 857	1%	1%	1%
Таласская	27	27	54	2 727	2 695	5 422	1%	1%	1%
Чуйская	82	70	151	8 154	6 951	15 105	1%	1%	1%
г.Бишкек	50	49	99	4 991	4 936	9 927	1%	1%	1%
Average	74	70	144	7 375	6 995	14 370	0	0	0
Minimum	27	27	54	2 727	2 695	5 422	0	0	0
Maximum	163	156	319	16 285	15 572	31 857	0	0	0
Urban areas			0			0			
Rural areas			0			0			

Source:

Оперативные данные
Operative data

Year: 2001

	New Entrants with ECCE Exp			New Entrants to Primary Grade 1			% of New Entrant with ECCE Exp		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
NATIONAL	595	572	1 167	59 539	57 165	116 704	1%	1%	1%
Баткенская	53	53	106	5 307	5 277	10 584	1%	1%	1%
Жалалабатская	125	123	248	12 499	12 272	24 771	1%	1%	1%
Иссык-Кульская	52	50	102	5 175	4 980	10 155	1%	1%	1%
Нарынская	35	35	70	3 533	3 482	7 015	1%	1%	1%
Ошская	169	162	331	16 915	16 152	33 067	1%	1%	1%
Таласская	29	28	57	2 949	2 770	5 719	1%	1%	1%
Чуйская	80	71	150	7 958	7 088	15 046	1%	1%	1%
г.Бишкек	52	51	103	5 203	5 144	10 347	1%	1%	1%
Average	74	71	146	7 442	7 146	14 588	0	0	0
Minimum	29	28	57	2 949	2 770	5 719	0	0	0
Maximum	169	162	331	16 915	16 152	33 067	0	0	0
Urban areas			0			0			
Rural areas			0			0			

Source: Оперативные данные
Operative data

Year: 2002

	New Entrants with ECCE Exp			New Entrants to Primary Grade 1			% of New Entrant with ECCE Exp		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
NATIONAL	597	561	1 158	59 669	56 143	115 812	1%	1%	1%
Баткенская	54	51	105	5 423	5 113	10 536	1%	1%	1%
Жалалабатская	130	122	253	13 040	12 243	25 283	1%	1%	1%
Иссык-Кульская	51	48	99	5 126	4 807	9 933	1%	1%	1%
Нарынская	34	32	67	3 437	3 224	6 661	1%	1%	1%
Ошская	167	160	327	16 675	16 032	32 707	1%	1%	1%
Таласская	30	27	57	2 961	2 715	5 676	1%	1%	1%
Чуйская	80	70	150	7 991	7 032	15 023	1%	1%	1%
г.Бишкек	50	50	100	5 016	4 977	9 993	1%	1%	1%
Average	75	70	145	7 459	7 018	14 477	0	0	0
Minimum	30	27	57	2 961	2 715	5 676	0	0	0
Maximum	167	160	327	16 675	16 032	32 707	0	0	0
Urban areas			0			0			
Rural areas			0			0			

Source: Оперативные данные
Operative data

Year: 2003

	New Entrants with ECCE Exp			New Entrants to Primary Grade 1			% of New Entrant with ECCE Exp		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
NATIONAL	555	520	1 074	55 455	51 991	107 446	1%	1%	1%
Баткенская	50	46	96	4 984	4 604	9 588	1%	1%	1%
Жалалабатская	122	113	235	12 152	11 313	23 465	1%	1%	1%
Иссык-Кульская	48	44	92	4 846	4 399	9 245	1%	1%	1%
Нарынская	31	31	61	3 054	3 069	6 123	1%	1%	1%
Ошская	120	113	233	12 036	11 269	23 305	1%	1%	1%
Таласская	24	25	49	2 393	2 489	4 882	1%	1%	1%
Чуйская	76	65	141	7 554	6 498	14 052	1%	1%	1%
г.Бишкек	45	45	90	4 453	4 506	8 959	1%	1%	1%
г.Ош	39	37	76	3 893	3 749	7 642	1%	1%	1%
Average	62	58	119	6 152	5 766	11 918	0	0	0
Minimum	24	25	49	2 393	2 489	4 882	0	0	0
Maximum	122	113	235	12 152	11 313	23 465	0	0	0
Urban areas			0			0			
Rural areas			0			0			

Source: Оперативные данные
Operative data

Year: 2004

	New Entrants with ECCE Exp			New Entrants to Primary Grade 1			% of New Entrant with ECCE Exp		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
NATIONAL	527	491	1 018	52 722	49 114	101 836	1%	1%	1%
Баткенская	51	45	95	5 078	4 459	9 537	1%	1%	1%
Жалалабатская	112	109	221	11 190	10 928	22 118	1%	1%	1%
Иссык-Кульская	46	40	86	4 606	4 037	8 643	1%	1%	1%
Нарынская	31	29	61	3 143	2 948	6 091	1%	1%	1%
Ошская	124	117	241	12 437	11 671	24 108	1%	1%	1%
Таласская	24	22	46	2 402	2 208	4 610	1%	1%	1%
Чуйская	68	62	130	6 785	6 179	12 964	1%	1%	1%
г.Бишкек	44	42	86	4 361	4 191	8 552	1%	1%	1%
г.Ош	27	25	52	2 720	2 493	5 213	1%	1%	1%
Average	59	55	113	5 858	5 457	11 315	0	0	0
Minimum	24	22	46	2 402	2 208	4 610	0	0	0
Maximum	124	117	241	12 437	11 671	24 108	0	0	0
Urban areas			0			0			
Rural areas			0			0			

Source: Оперативные данные
Operative data

Year: 2005

	New Entrants with ECCE Exp			New Entrants to Primary Grade 1			% of New Entrant with ECCE Exp		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
NATIONAL	531	490	1 022	53 146	49 004	102 150	1%	1%	1%
Баткенская	48	44	93	4 836	4 424	9 260	1%	1%	1%
Жалалабатская	115	109	225	11 549	10 926	22 475	1%	1%	1%
Иссык-Кульская	45	42	87	4 504	4 158	8 662	1%	1%	1%
Нарынская	31	29	60	3 095	2 926	6 021	1%	1%	1%
Ошская	120	113	233	12 042	11 285	23 327	1%	1%	1%
Таласская	23	22	45	2 286	2 234	4 520	1%	1%	1%
Чуйская	70	63	134	7 049	6 320	13 369	1%	1%	1%
г.Бишкек	53	43	96	5 279	4 347	9 626	1%	1%	1%
г.Ош	27	25	52	2 693	2 520	5 213	1%	1%	1%
Average	59	55	114	5 926	5 460	11 386	0	0	0
Minimum	23	22	45	2 286	2 234	4 520	0	0	0
Maximum	120	113	233	12 042	11 285	23 327	0	0	0
Urban areas			0			0			
Rural areas			0			0			

Source: Оперативные данные
Operative data

Progress between 2000 to 2005 (National Level)

	% of New Entrant with ECCE Exp		
	Male	Female	Total
2000	1%	1%	1%
2001	1%	1%	1%
2002	1%	1%	1%
2003	1%	1%	1%
2004	1%	1%	1%
2005	1%	1%	1%

Source: Оперативные данные
Operative data

Indicator: Private Centre Enrolment as Percentage of Total Enrolment in ECCE Programme

Набор в частные центры ДОО как процент общего набора в ДОО

**Country: Кыргызская Республика
Kyrgyzstan**

Year: 2001

	Total Enrolled in Private Centres			Total Enrolled in ECCE Programs			% Enrolled in Private Centres		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
NATIONAL			383			45 052			1%

Source: Национальный статистический комитет Кыргызской Республики
National Statistics Committee Of The Kyrgyz Republic

Year: 2002

	Total Enrolled in Private Centres			Total Enrolled in ECCE Programs			% Enrolled in Private Centres		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
NATIONAL			341			46 003			1%

Source: Национальный статистический комитет Кыргызской Республики
National Statistics Committee Of The Kyrgyz Republic

Year:2003

	Total Enrolled in Private Centres			Total Enrolled in ECCE Programs			% Enrolled in Private Centres		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
NATIONAL			361			47 464			1%

Source: Национальный статистический комитет Кыргызской Республики
National Statistics Committee Of The Kyrgyz Republic

Year:2004

	Total Enrolled in Private Centres			Total Enrolled in ECCE Programs			% Enrolled in Private Centres		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
NATIONAL			421			50 935			1%

Source: Национальный статистический комитет Кыргызской Республики
National Statistics Committee Of The Kyrgyz Republic

Year:2005

	Total Enrolled in Private Centres			Total Enrolled in ECCE Programs			% Enrolled in Private Centres		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
NATIONAL			311			54 365			1%

Source: Национальный статистический комитет Кыргызской Республики
National Statistics Committee Of The Kyrgyz Republic

Progress between 2000 to 2005 (National Level)

	% Enrolled in Private Centres		
	Male	Female	Total
2000			
2001	0%	0%	1%
2002	0%	0%	1%
2003	0%	0%	1%
2004	0%	0%	1%
2005	0%	0%	1%

Source: Национальный статистический комитет Кыргызской Республики
National Statistics Committee Of The Kyrgyz Republic

Indicator: Percent of Under Fives Suffering from Stunting

Процент детей до 5 лет с задержкой роста

Country: Кыргызская Республика

Kyrgyzstan

Прогресс между 2000 и 2005 гг. (Национальный уровень)

Percent of Under Fives Suffering from Stunting

	Male	Female	Total
2000			
2001			
2002			
2003			
2004			
2005			
2006			5.3%

Source: MICS 2006

Indicator: Per cent of Household Consuming Iodized Salt

Процент домохозяйств, употребляющих йодированную соль

Country: Кыргызская Республика

Kyrgyzstan

Progress between 2000 to 2005 (National Level)

	% Households Consuming Iod. Salt
2000	
2001	
2002	
2003	
2004	
2005	
2006	78.10%

Source: MICS 2006

Indicator: Percentage of Trained Teachers in ECCE Programs

Процент учителей, обученных по программам развития детей раннего возраста

Country: Кыргызская Республика

Kyrgyzstan

Year: 2001

	Trained ECCE Teachers			Total ECCE Teachers			% Trained ECCE Teachers		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
NATIONAL						3 542			
Urban areas						2 476			
Rural areas						1 066			

Source: Национальный статистический комитет Кыргызской Республики
National Statistics Committee Of The Kyrgyz Republic

Year: 2002

	Trained ECCE Teachers			Total ECCE Teachers			% Trained ECCE Teachers		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
NATIONAL						3 637			
Urban areas						2 534			
Rural areas						1 103			

Source: Национальный статистический комитет Кыргызской Республики
National Statistics Committee Of The Kyrgyz Republic

Year: 2003

	Trained ECCE Teachers			Total ECCE Teachers			% Trained ECCE Teachers		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
NATIONAL						3 416			
Urban areas						2 407			
Rural areas						1 009			

Source: Национальный статистический комитет Кыргызской Республики
National Statistics Committee Of The Kyrgyz Republic

Year: 2004

	Trained ECCE Teachers			Total ECCE Teachers			% Trained ECCE Teachers		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
NATIONAL						3 556			
Urban areas						2 456			
Rural areas						1 100			

Source: Национальный статистический комитет Кыргызской Республики
National Statistics Committee Of The Kyrgyz Republic

Year: 2005

	Trained ECCE Teachers			Total ECCE Teachers			% Trained ECCE Teachers		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
NATIONAL						3 641			
Urban areas						2 613			
Rural areas						1 028			

Source: Национальный статистический комитет Кыргызской Республики
National Statistics Committee Of The Kyrgyz Republic

Indicator: Public Expenditure on ECCE Programs as Percentage of Total Public Expenditure on Education

Государственные расходы на программы раннего детства в процентах от государственных расходов на образование в целом

Country: Кыргызская Республика

Kyrgyzstan

COUNTRY SPECIFIC DISPARITY DISAGGREGATION GEOGRAPHICAL DISAGGREGATION:
Please provide the geographical breakdown by region, province, etc.

Year: 2000

	Государственные расходы ОДРВ	Гос.расходы на образование	% расходы на ОДРВ
NATIONAL	173,4	2 289,9	8%
Баткенская	6,4		
Жалалабатская	28,7		
Иссык-Кульская	13,2		
Нарынская	7,9		
Ошская	18,4		
Таласская	5,6		
Чуйская	20,2		
г.Бишкек	73,0		
Average	22		
Minimum	6		
Maximum	29		

Source: Национальный статистический комитет Кыргызской Республики
National Statistics Committee Of The Kyrgyz Republic

Year: 2001

	Public Expenditure of ECCE	Public Expenditure on Education	% Expenditure spent on ECCE
NATIONAL	190,00	2 847,60	7%
Баткенская	6,40		
Жалалабатская	28,70		
Иссык-Кульская	13,20		
Нарынская	7,90		
Ошская	30,40		
Таласская	5,60		
Чуйская	20,20		
г.Бишкек	78,00		
Average	24		
Minimum	6		
Maximum	30		

Source: Национальный статистический комитет Кыргызской Республики
National Statistics Committee Of The Kyrgyz Republic

Year: 2002

	Public Expenditure of ECCE	Public Expenditure on Education	% Expenditure spent on ECCE
NATIONAL	219,5	3 350,4	7%
Баткенская	10,5		
Жалалабатская	31,0		
Иссык-Кульская	18,5		
Нарынская	12,6		
Ошская	31,6		
Таласская	9,8		
Чуйская	24,0		
г.Бишкек	82,0		
Average	28		
Minimum	11		
Maximum	32		

Source: Национальный статистический комитет Кыргызской Республики
National Statistics Committee Of The Kyrgyz Republic

Year: 2003

	Public Expenditure of ECCE	Public Expenditure on Education	% Expenditure spent on ECCE
NATIONAL	232,1	3 752,7	6%
Баткенская	12,6		
Жалалабатская	33,5		
Иссык-Кульская	19,5		
Нарынская	14,5		
Ошская	23,5		
Таласская	9,8		
Чуйская	24,0		
г.Бишкек	82,0		
г.Ош	12,6		
Average	26		
Minimum	13		
Maximum	34		

Source: Оперативные данные
Operative data

Year: 2004

	Public Expenditure of ECCE	Public Expenditure on Education	% Expenditure spent on ECCE
NATIONAL	257,2	4 357,4	6%
Баткенская	14,7		
Жалалабатская	37,2		
Иссык-Кульская	22,1		
Нарынская	15,1		
Ошская	26,7		
Таласская	12,6		
Чуйская	24,0		
г.Бишкек	89,0		
г.Ош	15,6		
Average	29		
Minimum	15		
Maximum	37		

Source: Национальный статистический комитет Кыргызской Республики
National Statistics Committee Of The Kyrgyz Republic

Year: 2005

	Public Expenditure of ECCE	Public Expenditure on Education	% Expenditure spent on ECCE
NATIONAL	304,1	4 917,7	6%
Баткенская	19,8		
Жалалабатская	42,1		
Иссык-Кульская	27,5		
Нарынская	20,8		
Ошская	31,9		
Таласская	17,3		
Чуйская	30,1		
г.Бишкек	94,5		
г.Ош	20,0		
Average	33,8		
Minimum	19,8		
Maximum	42,1		

Source: Национальный статистический комитет Кыргызской Республики
National Statistics Committee Of The Kyrgyz Republic

Progress between 2000 to 2005 (National Level)

	% Expenditure spent on ECCE
2000	8%
2001	7%
2002	7%
2003	6%
2004	6%
2005	6%

Source: Национальный статистический комитет Кыргызской Республики
National Statistics Committee Of The Kyrgyz Republic

Goal 2 : Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality.

List of indicators

- 1 Gross Intake Rate (GIR) in Primary Eductaion
- 2 Net Intake Rate (NIR) in Primary Education
- 3 Gross Enrolment Rate (GER) in Primary Education
- 4 Gross Enrolment Rate (GER) in Secondary Education
- 5 Net Enrolment Rate (NER) in Primary Education
- 6 Net Enrolment Rate (NER) in Secondary Education
- 7 Repetition Rates (RR) by Grade 1 in Primary Education
- 8 Repetition Rates (RR) by Grade 2 in Primary Education
- 9 Repetition Rates (RR) by Grade 3 in Primary Education
- 10 Repetition Rates (RR) by Grade 4 in Primary Education
- 11 Survival Rate to Grade 5
- 12 Pupil-Teacher Ratio at Primary Education (can be found in Goal 6)
- 13 Public Expenditure on Primary Education as Percent of Total Public Expenditure on Education

Indicator: Gross Intake Rate (GIR) in Primary Eductaion

Брутто-коэффициент набора в начальную школу

Country: Кыргызская Республика

Kyrgyzstan

GEOGRAPHICAL DISAGGREGATION: Please provide the geographical breakdown by region, province, etc.

Year: 2000

	New Entrants to Grade1 (all ages)			Population of the official primary school-entrance age			GIR in Primary Education			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
NATIONAL	59 003	55 957	114 960	58 733	57 633	116 366	100%	97%	99%	97%
Баткенская	5 742	4 983	10 725	5 276	5 183	10 459	109%	96%	103%	88%
Джалал-Абадская	12 304	11 932	24 236	12 401	11 989	24 390	99%	100%	99%	100%
Иссык-Кульская	5 173	5 322	10 495	5 044	4 991	10 035	103%	107%	105%	104%
Нарынская	3 627	3 566	7 193	3 462	3 546	7 008	105%	101%	103%	96%
Ошская	16 285	15 572	31 857	16 822	16 191	33 013	97%	96%	96%	99%
Таласская	2 727	2 695	5 422	2 721	2 669	5 390	100%	101%	101%	101%
Чуйская	8 154	6 951	15 105	7 342	7 226	14 568	111%	96%	104%	87%
г.Бишкек	4 991	4 936	9 927	5 665	5 838	11 503	88%	85%	86%	96%
Average	7 157	6 744	13 901	7 202	7 094	14 296	1,00	0,96	0,98	96%
Minimum	2 727	2 695	5 422	2 721	2 669	5 390	0,88	0,85	0,86	87%
Maximum	16 285	15 572	31 857	16 822	16 191	33 013	1,11	1,01	1,04	101%
Urban areas	16 751	16 140	32 891	16 281	16 401	32 682	103%	98%	101%	96%
Rural areas	42 252	39 817	82 069	42 452	41 232	83 684	100%	97%	98%	97%

Source:

Статистический отчет общеобразовательных школ
The statistical report of schools

Year: 2001

	New Entrants to Grade1 (all ages)			Population of the official primary school-entrance age			GIR in Primary Education			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
NATIONAL	59 539	57 165	116 704	59 969	57 995	117 964	99%	99%	99%	99%
Баткенская	5 307	5 277	10 584	5 492	5 344	10 836	97%	99%	98%	102%
Жалалабатская	12 499	12 272	24 771	12 663	12 328	24 991	99%	100%	99%	101%
Иссык-Кульская	5 175	4 980	10 155	4 977	4 762	9 739	104%	105%	104%	101%
Нарынская	3 533	3 482	7 015	3 421	3 377	6 798	103%	103%	103%	100%
Ошская	16 915	16 152	33 067	17 800	16 874	34 674	95%	96%	95%	101%
Таласская	2 949	2 770	5 719	2 765	2 676	5 441	107%	104%	105%	97%
Чуйская	7 958	7 088	15 046	7 293	7 079	14 372	109%	100%	105%	92%
г.Бишкек	5 203	5 144	10 347	5 558	5 555	11 113	94%	93%	93%	99%
Average	7 312	6 927	14 239	7 367	7 112	14 480	1,02	0,99	1,00	97%
Minimum	2 949	2 770	5 719	2 765	2 676	5 441	0,94	0,93	0,93	92%
Maximum	16 915	16 152	33 067	17 800	16 874	34 674	1,09	1,04	1,05	101%
Urban areas	17 011	16 783	33 794	16 499	15 997	32 496	103%	105%	104%	102%
Rural areas	42 528	40 382	82 910	43 470	41 998	85 468	98%	96%	97%	98%

Source: Статистический отчет общеобразовательных школ
The statistical report of schools

Year: 2002

	New Entrants to Grade1 (all ages)			Population of the official primary school-entrance age			GIR in Primary Education			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
NATIONAL	59 669	56 143	115 812	57 558	55 908	113 466	104%	100%	102%	97%
Баткенская	5 423	5 113	10 536	5 403	5 134	10 537	100%	100%	100%	99%
Жалалабатская	13 040	12 243	25 283	12 572	12 142	24 714	104%	101%	102%	97%
Иссык-Кульская	5 126	4 807	9 933	4 633	4 505	9 138	111%	107%	109%	96%
Нарынская	3 437	3 224	6 661	3 144	3 100	6 244	109%	104%	107%	95%
Ошская	16 675	16 032	32 707	16 743	16 600	33 343	100%	97%	98%	97%
Таласская	2 961	2 715	5 676	2 615	2 500	5 115	113%	109%	111%	96%
Чуйская	7 991	7 032	15 023	7 163	6 581	13 744	112%	107%	109%	96%
г.Бишкек	5 016	4 977	9 993	5 285	5 346	10 631	95%	93%	94%	98%
Average	7 216	6 796	14 012	2 590	2 544	13 815	1,06	1,02	1,04	96%
Minimum	2 961	2 715	5 676	2 615	2 500	5 115	0,95	0,93	0,94	95%
Maximum	16 675	16 032	32 707	16 743	16 600	33 343	1,13	1,09	1,11	97%
Urban areas	17 166	16 525	33 691	15 876	15 501	31 377	108%	107%	107%	99%
Rural areas	42 503	39 618	82 121	41 682	40 407	82 089	102%	98%	100%	96%

Source: Статистический отчет общеобразовательных школ
The statistical report of schools

Year: 2003

	New Entrants to Grade1 (all ages)			Population of the official primary school-entrance age			GIR in Primary Education			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
NATIONAL	55 455	51 991	107 446	54 074	52 051	106 125	102,55%	99,88%	101,24%	97,40%
Баткенская	4 984	4 604	9 588	5 143	4 909	10 052	96,91%	93,79%	95,38%	96,78%
Жалалабатская	12 152	11 313	23 465	11 704	11 492	23 196	103,83%	98,44%	101,16%	94,81%
Иссык-Кульская	4 846	4 399	9 245	4 209	4 217	8 426	115,13%	104,32%	109,72%	90,60%
Нарынская	3 054	3 069	6 123	3 039	2 953	5 992	100,49%	103,93%	102,19%	103,42%
Ошская	12 036	11 269	23 305	13 621	12 751	26 372	88,36%	88,38%	88,37%	100,02%
Таласская	2 393	2 489	4 882	2 499	2 282	4 781	95,76%	109,07%	102,11%	113,90%
Чуйская	7 554	6 498	14 052	6 330	6 108	12 438	119,34%	106,39%	112,98%	89,15%
г.Бишкек	4 453	4 506	8 959	4 939	4 795	9 734	90,16%	93,97%	92,04%	104,23%
г.Ош	3 893	3 749	7 642	2 590	2 544	5 134	150,31%	147,37%	148,85%	100,73%
Average	5 564	5 263	10 827	5 503	5 239	10 742	1,07	1,08	1,08	101,62%
Minimum	2 393	2 489	4 882	2 499	2 282	4 781	0,88	0,88	0,88	89,15%
Maximum	12 036	11 269	23 305	13 621	12 751	26 372	1,50	1,47	1,49	113,90%
Urban areas	15 563	14 982	30 545	14 613	14 245	28 858	107%	105%	106%	99%
Rural areas	39 892	37 009	76 901	39 461	37 806	77 267	101%	98%	100%	97%

Source: Статистический отчет общеобразовательных школ
The statistical report of schools

Year: 2004

	New Entrants to Grade1 (all ages)			Population of the official primary school-entrance age			GIR in Primary Education			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
NATIONAL	52 722	49 114	101 836	52 149	49 886	102 035	101%	98%	100%	97%
Баткенская	5 078	4 459	9 537	5 060	4 714	9 774	100%	95%	98%	94%
Жалалабатская	11 190	10 928	22 118	11 219	10 727	21 946	100%	102%	101%	102%
Иссык-Кульская	4 606	4 037	8 643	4 204	4 007	8 211	110%	101%	105%	92%
Нарынская	3 143	2 948	6 091	2 946	2 958	5 904	107%	100%	103%	93%
Ошская	12 437	11 671	24 108	13 149	12 741	25 890	95%	92%	93%	97%
Таласская	2 402	2 208	4 610	2 275	2 155	4 430	106%	102%	104%	97%
Чуйская	6 785	6 179	12 964	6 028	5 671	11 699	113%	109%	111%	97%
г.Бишкек	4 361	4 191	8 552	4 737	4 588	9 325	92%	91%	92%	99%
г.Ош	2 720	2 493	5 213	2 531	2 325	4 856	107%	107%	107%	97%
Average	5 308	4 948	10 256	5 278	5 073	10 351	1,03	1,00	1,02	96%
Minimum	2 402	2 208	4 610	2 275	2 155	4 430	0,92	0,91	0,92	93%
Maximum	12 437	11 671	24 108	13 149	12 741	25 890	1,13	1,09	1,11	97%
Urban areas	15 022	13 882	28 904	14 169	13 534	27 703	106%	103%	104%	97%
Rural areas	37 700	35 232	72 932	37 980	36 352	74 332	99%	97%	98%	98%

Source: Статистический отчет общеобразовательных школ
The statistical report of schools

Year: 2005

	New Entrants to Grade1 (all ages)			Population of the official primary school-entrance age			GIR in Primary Education			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
NATIONAL	53 146	49 004	102 150	51 001	49 307	100 308	104%	99%	102%	95%
Баткенская	4 836	4 424	9 260	4 938	4 500	9 438	98%	98%	98%	100%
Жалалабатская	11 549	10 926	22 475	10 997	10 783	21 780	105%	101%	103%	96%
Иссык-Кульская	4 504	4 158	8 662	4 031	3 961	7 992	112%	105%	108%	94%
Нарынская	3 095	2 926	6 021	2 916	2 792	5 708	106%	105%	105%	99%
Ошская	12 042	11 285	23 327	12 417	12 148	24 565	97%	93%	95%	96%
Таласская	2 286	2 234	4 520	2 194	2 122	4 316	104%	105%	105%	101%
Чуйская	7 049	6 320	13 369	6 120	5 798	11 918	115%	109%	112%	95%
г.Бишкек	5 279	4 347	9 626	5 030	4 951	9 981	105%	88%	96%	84%
г.Ош	2 693	2 520	5 213	2 358	2 252	4 610	114%	112%	113%	95%
Average	5 407	4 939	10 346	5 173	5 011	10 183	1,07	1,02	1,04	98%
Minimum	2 286	2 234	4 520	2 194	2 122	4 316	0,97	0,88	0,95	95%
Maximum	12 042	11 285	23 327	12 417	12 148	24 565	1,15	1,12	1,13	101%
Urban areas	15 524	14 602	30 126	14 128	13 519	27 647	110%	108%	109%	98%
Rural areas	37 622	34 402	72 024	36 873	35 788	72 661	102%	96%	99%	94%

Source: Статистический отчет общеобразовательных школ
The statistical report of schools

Progress between 2000 to 2005 (National Level)

	GIR in Primary Education			GPI
	Male	Female	Total	
2000	100%	97%	99%	97%
2001	105%	101%	103%	96%
2002	97%	96%	96%	99%
2003	100%	101%	101%	101%
2004	111%	96%	104%	87%
2005	88%	85%	86%	96%

Source: Статистический отчет общеобразовательных школ
The statistical report of schools

Indicator: Net Intake Rate (NIR) in Primary Education

Нетто-коэффициент набора (НКН) в начальную школу

Country: Кыргызская Республика

Kyrgyzstan

GEOGRAPHICAL DISAGGREGATION: Please provide the geographical breakdown by region, province, etc

Year: 2000

	Number of children of official primary school entry age entering the first grade of primary education			Population of the official primary school-entrance age			NIR in Primary Education			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
NATIONAL	40 577	36 767	77 344	58 733	57 633	116 366	69%	64%	66%	0,923398613
Баткенская	3 092	2 619	5 711	5 276	5 183	10 459	59%	51%	55%	86%
Джалал-Абатская	8 553	8 083	16 636	12 401	11 989	24 390	69%	67%	68%	98%
Иссык-Кульская	4 352	4 461	8 813	5 044	4 991	10 035	86%	89%	88%	104%
Нарынская	2 825	2 707	5 532	3 462	3 546	7 008	82%	76%	79%	94%
Ошская	9 789	8 524	18 313	16 822	16 191	33 013	58%	53%	55%	90%
Таласская	2 140	2 164	4 304	2 721	2 669	5 390	79%	81%	80%	103%
Чуйская	5 592	4 033	9 625	7 342	7 226	14 568	76%	56%	66%	73%
г. Бишкек	4 234	4 176	8 410	5 665	5 838	11 503	75%	72%	73%	96%
Average	5 072	4 596	9 668	7 342	7 204	14 546	0,73	0,68	0,71	95%
Minimum	2 140	2 164	4 304	2 721	2 669	5 390	0,58	0,51	0,55	86%
Maximum	9 789	8 524	18 313	16 822	16 191	33 013	0,86	0,89	0,88	104%
Urban areas			0			0				
Rural areas			0			0				

Source: Статистический отчет общеобразовательных школ
The statistical report of schools

Year: 2001

	Number of children of official primary school entry age entering the first grade of primary education			Population of the official primary school-entrance age			NIR in Primary Education			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
NATIONAL	41 582	39 006	80 588	59 969	57 995	117 964	69%	67%	68%	0,969978921
Баткенская	2 877	2 928	5 805	5 492	5 344	10 836	52%	55%	54%	105%
Жалалабатская	8 860	8 673	17 533	12 663	12 328	24 991	70%	70%	70%	101%
Иссык-Кульская	3 982	4 067	8 049	4 977	4 762	9 739	80%	85%	83%	107%
Нарынская	2 808	2 745	5 553	3 421	3 377	6 798	82%	81%	82%	99%
Ошская	10 499	9 461	19 960	17 800	16 874	34 674	59%	56%	58%	95%
Таласская	2 503	2 294	4 797	2 765	2 676	5 441	91%	86%	88%	95%
Чуйская	5 516	4 461	9 977	7 293	7 079	14 372	76%	63%	69%	83%
г. Бишкек	4 537	4 377	8 914	5 558	5 555	11 113	82%	79%	80%	97%
г. Ош			0			0				
Average	5 198	4 876	8 954	7 496	7 249	13 107				103%
Minimum	2 503	2 294	0	2 765	2 676	0				99%
Maximum	10 499	9 461	19 960	17 800	16 874	34 674				107%
Urban areas			0			0				
Rural areas			0			0				

Source: Статистический отчет общеобразовательных школ
The statistical report of schools

Year: 2002

	Number of children of official primary school entry age entering the first grade of primary education			Population of the official primary school-entrance age			NIR in Primary Education			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
NATIONAL	41 690	37 210	78 900	57 558	55 908	113 466	72%	67%	70%	0,918881511
Баткенская	3 001	2 688	5 689	5 403	5 134	10 537	56%	52%	54%	94%
Жалалабатская	9 548	8 535	18 083	12 572	12 142	24 714	76%	70%	73%	93%
Иссык-Кульская	3 949	3 826	7 775	4 633	4 505	9 138	85%	85%	85%	100%
Нарынская	2 697	2 450	5 147	3 144	3 100	6 244	86%	79%	82%	92%
Ошская	10 250	9 155	19 405	16 743	16 600	33 343	61%	55%	58%	90%
Таласская	2 395	2 114	4 509	2 615	2 500	5 115	92%	85%	88%	92%
Чуйская	5 672	4 160	9 832	7 163	6 581	13 744	79%	63%	72%	80%
г.Бишкек	4 178	4 282	8 460	5 285	5 346	10 631	79%	80%	80%	101%
г.Ош			0			0				
Average	5 211	4 651	8 767	7 195	6 989	12 607				95%
Minimum	2 395	2 114	0	2 615	2 500	0				92%
Maximum	10 250	9 155	19 405	16 743	16 600	33 343				100%
Urban areas			0			0				
Rural areas			0			0				

Source: Статистический отчет общеобразовательных школ
The statistical report of schools

Year: 2003

	Number of children of official primary school entry age entering the first grade of primary education			Population of the official primary school-entrance age			NIR in Primary Education			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
NATIONAL	37 906	34 248	72 154	54 074	52 051	106 125	70%	66%	68%	0,938613239
Баткенская	2 974	2 688	5 662	5 143	4 909	10 052	58%	55%	56%	95%
Жалалабатская	8 655	7 939	16 594	11 704	11 492	23 196	74%	69%	72%	93%
Иссык-Кульская	3 893	3 473	7 366	4 209	4 217	8 426	92%	82%	87%	89%
Нарынская	2 301	2 299	4 600	3 039	2 953	5 992	76%	78%	77%	103%
Ошская	6 948	5 730	12 678	13 621	12 751	26 372	51%	45%	48%	88%
Таласская	1 862	1 896	3 758	2 499	2 282	4 781	75%	83%	79%	112%
Чуйская	4 809	3 881	8 690	6 330	6 108	12 438	76%	64%	70%	84%
г.Бишкек	3 675	3 720	7 395	4 939	4 795	9 734	74%	78%	76%	104%
г.Ош	2 789	2 622	5 411	2 590	2 544	5 134	108%	103%	105%	96%
Average	4 212	3 805	8 017	6 008	5 783	11 792	1	1	1	95%
Minimum	1 862	1 896	3 758	2 499	2 282	4 781	1	0	0	89%
Maximum	8 655	7 939	16 594	13 621	12 751	26 372	1	1	1	103%
Urban areas			0			0				
Rural areas			0			0				

Source: Статистический отчет общеобразовательных школ
The statistical report of schools

Year: 2004

	Number of children of official primary school entry age entering the first grade of primary education			Population of the official primary school-entrance age			NIR in Primary Education			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
NATIONAL	35 162	32 303	67 465	52 149	49 886	102 035	67%	65%	66%	0,960365589
Баткенская	3 317	2 750	6 067	5 060	4 714	9 774	66%	58%	62%	89%
Жалалабатская	6 838	6 618	13 456	11 219	10 727	21 946	61%	62%	61%	101%
Иссык-Кульская	3 666	3 271	6 937	4 204	4 007	8 211	87%	82%	84%	94%
Нарынская	2 584	2 336	4 920	2 946	2 958	5 904	88%	79%	83%	90%
Ошская	7 437	6 912	14 349	13 149	12 741	25 890	57%	54%	55%	96%
Таласская	1 949	1 693	3 642	2 275	2 155	4 430	86%	79%	82%	92%
Чуйская	4 250	3 680	7 930	6 028	5 671	11 699	71%	65%	68%	92%
г.Бишкек	3 609	3 402	7 011	4 737	4 588	9 325	76%	74%	75%	97%
г.Ош	1 512	1 641	3 153	2 531	2 325	4 856	60%	71%	65%	96%
Average	3 907	3 589	7 496	5 794	5 543	11 337	1	1	1	93%
Minimum	1 512	1 641	3 153	2 275	2 155	4 430	1	1	1	89%
Maximum	7 437	6 912	14 349	13 149	12 741	25 890	1	1	1	101%
Urban areas			0			0				
Rural areas			0			0				

Source: Статистический отчет общеобразовательных школ
The statistical report of schools

Year: 2005

	Number of children of official primary school entry age entering the first grade of primary education			Population of the official primary school-entrance age			NIR in Primary Education			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
NATIONAL	37 042	32 375	69 417	51 001	49 307	100 308	73%	66%	69%	0,904035452
Баткенская	3 158	2 747	5 905	4 938	4 500	9 438	64%	61%	63%	95%
Жалалабатская	8 505	7 821	16 326	10 997	10 783	21 780	77%	73%	75%	94%
Иссык-Кульская	3 589	3 208	6 797	4 031	3 961	7 992	89%	81%	85%	91%
Нарынская	2 270	2 233	4 503	2 916	2 792	5 708	78%	80%	79%	103%
Ошская	7 330	6 462	13 792	12 417	12 148	24 565	59%	53%	56%	90%
Таласская	1 807	1 696	3 503	2 194	2 122	4 316	82%	80%	81%	97%
Чуйская	4 492	3 846	8 338	6 120	5 798	11 918	73%	66%	70%	90%
г.Бишкек	4 142	3 140	7 282	5 030	4 951	9 981	82%	63%	73%	77%
г.Ош	1 749	1 222	2 971	2 358	2 252	4 610	74%	54%	64%	90%
Average	4 116	3 597	7 713	5 667	5 479	11 145	1	1	1	96%
Minimum	1 749	1 222	2 971	2 194	2 122	4 316	1	1	1	91%
Maximum	8 505	7 821	16 326	12 417	12 148	24 565	1	1	1	103%
Urban areas			0			0				
Rural areas			0			0				

Source: Статистический отчет общеобразовательных школ
The statistical report of schools

Progress between 2000 to 2005 (National Level)

	NIR in Primary Education			GPI
	Male	Female	Total	
2000	69%	64%	66%	92%
2001	59%	51%	55%	86%
2002	69%	67%	68%	98%
2003	86%	89%	88%	104%
2004	82%	76%	79%	94%
2005	58%	53%	55%	90%

Source: Статистический отчет общеобразовательных школ
The statistical report of schools

Indicator: Gross Enrolment Rate (GER) in Primary Education

Брутто-коэффициент охвата (БКО) в начальную школу

Country: Кыргызская Республика

Kyrgyzstan

GEOGRAPHICAL DISAGGREGATION: Please provide the geographical breakdown by region, province, etc.

Year: 2000

	Enrolment in primary education			Population of the official primary school age			GER in Primary Education			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
NATIONAL	234 322	221 952	456 274	300 131	292 374	592 505	78,1%	75,9%	77,0%	97,2%
Баткенская	21 555	19 862	41 417	26 730	25 743	52 473	80,6%	77,2%	78,9%	95,7%
Джалал-Абадская	48 641	47 011	95 652	62 336	59 907	122 243	78,0%	78,5%	78,2%	100,6%
Иссык-Кульская	21 212	19 183	40 395	26 230	25 782	52 012	80,9%	74,4%	77,7%	92,0%
Нарынская	14 002	13 552	27 554	17 202	16 927	34 129	81,4%	80,1%	80,7%	98,4%
Ошская	64 574	62 028	126 602	83 757	81 627	165 384	77,1%	76,0%	76,6%	98,6%
Таласская	10 754	10 345	21 099	13 776	13 329	27 105	78,1%	77,6%	77,8%	99,4%
Чуйская	33 288	30 192	63 480	40 711	39 462	80 173	81,8%	76,5%	79,2%	93,6%
г.Бишкек	20 296	19 779	40 075	29 389	29 597	58 986	69,1%	66,8%	67,9%	96,8%
Average	29 290	27 744	57 034	37 516	36 547	74 063	0,8	0,8	0,8	1,0
Minimum	10 754	10 345	21 099	13 776	13 329	27 105	0,7	0,7	0,7	0,9
Maximum	64 574	62 028	126 602	83 757	81 627	165 384	0,8	0,8	0,8	1,0
Urban areas	66 715	64 492	131 207	85 084	84 067	169 151	0,8	0,8	0,8	1,0
Rural areas	167 607	157 460	325 067	215 047	208 307	423 354	0,8	0,8	0,8	1,0

Source: Статистический отчет общеобразовательных школ
The statistical report of schools

Year: 2001

	Enrolment in primary education			Population of the official primary school age			GER in Primary Education			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
NATIONAL	231 780	220 120	451 900	298 901	290 848	589 749	77,5%	75,7%	76,6%	97,6%
Баткенская	20 788	19 864	40 652	26 923	25 998	52 921	77,2%	76,4%	76,8%	99,0%
Жалалабатская	48 529	46 731	95 260	62 615	60 284	122 899	77,5%	77,5%	77,5%	100,0%
Иссык-Кульская	21 708	17 894	39 602	25 576	25 120	50 696	84,9%	71,2%	78,1%	83,9%
Нарынская	13 756	13 565	27 321	17 191	17 047	34 238	80,0%	79,6%	79,8%	99,4%
Ошская	64 272	61 984	126 256	85 011	82 334	167 345	75,6%	75,3%	75,4%	99,6%
Таласская	10 969	10 439	21 408	13 768	13 287	27 055	79,7%	78,6%	79,1%	98,6%
Чуйская	31 651	29 569	61 220	38 928	37 792	76 720	81,3%	78,2%	79,8%	96,2%
г.Бишкек	20 107	20 074	40 181	28 889	28 986	57 875	69,6%	69,3%	69,4%	99,5%
Average	28 973	27 515	56 488	37 363	36 356	73 719	1	1	1	96%
Minimum	10 969	10 439	21 408	13 768	13 287	27 055	1	1	1	84%
Maximum	64 272	61 984	126 256	85 011	82 334	167 345	1	1	1	100%
Urban areas	66 833	64 930	131 763	84 835	83 364	168 199	79%	78%	78%	99%
Rural areas	163 787	156 350	320 137	214 066	207 484	421 550	77%	75%	76%	98%

Source: Статистический отчет общеобразовательных школ
The statistical report of schools

Year: 2002

	Enrolment in primary education			Population of the official primary school age			GER in Primary Education			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
NATIONAL	229 021	218 951	447 972	295 279	287 695	582 974	77,6%	76,1%	76,8%	98,1%
Баткенская	20 183	19 696	39 879	26 819	25 906	52 725	75,3%	76,0%	75,6%	101,0%
Жалалабатская	49 167	46 807	95 974	62 574	60 264	122 838	78,6%	77,7%	78,1%	98,8%
Иссык-Кульская	19 888	18 888	38 776	24 883	24 405	49 288	79,9%	77,4%	78,7%	96,8%
Нарынская	13 694	13 384	27 078	16 934	16 892	33 826	80,9%	79,2%	80,1%	98,0%
Ошская	64 098	61 518	125 616	84 808	82 472	167 280	75,6%	74,6%	75,1%	98,7%
Таласская	10 960	10 430	21 390	13 562	13 161	26 723	80,8%	79,2%	80,0%	98,1%
Чуйская	31 451	28 261	59 712	37 507	36 294	73 801	83,9%	77,9%	80,9%	92,9%
г.Бишкек	19 580	19 967	39 547	28 192	28 301	56 493	69,5%	70,6%	70,0%	101,6%
Average	28 628	27 369	55 997	36 910	35 962	72 872	1	1	1	99%
Minimum	10 960	10 430	21 390	13 562	13 161	26 723	1	1	1	97%
Maximum	64 098	61 518	125 616	84 808	82 472	167 280	1	1	1	101%
Urban areas	65 921	65 076	130 997	82 853	81 267	164 120	80%	80%	80%	101%
Rural areas	163 100	153 875	316 975	212 426	206 428	418 854	77%	75%	76%	97%

Source: Статистический отчет общеобразовательных школ
The statistical report of schools

Year: 2003

	Enrolment in primary education			Population of the official primary school age			GER in Primary Education			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
NATIONAL	225 993	217 003	442 996	289 483	281 633	571 116	78,1%	77,1%	77,6%	98,7%
Баткенская	20 149	19 234	39 383	26 616	25 703	52 319	75,7%	74,8%	75,3%	98,8%
Жалалабатская	48 589	46 670	95 259	61 741	59 900	121 641	78,7%	77,9%	78,3%	99,0%
Иссык-Кульская	19 781	18 271	38 052	23 881	23 514	47 395	82,8%	77,7%	80,3%	93,8%
Нарынская	13 156	12 899	26 055	16 647	16 522	33 169	79,0%	78,1%	78,6%	98,8%
Ошская	51 448	49 822	101 270	70 483	68 093	138 576	73,0%	73,2%	73,1%	100,2%
Таласская	10 704	10 343	21 047	13 308	12 775	26 083	80,4%	81,0%	80,7%	100,7%
Чуйская	30 897	28 120	59 017	35 718	34 441	70 159	86,5%	81,6%	84,1%	94,4%
г.Бишкек	19 313	19 525	38 838	27 228	27 186	54 414	70,9%	71,8%	71,4%	101,3%
г.Ош	11 956	12 119	24 075	13 861	13 499	27 360	86,3%	89,8%	88,0%	99,0%
Average	25 110	24 111	49 222	32 165	31 293	63 457	1	1	1	98%
Minimum	10 704	10 343	21 047	13 308	12 775	26 083	1	1	1	94%
Maximum	51 448	49 822	101 270	70 483	68 093	138 576	1	1	1	99%
Urban areas	64 870	63 968	128 838	80 862	79 332	160 194	80%	81%	80%	101%
Rural areas	161 123	153 035	314 158	208 621	202 301	410 922	77%	76%	76%	98%

Source: Статистический отчет общеобразовательных школ
The statistical report of schools

Year: 2004

	Enrolment in primary education			Population of the official primary school age			GER in Primary Education			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
NATIONAL	221 694	210 846	432 540	281 570	272 648	554 218	78,7%	77,3%	78,0%	98,2%
Баткенская	20 060	18 800	38 860	26 316	25 217	51 533	76,2%	74,6%	75,4%	97,8%
Жалалабатская	47 715	45 586	93 301	60 369	58 517	118 886	79,0%	77,9%	78,5%	98,6%
Иссык-Кульская	18 839	17 560	36 399	22 935	22 375	45 310	82,1%	78,5%	80,3%	95,5%
Нарынская	12 776	12 281	25 057	15 967	15 868	31 835	80,0%	77,4%	78,7%	96,7%
Ошская	51 300	48 694	99 994	69 545	66 866	136 411	73,8%	72,8%	73,3%	98,7%
Таласская	10 540	9 660	20 200	12 809	12 235	25 044	82,3%	79,0%	80,7%	96,0%
Чуйская	29 593	27 551	57 144	33 886	32 421	66 307	87,3%	85,0%	86,2%	97,3%
г.Бишкек	19 065	19 129	38 194	26 160	26 092	52 252	72,9%	73,3%	73,1%	100,6%
г.Ош	11 806	11 585	23 391	13 583	13 057	26 640	86,9%	88,7%	87,8%	98,1%
Average	24 633	23 427	48 060	31 286	30 294	61 580	0,8	0,8	0,8	97,2%
Minimum	10 540	9 660	20 200	12 809	12 235	25 044	0,7	0,7	0,7	95,5%
Maximum	51 300	48 694	99 994	69 545	66 866	136 411	0,9	0,9	0,9	98,6%
Urban areas	64 480	62 324	126 804	78 710	76 949	155 659	82%	81%	81%	99%
Rural areas	157 214	148 522	305 736	202 860	195 699	398 559	77%	76%	77%	98%

Source: Статистический отчет общеобразовательных школ
The statistical report of schools

Year: 2005

	Enrolment in primary education			Population of the official primary school age			GER in Primary Education			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
NATIONAL	216 735	205 745	422 480	273 961	264 366	538 327	79,1%	77,8%	78,5%	98,4%
Баткенская	19 699	18 184	37 883	25 958	24 517	50 475	75,9%	74,2%	75,1%	97,7%
Жалалабатская	46 617	44 678	91 295	58 969	57 302	116 271	79,1%	78,0%	78,5%	98,6%
Иссык-Кульская	17 329	17 762	35 091	21 957	21 360	43 317	78,9%	83,2%	81,0%	105,4%
Нарынская	12 405	11 625	24 030	15 408	15 098	30 506	80,5%	77,0%	78,8%	95,6%
Ошская	49 715	47 034	96 749	67 889	65 550	133 439	73,2%	71,8%	72,5%	98,0%
Таласская	9 702	9 396	19 098	12 274	11 681	23 955	79,0%	80,4%	79,7%	101,8%
Чуйская	29 367	26 435	55 802	32 779	31 015	63 794	89,6%	85,2%	87,5%	95,1%
г.Бишкек	19 839	18 943	38 782	25 579	25 270	50 849	77,6%	75,0%	76,3%	96,7%
г.Ош	11 394	10 992	22 386	13 148	12 573	25 721	86,7%	87,4%	87,0%	98,8%
Average	24 007	22 783	46 791	30 440	29 374	59 814	80,1%	79,1%	79,6%	99,3%
Minimum	9 702	9 396	19 098	12 274	11 681	23 955	73,2%	71,8%	72,5%	95,6%
Maximum	49 715	47 034	96 749	67 889	65 550	133 439	89,6%	87,4%	87,5%	105,4%
Urban areas	67 609	60 619	128 228	75 977	73 470	149 447	89%	83%	86%	93%
Rural areas	149 126	145 126	294 252	197 984	190 896	388 880	75%	76%	76%	101%

Source: Статистический отчет общеобразовательных школ
The statistical report of schools

Progress between 2000 to 2005 (National Level)

	GER in Primary Education			GPI
	Male	Female	Total	
2000	78,1%	75,9%	77,0%	97,2%
2001	80,6%	77,2%	78,9%	95,7%
2002	78,0%	78,5%	78,2%	100,6%
2003	80,9%	74,4%	77,7%	92,0%
2004	81,4%	80,1%	80,7%	98,4%
2005	77,1%	76,0%	76,6%	98,6%

Source: Статистический отчет общеобразовательных школ
The statistical report of schools

Indicator: Gross Enrolment Rate (GER) in Secondary Education

Брутто-коэффициент охвата (БКО), среднее образование

Country: Кыргызская Республика

Kyrgyzstan

GEOGRAPHICAL DISAGGREGATION: Please provide the geographical breakdown by region, province, etc.

Year: 2000

	Enrolment in secondary education			Population of the official secondary school age			GER in Secondary Education			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
NATIONAL	561 653	549 721	1 111 374	642 862	630 414	1 273 276	87,4%	87,2%	87,3%	99,8%
Баткенская	53 103	49 583	102 686	57 396	55 218	112 614	92,5%	89,8%	91,2%	97,1%
Жалалабатская	112 157	111 307	223 464	130 654	126 996	257 650	85,8%	87,6%	86,7%	102,1%
Иссык-Кульская	51 738	47 043	98 781	57 168	56 235	113 403	90,5%	83,7%	87,1%	92,4%
Нарынская	33 480	33 743	67 223	37 546	36 724	74 270	89,2%	91,9%	90,5%	103,0%
Ошская	154 486	152 477	306 963	174 308	171 624	345 932	88,6%	88,8%	88,7%	100,2%
Таласская	25 767	25 861	51 628	29 357	28 849	58 206	87,8%	89,6%	88,7%	102,1%
Чуйская	78 223	76 992	155 215	92 250	90 131	182 381	84,8%	85,4%	85,1%	100,7%
г. Бишкек	56 089	54 958	111 047	64 288	64 181	128 469	87,2%	85,6%	86,4%	98,1%
Average	70 630	68 996	139 626	80 371	78 745	159 116	88,3%	87,8%	88,1%	98,7%
Minimum	25 767	25 861	51 628	29 357	28 849	58 206	84,8%	83,7%	85,1%	92,4%
Maximum	154 486	152 477	306 963	174 308	171 624	345 932	92,5%	91,9%	91,2%	103,0%
Urban areas	157 904	159 063	316 967	183 325	183 022	366 347	86%	87%	87%	101%
Rural areas	403 461	390 946	794 407	459 642	447 206	906 848	88%	87%	88%	100%

Source: Статистический отчет общеобразовательных школ
The statistical report of schools

Year: 2001

	Enrolment in secondary education			Population of the official secondary school age			GER in Secondary Education			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
NATIONAL	562 123	551 833	1 113 956	648 916	635 120	1 284 036	86,6%	86,9%	86,8%	100,3%
Баткенская	52 315	50 442	102 757	58 102	56 309	114 411	90,0%	89,6%	89,8%	99,5%
Жалалабатская	114 378	112 947	227 325	132 703	128 979	261 682	86,2%	87,6%	86,9%	101,6%
Иссык-Кульская	50 518	48 056	98 574	57 308	56 261	113 569	88,2%	85,4%	86,8%	96,9%
Нарынская	33 591	33 753	67 344	37 764	36 879	74 643	88,9%	91,5%	90,2%	102,9%
Ошская	156 644	153 629	310 273	178 548	174 605	353 153	87,7%	88,0%	87,9%	100,3%
Таласская	26 257	25 770	52 027	29 610	28 984	58 594	88,7%	88,9%	88,8%	100,3%
Чуйская	78 215	75 960	154 175	90 942	88 851	179 793	86,0%	85,5%	85,8%	99,4%
г. Бишкек	50 205	51 276	101 481	63 939	64 252	128 191	78,5%	79,8%	79,2%	101,6%
Average	70 265	68 979	139 245	81 115	79 390	160 505	0,9	0,9	0,9	1,0
Minimum	26 257	25 770	52 027	29 610	28 984	58 594	0,8	0,8	0,8	1,0
Maximum	156 644	153 629	310 273	178 548	174 605	353 153	0,9	0,9	0,9	1,0
Urban areas	160 194	161 869	322 063	186 021	185 179	371 200	0,9	0,9	0,9	1,0
Rural areas	401 929	389 964	791 893	462 895	449 941	912 836	0,9	0,9	0,9	1,0

Source: Статистический отчет общеобразовательных школ
The statistical report of schools

Year: 2002

	Enrolment in secondary education			Population of the official secondary school age			GER in Secondary Education			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
NATIONAL	580 830	579 395	1 160 225	650 159	635 325	1 285 484	89,3%	91,2%	90,3%	102,1%
Баткенская	53 963	53 285	107 248	58 609	56 601	115 210	92,1%	94,1%	93,1%	102,2%
Жалалабатская	122 589	119 956	242 545	134 288	130 242	264 530	91,3%	92,1%	91,7%	100,9%
Иссык-Кульская	50 798	50 531	101 329	56 783	55 827	112 610	89,5%	90,5%	90,0%	101,2%
Нарынская	35 629	35 416	71 045	37 612	36 819	74 431	94,7%	96,2%	95,5%	101,5%
Ошская	162 632	159 505	322 137	180 860	176 844	357 704	89,9%	90,2%	90,1%	100,3%
Таласская	27 617	27 560	55 177	29 642	28 815	58 457	93,2%	95,6%	94,4%	102,7%
Чуйская	78 602	78 155	156 757	89 111	86 387	175 498	88,2%	90,5%	89,3%	102,6%
г.Бишкек	51 995	51 992	103 987	63 254	63 790	127 044	82,2%	81,5%	81,9%	99,2%
Average	72 978	72 050	145 028	81 270	79 416	160 686	90,1%	91,3%	90,7%	101,5%
Minimum	27 617	27 560	55 177	29 642	28 815	58 457	82,2%	81,5%	81,9%	100,9%
Maximum	162 632	159 505	322 137	180 860	176 844	357 704	94,7%	96,2%	95,5%	102,2%
Urban areas	162 666	171 568	334 234	185 031	183 743	368 774	87,9%	93,4%	90,6%	106,2%
Rural areas	418 156	407 835	825 991	465 128	451 582	916 710	89,9%	90,3%	90,1%	100,5%

Source: Статистический отчет общеобразовательных школ
The statistical report of schools

Year: 2003

	Enrolment in secondary education			Population of the official secondary school age			GER in Secondary Education			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
NATIONAL	575 472	570 293	1 145 765	647 197	631 305	1 278 502	88,9%	90,3%	89,6%	101,6%
Баткенская	39 773	65 568	105 341	58 508	56 416	114 924	68,0%	116,2%	91,7%	171,0%
Жалалабатская	120 631	119 003	239 634	134 542	130 507	265 049	89,7%	91,2%	90,4%	101,7%
Иссык-Кульская	50 876	49 452	100 328	55 890	54 934	110 824	91,0%	90,0%	90,5%	98,9%
Нарынская	34 653	34 485	69 138	37 432	36 592	74 024	92,6%	94,2%	93,4%	101,8%
Ошская	131 891	128 126	260 017	151 471	147 223	298 694	87,1%	87,0%	87,1%	99,9%
Таласская	27 159	26 889	54 048	29 525	28 485	58 010	92,0%	94,4%	93,2%	102,6%
Чуйская	77 668	77 467	155 135	86 918	84 116	171 034	89,4%	92,1%	90,7%	103,1%
г.Бишкек	50 628	53 109	103 737	62 479	63 078	125 557	81,0%	84,2%	82,6%	103,9%
г.Ош	28 774	29 613	58 387	30 432	29 954	60 386	94,6%	98,9%	96,7%	108,0%
Average	62 450	64 857	127 307	71 911	70 145	142 056	87,2%	94,2%	90,7%	118,3%
Minimum	27 159	26 889	54 048	29 525	28 485	58 010	68,0%	84,2%	82,6%	98,9%
Maximum	131 891	128 126	260 017	151 471	147 223	298 694	94,6%	116,2%	96,7%	171,0%
Urban areas	161 971	167 457	329 428	184 587	183 382	367 969	87,7%	91,3%	89,5%	104,1%
Rural areas	413 501	402 836	816 337	462 610	447 923	910 533	89,4%	89,9%	89,7%	100,6%

Source: Статистический отчет общеобразовательных школ
The statistical report of schools

Year: 2004

	Enrolment in secondary education			Population of the official secondary school age			GER in Secondary Education			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
NATIONAL	565 234	556 375	1 121 609	639 455	622 852	1 262 307	88,4%	89,3%	88,9%	101,1%
Баткенская	52 070	50 666	102 736	58 234	55 926	114 160	89,4%	90,6%	90,0%	101,3%
Жалалабатская	118 791	116 529	235 320	133 964	129 523	263 487	88,7%	90,0%	89,3%	101,5%
Иссык-Кульская	49 443	48 593	98 036	54 462	53 537	107 999	90,8%	90,8%	90,8%	100,0%
Нарынская	33 917	33 503	67 420	36 758	36 052	72 810	92,3%	92,9%	92,6%	100,7%
Ошская	130 249	125 098	255 347	151 638	147 469	299 107	85,9%	84,8%	85,4%	98,8%
Таласская	26 310	26 200	52 510	28 980	28 014	56 994	90,8%	93,5%	92,1%	103,0%
Чуйская	76 243	74 902	151 145	83 923	81 026	164 949	90,8%	92,4%	91,6%	101,8%
г.Бишкек	49 888	52 931	102 819	61 324	61 965	123 289	81,4%	85,4%	83,4%	105,0%
г.Ош	28 323	27 953	56 276	30 172	29 340	59 512	93,9%	95,3%	94,6%	101,5%
Average	62 804	61 819	124 623	71 051	69 206	140 256	89,3%	90,6%	90,0%	100,9%
Minimum	26 310	26 200	52 510	28 980	28 014	56 994	81,4%	84,8%	83,4%	100,0%
Maximum	130 249	125 098	255 347	151 638	147 469	299 107	93,9%	95,3%	94,6%	101,5%
Urban areas	160 495	165 372	325 867	183 302	181 352	364 654	87,6%	91,2%	89,4%	104,1%
Rural areas	404 739	391 003	795 742	456 153	441 500	897 653	88,7%	88,6%	88,6%	99,8%

Source: Статистический отчет общеобразовательных школ
The statistical report of schools

Year: 2005

	Enrolment in secondary education			Population of the official secondary school age			GER in Secondary Education			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
NATIONAL	557 412	548 985	1 106 397	630 029	612 256	1 242 285	88,5%	89,7%	89,1%	101,3%
Баткенская	50 868	49 859	100 727	57 695	55 156	112 851	88,2%	90,4%	89,3%	102,5%
Жалалабатская	117 745	115 801	233 546	132 699	128 467	261 166	88,7%	90,1%	89,4%	101,6%
Иссык-Кульская	48 134	48 269	96 403	53 073	52 063	105 136	90,7%	92,7%	91,7%	102,2%
Нарынская	33 141	32 252	65 393	35 920	35 242	71 162	92,3%	91,5%	91,9%	99,2%
Ошская	126 996	123 116	250 112	150 654	146 393	297 047	84,3%	84,1%	84,2%	99,8%
Таласская	25 386	25 900	51 286	28 459	27 436	55 895	89,2%	94,4%	91,8%	105,8%
Чуйская	76 151	72 426	148 577	81 288	78 196	159 484	93,7%	92,6%	93,2%	98,9%
г.Бишкек	50 775	54 008	104 783	60 549	60 618	121 167	83,9%	89,1%	86,5%	106,2%
г.Ош	28 216	27 354	55 570	29 692	28 685	58 377	95,0%	95,4%	95,2%	101,8%
Average	61 935	60 998	122 933	70 003	68 028	138 032	89,5%	91,1%	90,3%	101,4%
Minimum	25 386	25 900	51 286	28 459	27 436	55 895	83,9%	84,1%	84,2%	99,2%
Maximum	126 996	123 116	250 112	150 654	146 393	297 047	95,0%	95,4%	95,2%	102,5%
Urban areas	156 692	161 569	318 261	179 793	176 630	356 423	87,2%	91,5%	89,3%	105,0%
Rural areas	400 936	387 200	788 136	450 236	435 626	885 862	89,1%	88,9%	89,0%	99,8%

Source: Статистический отчет общеобразовательных школ
The statistical report of schools

Progress between 2000 to 2005 (National Level)

	GER in Secondary Education			GPI
	Male	Female	Total	
2000	87%	87%	87%	100%
2001	93%	90%	91%	97%
2002	86%	88%	87%	102%
2003	91%	84%	87%	92%
2004	89%	92%	91%	103%
2005	87%	86%	86%	98%

Source: Статистический отчет
общеобразовательных школ
The statistical report of schools

Indicator: Net Enrolment Rate (NER) in Primary Education

Нетто-коэффициент охвата (НКО) в начальном образовании

Country: Кыргызская Республика

Kyrgyzstan

GEOGRAPHICAL DISAGGREGATION: Please provide the geographical breakdown by region, province, etc.

Year: 2000

	Enrolment of official primary school age group			Population of the official primary school age			NER in Primary Education			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
NATIONAL	234 322	221 952	456 274	300 131	292 374	592 505	78,1%	75,9%	77,0%	97,2%
Баткенская	21 555	19 862	41 417	26 730	25 743	52 473	80,6%	77,2%	78,9%	95,7%
Джалал-Абадская	48 641	47 011	95 652	62 336	59 907	122 243	78,0%	78,5%	78,2%	100,6%
Иссык-Кульская	21 212	19 183	40 395	26 230	25 782	52 012	80,9%	74,4%	77,7%	92,0%
Нарынская	14 002	13 552	27 554	17 202	16 927	34 129	81,4%	80,1%	80,7%	98,4%
Ошская	64 574	62 028	126 602	83 757	81 627	165 384	77,1%	76,0%	76,6%	98,6%
Таласская	10 754	10 345	21 099	13 776	13 329	27 105	78,1%	77,6%	77,8%	99,4%
Чуйская	33 288	30 192	63 480	40 711	39 462	80 173	81,8%	76,5%	79,2%	93,6%
г.Бишкек	20 296	19 779	40 075	29 389	29 597	58 986	69,1%	66,8%	67,9%	96,8%
Average	29 290	27 744	57 034	37 516	36 547	74 063	1	1	1	97%
Minimum	10 754	10 345	21 099	13 776	13 329	27 105	1	1	1	92%
Maximum	64 574	62 028	126 602	83 757	81 627	165 384	1	1	1	101%
Urban areas			0			0				
Rural areas			0			0				

Source: Статистический отчет общеобразовательных школ
The statistical report of schools

Year: 2001

	Enrolment of official primary school age group			Population of the official primary school age			NER in Primary Education			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
NATIONAL	231 780	220 120	451 900	298 901	290 848	589 749	77,5%	75,7%	76,6%	97,6%
Баткенская	20 788	19 864	40 652	26 923	25 998	52 921	77,2%	76,4%	76,8%	99,0%
Жалалабатская	48 529	46 731	95 260	62 615	60 284	122 899	77,5%	77,5%	77,5%	100,0%
Иссык-Кульская	21 708	17 894	39 602	25 576	25 120	50 696	84,9%	71,2%	78,1%	83,9%
Нарынская	13 756	13 565	27 321	17 191	17 047	34 238	80,0%	79,6%	79,8%	99,4%
Ошская	64 272	61 984	126 256	85 011	82 334	167 345	75,6%	75,3%	75,4%	99,6%
Таласская	10 969	10 439	21 408	13 768	13 287	27 055	79,7%	78,6%	79,1%	98,6%
Чуйская	31 651	29 569	61 220	38 928	37 792	76 720	81,3%	78,2%	79,8%	96,2%
г.Бишкек	20 107	20 074	40 181	28 889	28 986	57 875	69,6%	69,3%	69,4%	99,5%
Average	28 973	27 515	56 488	37 363	36 356	73 719	1	1	1	96%
Minimum	10 969	10 439	21 408	13 768	13 287	27 055	1	1	1	84%
Maximum	64 272	61 984	126 256	85 011	82 334	167 345	1	1	1	100%
Urban areas			0			0				
Rural areas			0			0				

Source: Статистический отчет общеобразовательных школ
The statistical report of schools

Year: 2002

	Enrolment of official primary school age group			Population of the official primary school age			NER in Primary Education			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
NATIONAL	229 021	218 951	447 972	295 279	287 695	582 974	77,6%	76,1%	76,8%	98,1%
Баткенская	20 183	19 696	39 879	26 819	25 906	52 725	75,3%	76,0%	75,6%	101,0%
Жалалабатская	49 167	46 807	95 974	62 574	60 264	122 838	78,6%	77,7%	78,1%	98,8%
Иссык-Кульская	19 888	18 888	38 776	24 883	24 405	49 288	79,9%	77,4%	78,7%	96,8%
Нарынская	13 694	13 384	27 078	16 934	16 892	33 826	80,9%	79,2%	80,1%	98,0%
Ошская	64 098	61 518	125 616	84 808	82 472	167 280	75,6%	74,6%	75,1%	98,7%
Таласская	10 960	10 430	21 390	13 562	13 161	26 723	80,8%	79,2%	80,0%	98,1%
Чуйская	31 451	28 261	59 712	37 507	36 294	73 801	83,9%	77,9%	80,9%	92,9%
г.Бишкек	19 580	19 967	39 547	28 192	28 301	56 493	69,5%	70,6%	70,0%	101,6%
Average	28 628	27 369	55 997	36 910	35 962	72 872	1	1	1	99%
Minimum	10 960	10 430	21 390	13 562	13 161	26 723	1	1	1	97%
Maximum	64 098	61 518	125 616	84 808	82 472	167 280	1	1	1	101%
Urban areas			0			0				
Rural areas			0			0				

Source: Статистический отчет общеобразовательных школ
The statistical report of schools

Year: 2003

	Enrolment of official primary school age group			Population of the official primary school age			NER in Primary Education			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
NATIONAL	225 993	217 003	442 996	289 483	281 633	571 116	78,1%	77,1%	77,6%	98,7%
Баткенская	20 149	19 234	39 383	26 616	25 703	52 319	75,7%	74,8%	75,3%	98,8%
Жалалабатская	48 589	46 670	95 259	61 741	59 900	121 641	78,7%	77,9%	78,3%	99,0%
Иссык-Кульская	19 781	18 271	38 052	23 881	23 514	47 395	82,8%	77,7%	80,3%	93,8%
Нарынская	13 156	12 899	26 055	16 647	16 522	33 169	79,0%	78,1%	78,6%	98,8%
Ошская	51 448	49 822	101 270	70 483	68 093	138 576	73,0%	73,2%	73,1%	100,2%
Таласская	10 704	10 343	21 047	13 308	12 775	26 083	80,4%	81,0%	80,7%	100,7%
Чуйская	30 897	28 120	59 017	35 718	34 441	70 159	86,5%	81,6%	84,1%	94,4%
г.Бишкек	19 313	19 525	38 838	27 228	27 186	54 414	70,9%	71,8%	71,4%	101,3%
г.Ош	11 956	12 119	24 075	13 861	13 499	27 360	86,3%	89,8%	88,0%	99,0%
Average	25 110	24 111	49 222	32 165	31 293	63 457	1	1	1	98%
Minimum	10 704	10 343	21 047	13 308	12 775	26 083	1	1	1	94%
Maximum	51 448	49 822	101 270	70 483	68 093	138 576	1	1	1	99%
Urban areas			0			0				
Rural areas			0			0				

Source: Статистический отчет общеобразовательных школ
The statistical report of schools

Year: 2004

	Enrolment of official primary school age group			Population of the official primary school age			NER in Primary Education			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
NATIONAL	204 134	194 035	398 169	281 570	272 648	554 218	72,5%	71,2%	71,8%	98,2%
Баткенская	18 299	17 091	35 390	26 316	25 217	51 533	69,5%	67,8%	68,7%	97,5%
Жалалабатская	43 363	41 276	84 639	60 369	58 517	118 886	71,8%	70,5%	71,2%	98,2%
Иссык-Кульская	17 899	16 794	34 693	22 935	22 375	45 310	78,0%	75,1%	76,6%	96,2%
Нарынская	12 217	11 669	23 886	15 967	15 868	31 835	76,5%	73,5%	75,0%	96,1%
Ошская	46 300	43 935	90 235	69 545	66 866	136 411	66,6%	65,7%	66,1%	98,7%
Таласская	10 087	9 145	19 232	12 809	12 235	25 044	78,7%	74,7%	76,8%	94,9%
Чуйская	27 058	25 052	52 110	33 886	32 421	66 307	79,9%	77,3%	78,6%	96,8%
г.Бишкек	18 313	18 340	36 653	26 160	26 092	52 252	70,0%	70,3%	70,1%	100,4%
г.Ош	10 598	10 733	21 331	13 583	13 057	26 640	78,0%	82,2%	80,1%	98,2%
Average	22 682	21 559	44 241	31 286	30 294	61 580	1	1	1	97%
Minimum	10 087	9 145	19 232	12 809	12 235	25 044	1	1	1	96%
Maximum	46 300	43 935	90 235	69 545	66 866	136 411	1	1	1	98%
Urban areas			0			0				
Rural areas			0			0				

Source: Статистический отчет общеобразовательных школ
The statistical report of schools

Year: 2005

	Enrolment of official primary school age group			Population of the official primary school age			NER in Primary Education			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
NATIONAL	199 776	188 284	388 060	273 961	264 366	538 327	72,9%	71,2%	72,1%	97,7%
Баткенская	18 021	16 507	34 528	25 958	24 517	50 475	69,4%	67,3%	68,4%	97,0%
Жалалабатская	43 573	41 573	85 146	58 969	57 302	116 271	73,9%	72,6%	73,2%	98,2%
Иссык-Кульская	16 414	16 812	33 226	21 957	21 360	43 317	74,8%	78,7%	76,7%	105,3%
Нарынская	11 580	10 932	22 512	15 408	15 098	30 506	75,2%	72,4%	73,8%	96,3%
Ошская	45 003	42 211	87 214	67 889	65 550	133 439	66,3%	64,4%	65,4%	97,1%
Таласская	9 223	8 858	18 081	12 274	11 681	23 955	75,1%	75,8%	75,5%	100,9%
Чуйская	26 810	23 961	50 771	32 779	31 015	63 794	81,8%	77,3%	79,6%	94,5%
г.Бишкек	18 702	17 736	36 438	25 579	25 270	50 849	73,1%	70,2%	71,7%	96,0%
г.Ош	10 450	9 694	20 144	13 148	12 573	25 721	79,5%	77,1%	78,3%	98,0%
Average	22 197	20 920	43 118	30 440	29 374	59 814	1	1	1	99%
Minimum	9 223	8 858	18 081	12 274	11 681	23 955	1	1	1	96%
Maximum	45 003	42 211	87 214	67 889	65 550	133 439	1	1	1	105%
Urban areas			0	75 977	73 470	149 447	0%	0%	0%	
Rural areas			0	197 984	190 896	388 880	0%	0%	0%	

Source: Статистический отчет общеобразовательных школ
The statistical report of schools

Progress between 2000 to 2005 (National Level)

	NER in Primary Education			GPI
	Male	Female	Total	
2000	78%	76%	77%	97%
2001	81%	77%	79%	96%
2002	78%	78%	78%	101%
2003	81%	74%	78%	92%
2004	81%	80%	81%	98%
2005	77%	76%	77%	99%

Source: Статистический отчет общеобразовательных школ
The statistical report of schools

Indicator: Net Enrolment Rate (NER) in Secondary Education**Нетто-коэффициент охвата (НКО), среднее образование****Country: Кыргызская Республика****Kyrgyzstan****GEOGRAPHICAL DISAGGREGATION: Please provide the geographical breakdown by region, province, etc.****Year: 2000**

	Enrolment of official secondary school age group			Population of the official secondary school age			NER in Secondary Education			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
NATIONAL	561 653	549 721	1 111 374	642 862	630 414	1 273 276	87,4%	87,2%	87,3%	99,8%
Баткенская	53 103	49 583	102 686	57 396	55 218	112 614	92,5%	89,8%	91,2%	97,1%
Жалалабатская	112 157	111 307	223 464	130 654	126 996	257 650	85,8%	87,6%	86,7%	102,1%
Иссык-Кульская	51 738	47 043	98 781	57 168	56 235	113 403	90,5%	83,7%	87,1%	92,4%
Нарынская	33 480	33 743	67 223	37 546	36 724	74 270	89,2%	91,9%	90,5%	103,0%
Ошская	154 486	152 477	306 963	174 308	171 624	345 932	88,6%	88,8%	88,7%	100,2%
Таласская	25 767	25 861	51 628	29 357	28 849	58 206	87,8%	89,6%	88,7%	102,1%
Чуйская	78 223	76 992	155 215	92 250	90 131	182 381	84,8%	85,4%	85,1%	100,7%
г.Бишкек	560 890	549 583	1 110 473	64 288	64 181	128 469	872,5%	856,3%	864,4%	98,1%
Average	133 731	130 824	264 554	80 371	78 745	159 116	2	2	2	99%
Minimum	25 767	25 861	51 628	29 357	28 849	58 206	1	1	1	92%
Maximum	560 890	549 583	1 110 473	174 308	171 624	345 932	9	9	9	103%
Urban areas			0			0				
Rural areas			0			0				

Source: Статистический отчет общеобразовательных школ
The statistical report of schools

Year:2001

	Enrolment of official secondary school age group			Population of the official secondary school age			NER in Secondary Education			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
NATIONAL	562 123	551 833	1 113 956	648 916	635 120	1 284 036	86,6%	86,9%	86,8%	100,3%
Баткенская	52 315	50 442	102 757	58 102	56 309	114 411	90,0%	89,6%	89,8%	99,5%
Жалалабатская	114 378	112 947	227 325	132 703	128 979	261 682	86,2%	87,6%	86,9%	101,6%
Иссык-Кульская	50 518	48 056	98 574	57 308	56 261	113 569	88,2%	85,4%	86,8%	96,9%
Нарынская	33 591	33 753	67 344	37 764	36 879	74 643	88,9%	91,5%	90,2%	102,9%
Ошская	156 644	153 629	310 273	178 548	174 605	353 153	87,7%	88,0%	87,9%	100,3%
Таласская	26 257	25 770	52 027	29 610	28 984	58 594	88,7%	88,9%	88,8%	100,3%
Чуйская	78 215	75 960	154 175	90 942	88 851	179 793	86,0%	85,5%	85,8%	99,4%
г.Бишкек	50 205	51 276	101 481	63 939	64 252	128 191	78,5%	79,8%	79,2%	101,6%
Average	70 265	68 979	139 245	81 115	79 390	160 505	1	1	1	100%
Minimum	26 257	25 770	52 027	29 610	28 984	58 594	1	1	1	97%
Maximum	156 644	153 629	310 273	178 548	174 605	353 153	1	1	1	103%
Urban areas			0			0				
Rural areas			0			0				

Source: Статистический отчет общеобразовательных школ
The statistical report of schools

Year: 2002

	Enrolment of official secondary school age group			Population of the official secondary school age			NER in Secondary Education			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
NATIONAL	580 830	579 395	1 160 225	650 159	635 325	1 285 484	89,3%	91,2%	90,3%	102,1%
Баткенская	53 963	53 285	107 248	58 609	56 601	115 210	92,1%	94,1%	93,1%	102,2%
Жалалабатская	122 589	119 956	242 545	134 288	130 242	264 530	91,3%	92,1%	91,7%	100,9%
Иссык-Кульская	50 798	50 531	101 329	56 783	55 827	112 610	89,5%	90,5%	90,0%	101,2%
Нарынская	35 629	35 416	71 045	37 612	36 819	74 431	94,7%	96,2%	95,5%	101,5%
Ошская	162 632	159 505	322 137	180 860	176 844	357 704	89,9%	90,2%	90,1%	100,3%
Таласская	27 617	27 560	55 177	29 642	28 815	58 457	93,2%	95,6%	94,4%	102,7%
Чуйская	78 602	78 155	156 757	89 111	86 387	175 498	88,2%	90,5%	89,3%	102,6%
г.Бишкек	51 995	51 992	103 987	63 254	63 790	127 044	82,2%	81,5%	81,9%	99,2%
Average	72 978	72 050	145 028	81 270	79 416	160 686	1	1	1	101%
Minimum	27 617	27 560	55 177	29 642	28 815	58 457	1	1	1	101%
Maximum	162 632	159 505	322 137	180 860	176 844	357 704	1	1	1	102%
Urban areas			0			0				
Rural areas			0			0				

Source:

Статистический отчет общеобразовательных школ
The statistical report of schools

Year: 2003

	Enrolment of official secondary school age group			Population of the official secondary school age			NER in Secondary Education			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
NATIONAL	575 472	570 293	1 145 765	647 197	631 305	1 278 502	88,9%	90,3%	89,6%	101,6%
Баткенская	39 773	65 568	105 341	58 508	56 416	114 924	68,0%	116,2%	91,7%	171,0%
Жалалабатская	120 631	119 003	239 634	134 542	130 507	265 049	89,7%	91,2%	90,4%	101,7%
Иссык-Кульская	50 876	49 452	100 328	55 890	54 934	110 824	91,0%	90,0%	90,5%	98,9%
Нарынская	34 653	34 485	69 138	37 432	36 592	74 024	92,6%	94,2%	93,4%	101,8%
Ошская	131 891	128 126	260 017	151 471	147 223	298 694	87,1%	87,0%	87,1%	99,9%
Таласская	27 159	26 889	54 048	29 525	28 485	58 010	92,0%	94,4%	93,2%	102,6%
Чуйская	77 668	77 467	155 135	86 918	84 116	171 034	89,4%	92,1%	90,7%	103,1%
г.Бишкек	50 628	53 109	103 737	62 479	63 078	125 557	81,0%	84,2%	82,6%	103,9%
г.Ош	28 774	29 613	58 387	30 432	29 954	60 386	94,6%	98,9%	96,7%	108,0%
Average	62 450	64 857	127 307	71 911	70 145	142 056	1	1	1	118%
Minimum	27 159	26 889	54 048	29 525	28 485	58 010	1	1	1	99%
Maximum	131 891	128 126	260 017	151 471	147 223	298 694	1	1	1	171%
Urban areas			0			0				
Rural areas			0			0				

Source:

Статистический отчет общеобразовательных школ
The statistical report of schools

Year: 2004

	Enrolment of official secondary school age group			Population of the official secondary school age			NER in Secondary Education			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
NATIONAL	562 291	553 469	1 115 760	639 455	622 852	1 262 307	87,9%	88,9%	88,4%	101,1%
Баткенская	51 840	50 418	102 258	58 234	55 926	114 160	89,0%	90,2%	89,6%	101,3%
Жалалабатская	118 355	116 102	234 457	133 964	129 523	263 487	88,3%	89,6%	89,0%	101,5%
Иссык-Кульская	49 228	48 335	97 563	54 462	53 537	107 999	90,4%	90,3%	90,3%	99,9%
Нарынская	33 298	32 805	66 103	36 758	36 052	72 810	90,6%	91,0%	90,8%	100,4%
Ошская	129 800	124 829	254 629	151 638	147 469	299 107	85,6%	84,6%	85,1%	98,9%
Таласская	26 178	26 075	52 253	28 980	28 014	56 994	90,3%	93,1%	91,7%	103,0%
Чуйская	75 953	74 643	150 596	83 923	81 026	164 949	90,5%	92,1%	91,3%	101,8%
г.Бишкек	49 668	52 681	102 349	61 324	61 965	123 289	81,0%	85,0%	83,0%	105,0%
г.Ош	27 971	27 581	55 552	30 172	29 340	59 512	92,7%	94,0%	93,3%	101,4%
Average	62 477	61 497	123 973	71 051	69 206	140 256	1	1	1	101%
Minimum	26 178	26 075	52 253	28 980	28 014	56 994	1	1	1	100%
Maximum	129 800	124 829	254 629	151 638	147 469	299 107	1	1	1	101%
Urban areas			0			0				
Rural areas			0			0				

Source: Статистический отчет общеобразовательных школ
The statistical report of schools

Year:2005

	Enrolment of official secondary school age group			Population of the official secondary school age			NER in Secondary Education			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
NATIONAL			0	630 029	612 256	1 242 285	0,0%	0,0%	0,0%	#ДЕЛ/0!
Баткенская	50 702	49 667	100 369	57 695	55 156	112 851	87,9%	90,0%	88,9%	102,5%
Жалалабатская	116 995	114 988	231 983	132 699	128 467	261 166	88,2%	89,5%	88,8%	101,5%
Иссык-Кульская	47 850	48 018	95 868	53 073	52 063	105 136	90,2%	92,2%	91,2%	102,3%
Нарынская	32 974	32 111	65 085	35 920	35 242	71 162	91,8%	91,1%	91,5%	99,3%
Ошская	126 632	122 809	249 441	150 654	146 393	297 047	84,1%	83,9%	84,0%	99,8%
Таласская	25 240	25 773	51 013	28 459	27 436	55 895	88,7%	93,9%	91,3%	105,9%
Чуйская	75 974	72 171	148 145	81 288	78 196	159 484	93,5%	92,3%	92,9%	98,8%
г.Бишкек	50 574	53 791	104 365	60 549	60 618	121 167	83,5%	88,7%	86,1%	106,2%
г.Ош	28 146	27 290	55 436	29 692	28 685	58 377	94,8%	95,1%	95,0%	101,8%
Average	61 676	60 735	122 412	70 003	68 028	138 032	1	1	1	101%
Minimum	25 240	25 773	51 013	28 459	27 436	55 895	1	1	1	99%
Maximum	126 632	122 809	249 441	150 654	146 393	297 047	1	1	1	102%
Urban areas			0	179 793	176 630	356 423	0%	0%	0%	
Rural areas			0	450 236	435 626	885 862	0%	0%	0%	

Source: Статистический отчет общеобразовательных школ
The statistical report of schools

Progress between 2000 to 2005 (National Level)

	NER in Secondary Education			GPI
	Male	Female	Total	
2000	87%	87%	87%	0,998081833
2001	93%	90%	91%	0,970542813
2002	86%	88%	87%	1,021007099
2003	91%	84%	87%	0,924339841
2004	89%	92%	91%	1,030414448
2005	89%	89%	89%	1,00243105

Source: Статистический отчет общеобразовательных школ
The statistical report of schools

Indicator: Repetition Rates (RR) by Grade 1 in Primary Education
Второгодничество по 1 классу начального образования
Country: Кыргызская Республика
Kyrgyzstan
GEOGRAPHICAL DISAGGREGATION: Please provide the geographical breakdown by region, province, etc.
Year: 2000

	Number pupils repeating grade 1, in school-year 2001			Number of pupils enrolled grade 1, in school year 2000			RR by Grade 1 in Primary Education			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
NATIONAL	120	56	176	59 003	55 957	114 960	0,203%	0,100%	0,153%	49,207%
Баткенская	1	1	2	5 742	4 983	10 725	0,017%	0,020%	0,019%	115,232%
Жалалабатская	5	0	5	12 304	11 932	24 236	0,041%	0,000%	0,021%	0,000%
Иссык-Кульская	6	4	10	5 173	5 322	10 495	0,116%	0,075%	0,095%	64,800%
Нарынская	2	0	2	3 627	3 566	7 193	0,055%	0,000%	0,028%	0,000%
Ошская	2	1	3	16 285	15 572	31 857	0,012%	0,006%	0,009%	52,289%
Таласская	2	1	3	2 727	2 695	5 422	0,073%	0,037%	0,055%	50,594%
Чуйская	102	49	151	8 154	6 951	15 105	1,251%	0,705%	1,000%	56,353%
г.Бишкек	0	0	0	4 991	4 936	9 927	0,000%	0,000%	0,000%	0,000%
г.Ош	0	0	0	0	0	0				
Average	13	6	20	6 556	6 217	12 773				45,008%
Minimum	0	0	0	0	0	0				0,000%
Maximum	102	49	151	16 285	15 572	31 857				115,232%
Urban areas			0			0				
Rural areas			0			0				

Source: Статистический отчет общеобразовательных школ
The statistical report of schools

Year: 2001

	Number pupils repeating grade 1, in school-year 2002			Number of pupils enrolled grade 1, in school year 2001			RR by Grade 1 in Primary Education			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
NATIONAL	95	46	141	59 539	57 165	116 704	0,160%	0,080%	0,121%	50,432%
Баткенская	0	0	0	5 307	5 277	10 584	0,000%	0,000%	0,000%	0,000%
Жалалабатская	6	1	7	12 499	12 272	24 771	0,048%	0,008%	0,028%	16,975%
Иссык-Кульская	6	0	6	5 175	4 980	10 155	0,116%	0,000%	0,059%	0,000%
Нарынская	1	1	2	3 533	3 482	7 015	0,028%	0,029%	0,029%	101,465%
Ошская	2	1	3	16 915	16 152	33 067	0,012%	0,006%	0,009%	52,362%
Таласская	1	0	1	2 949	2 770	5 719	0,034%	0,000%	0,017%	0,000%
Чуйская	76	42	118	7 958	7 088	15 046	0,955%	0,593%	0,784%	62,046%
г.Бишкек	3	1	4	5 203	5 144	10 347	0,058%	0,019%	0,039%	33,716%
г.Ош			0			0				
Average	12	6	16	7 442	7 146	12 967	0,156%	0,082%	0,121%	33,264%
Minimum	0	0	0	2 949	2 770	0	0,000%	0,000%	0,000%	0,000%
Maximum	76	42	118	16 915	16 152	33 067	0,955%	0,593%	0,784%	101,465%
Urban areas			0			0				
Rural areas			0			0				

Source: Статистический отчет общеобразовательных школ
The statistical report of schools

Year: 2002

	Number pupils repeating grade 1, in school-year 2003			Number of pupils enrolled grade 1, in school year 2002			RR by Grade 1 in Primary Education			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
NATIONAL	88	46	134	59 669	56 143	115 812	0,147%	0,082%	0,116%	55,556%
Баткенская	0	0	0	5 423	5 113	10 536	0,000%	0,000%	0,000%	0,000%
Жалалабатская	4	1	5	13 040	12 243	25 283	0,031%	0,008%	0,020%	26,627%
Иссык-Кульская	0	0	0	5 126	4 807	9 933	0,000%	0,000%	0,000%	0,000%
Нарынская	0	0	0	3 437	3 224	6 661	0,000%	0,000%	0,000%	0,000%
Ошская	0	0	0	16 675	16 032	32 707	0,000%	0,000%	0,000%	0,000%
Таласская	0	0	0	2 961	2 715	5 676	0,000%	0,000%	0,000%	0,000%
Чуйская	84	44	128	7 991	7 032	15 023	1,051%	0,626%	0,852%	59,524%
г.Бишкек	0	1	1	5 016	4 977	9 993	0,000%	0,020%	0,010%	#ДЕЛ/0!
г.Ош	0	0	0	0	0	0				
Average	10	5	15	6 630	6 238	12 868				12,307%
Minimum	0	0	0	0	0	0				0,000%
Maximum	84	44	128	16 675	16 032	32 707				59,524%
Urban areas			0			0				
Rural areas			0			0				

Source: Статистический отчет общеобразовательных школ
The statistical report of schools

Year: 2003

	Number pupils repeating grade 1, in school-year 2004			Number of pupils enrolled grade 1, in school year 2003			RR by Grade 1 in Primary Education			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
NATIONAL	66	39	105	55 455	51 991	107 446	0,119%	0,075%	0,098%	63,028%
Баткенская	0	0	0	3 739	3 450	7 189	0,000%	0,000%	0,000%	0,000%
Жалалабатская	2	1	3	12 152	11 313	23 465	0,016%	0,009%	0,013%	53,708%
Иссык-Кульская	1	0	1	4 846	4 399	9 245	0,021%	0,000%	0,011%	0,000%
Нарынская	1	1	2	3 054	3 069	6 123	0,033%	0,033%	0,033%	99,511%
Ошская	0	0	0	12 036	11 269	23 305	0,000%	0,000%	0,000%	0,000%
Таласская	0	0	0	2 393	2 489	4 882	0,000%	0,000%	0,000%	0,000%
Чуйская	58	36	94	7 554	6 498	14 052	0,768%	0,554%	0,669%	72,156%
г.Бишкек	4	1	5	4 453	4 506	8 959	0,090%	0,022%	0,056%	24,706%
г.Ош	0	0	0	3 893	3 749	7 642	0,000%	0,000%	0,000%	0,000%
Average	7	4	12	6 013	5 638	11 651	0,103%	0,069%	0,087%	32,196%
Minimum	0	0	0	2 393	2 489	4 882	0,000%	0,000%	0,000%	0,000%
Maximum	58	36	94	12 152	11 313	23 465	0,768%	0,554%	0,669%	99,511%
Urban areas			0			0				
Rural areas			0			0				

Source: Статистический отчет общеобразовательных школ
The statistical report of schools

Year: 2004

	Number pupils repeating grade 1, in school-year 2005			Number of pupils enrolled grade 1, in school year 2004			RR by Grade 1 in Primary Education			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
NATIONAL	239	121	360	52 722	49 114	101 836	0,453%	0,246%	0,354%	54,347%
Баткенская	5	0	5	4 770	4 459	9 229	0,105%	0,000%	0,054%	0,000%
Жалалабатская	1	1	2	10 912	10 928	21 840	0,009%	0,009%	0,009%	99,854%
Иссык-Кульская	1	0	1	4 606	4 037	8 643	0,022%	0,000%	0,012%	0,000%
Нарынская	0	0	0	3 143	2 948	6 091	0,000%	0,000%	0,000%	0,000%
Ошская	0	0	0	12 437	11 671	24 108	0,000%	0,000%	0,000%	0,000%
Таласская	0	0	0	2 402	2 208	4 610	0,000%	0,000%	0,000%	0,000%
Чуйская	80	47	127	6 639	6 179	12 818	1,205%	0,761%	0,991%	63,124%
г.Бишкек	0	0	0	4 241	4 191	8 432	0,000%	0,000%	0,000%	0,000%
г.Ош	0	0	0	2 720	2 493	5 213	0,000%	0,000%	0,000%	0,000%
Average	10	5	15	5 763	5 457	11 220	0,149%	0,086%	0,118%	23,282%
Minimum	0	0	0	2 402	2 208	4 610	0,000%	0,000%	0,000%	0,000%
Maximum	80	47	127	12 437	11 671	24 108	1,205%	0,761%	0,991%	99,854%
Urban areas			0			0				
Rural areas			0			0				

Source: Статистический отчет общеобразовательных школ
The statistical report of schools

Year:2005

	Number pupils repeating grade 1, in school-year 2006			Number of pupils enrolled grade 1, in school year 2005			RR by Grade 1 in Primary Education			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
NATIONAL	70	41	111	53 146	49 004	102 150	0,132%	0,084%	0,109%	63,522%
Баткенская	1	1	2	4 836	4 424	9 260	0,021%	0,023%	0,022%	109,313%
Жалалабатская	8	2	10	11 549	10 926	22 475	0,069%	0,018%	0,044%	26,425%
Иссык-Кульская	3	2	5	4 504	4 158	8 662	0,067%	0,048%	0,058%	72,214%
Нарынская	2	0	2	3 095	2 926	6 021	0,065%	0,000%	0,033%	0,000%
Ошская	0	0	0	12 042	11 285	23 327	0,000%	0,000%	0,000%	0,000%
Таласская	0	0	0	2 286	2 234	4 520	0,000%	0,000%	0,000%	0,000%
Чуйская	47	35	82	7 049	6 320	13 369	0,667%	0,554%	0,613%	83,058%
г.Бишкек	4	1	5	5 279	4 347	9 626	0,076%	0,023%	0,052%	30,360%
г.Ош	5	0	5	2 693	2 520	5 213	0,186%	0,000%	0,096%	0,000%
Average	8	5	12	5 926	5 460	11 386	0	0	0	
Minimum	0	0	0	2 286	2 234	4 520	0	0	0	
Maximum	47	35	82	12 042	11 285	23 327	0	0	0	
Urban areas			0			0				
Rural areas			0			0				

Source: Статистический отчет общеобразовательных школ
The statistical report of schools

Progress between 2000 to 2005 (National Level)

	RR by Grade 1 in Primary Education			GPI
	Male	Female	Total	
2000	0,20%	0,10%	0,15%	49%
2001	0,02%	0,02%	0,02%	115%
2002	0,04%	0,00%	0,02%	0%
2003	0,12%	0,08%	0,10%	65%
2004	0,06%	0,00%	0,03%	0%
2005	0,00%	0,00%	0,00%	

Source: Статистический отчет общеобразовательных школ
The statistical report of schools

Indicator: Repetition Rates (RR) by Grade 2 in Primary Education

Второгодничество по 2 классу начального образования

Country: Кыргызская Республика

Kyrgyzstan

GEOGRAPHICAL DISAGGREGATION: Please provide the geographical breakdown by region, province, etc.

Year: 2000

	Number pupils repeating grade 2, in school-year 2001			Number of pupils enrolled grade 2, in school year 2000			RR by Grade 2 in Primary Education			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
NATIONAL	150	64	214	57 741	54 893	112 634	0,26%	0,12%	0,19%	44,88%
Баткенская	6	2	8	5 090	4 914	10 004	0,12%	0,04%	0,08%	34,53%
Жалалабатская	23	6	29	11 962	11 620	23 582	0,19%	0,05%	0,12%	26,85%
Иссык-Кульская	6	2	8	5 570	4 519	10 089	0,11%	0,04%	0,08%	41,09%
Нарынская	3	4	7	3 435	3 457	6 892	0,09%	0,12%	0,10%	132,48%
Ошская	5	1	6	15 966	15 510	31 476	0,03%	0,01%	0,02%	20,59%
Таласская	5	2	7	2 635	2 495	5 130	0,19%	0,08%	0,14%	42,24%
Чуйская	92	39	131	7 922	7 693	15 615	1,16%	0,51%	0,84%	43,65%
г.Бишкек	10	8	18	5 161	4 685	9 846	0,19%	0,17%	0,18%	88,13%
г.Ош			0			0				
Average	19	8	24	7 218	6 862	12 515				58,74%
Minimum	3	1	0	2 635	2 495	0				26,85%
Maximum	92	39	131	15 966	15 510	31 476				132,48%
Urban areas			0			0				
Rural areas			0			0				

Source: Статистический отчет общеобразовательных школ
The statistical report of schools

Year: 2001

	Number pupils repeating grade 2, in school-year 2002			Number of pupils enrolled grade 2, in school year 2001			RR by Grade 2 in Primary Education			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
NATIONAL	116	59	175	57 781	54 238	112 019	0,20%	0,11%	0,16%	54,18%
Баткенская	0	0	0	5 151	4 797	9 948	0,00%	0,00%	0,00%	0,00%
Жалалабатская	39	18	57	12 091	11 582	23 673	0,32%	0,16%	0,24%	48,18%
Иссык-Кульская	6	0	6	5 674	4 292	9 966	0,11%	0,00%	0,06%	0,00%
Нарынская	0	1	1	3 500	3 491	6 991	0,00%	0,03%	0,01%	
Ошская	4	1	5	15 978	15 378	31 356	0,03%	0,01%	0,02%	25,98%
Таласская	6	1	7	2 703	2 630	5 333	0,22%	0,04%	0,13%	17,13%
Чуйская	58	36	94	7 712	7 205	14 917	0,75%	0,50%	0,63%	66,44%
г.Бишкек	3	2	5	4 972	4 863	9 835	0,06%	0,04%	0,05%	68,16%
г.Ош			0			0				
Average	15	7	19	7 223	6 780	12 447	0	0	0	16%
Minimum	0	0	0	2 703	2 630	0	0	0	0	0%
Maximum	58	36	94	15 978	15 378	31 356	0	0	0	48%
Urban areas			0			0				
Rural areas			0			0				

Source: Статистический отчет общеобразовательных школ
The statistical report of schools

Year: 2002

	Number pupils repeating grade 2, in school-year 2003			Number of pupils enrolled grade 2, in school year 2002			RR by Grade 2 in Primary Education			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
NATIONAL	75	29	104	58 071	56 050	114 121	0,13%	0,05%	0,09%	40,06%
Баткенская	1	0	1	5 073	5 029	10 102	0,02%	0,00%	0,01%	0,00%
Жалалабатская	15	1	16	12 434	11 971	24 405	0,12%	0,01%	0,07%	6,92%
Иссык-Кульская	2	0	2	5 013	4 839	9 852	0,04%	0,00%	0,02%	0,00%
Нарынская	0	3	3	3 496	3 405	6 901	0,00%	0,09%	0,04%	
Ошская	1	1	2	16 555	15 863	32 418	0,01%	0,01%	0,01%	104,36%
Таласская	1	0	1	2 858	2 690	5 548	0,03%	0,00%	0,02%	0,00%
Чуйская	52	22	74	7 911	7 057	14 968	0,66%	0,31%	0,49%	47,43%
г.Бишкек	3	2	5	4 731	5 196	9 927	0,06%	0,04%	0,05%	60,70%
г.Ош	0	0	0	0	0	0				
Average	8	3	12	6 452	6 228	12 680	0	0	0	2%
Minimum	0	0	0	0	0	0	0	0	0	0%
Maximum	52	22	74	16 555	15 863	32 418	0	0	0	7%
Urban areas			0			0				
Rural areas			0			0				

Source: Статистический отчет общеобразовательных школ
The statistical report of schools

Year: 2003

	Number pupils repeating grade 2, in school-year 2004			Number of pupils enrolled grade 2, in school year 2003			RR by Grade 2 in Primary Education			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
NATIONAL	77	31	108	58 220	56 061	114 281	0,13%	0,06%	0,09%	41,81%
Баткенская	1	2	3	5 274	4 942	10 216	0,02%	0,04%	0,03%	213,44%
Жалалабатская	4	1	5	12 591	12 266	24 857	0,03%	0,01%	0,02%	25,66%
Иссык-Кульская	4	0	4	5 012	4 699	9 711	0,08%	0,00%	0,04%	0,00%
Нарынская	1	1	2	3 320	3 212	6 532	0,03%	0,03%	0,03%	103,36%
Ошская	0	0	0	13 063	12 977	26 040	0,00%	0,00%	0,00%	0,00%
Таласская	0	0	0	2 963	2 669	5 632	0,00%	0,00%	0,00%	0,00%
Чуйская	48	24	72	7 949	7 143	15 092	0,60%	0,34%	0,48%	55,64%
г.Бишкек	11	1	12	4 967	4 948	9 915	0,22%	0,02%	0,12%	9,13%
г.Ош	8	2	10	3 081	3 205	6 286	0,26%	0,06%	0,16%	40,01%
Average	9	3	12	6 469	6 229	12 698	0	0	0	86%
Minimum	0	0	0	2 963	2 669	5 632	0	0	0	0%
Maximum	48	24	72	13 063	12 977	26 040	0	0	0	213%
Urban areas			0			0				
Rural areas			0			0				

Source: Статистический отчет общеобразовательных школ
The statistical report of schools

Year: 2004

	Number pupils repeating grade 2, in school-year 2005			Number of pupils enrolled grade 2, in school year 2004			RR by Grade 2 in Primary Education			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
NATIONAL	66	22	88	54 144	51 953	106 097	0,12%	0,04%	0,08%	34,74%
Баткенская	6	1	7	4 908	4 603	9 511	0,12%	0,02%	0,07%	17,77%
Жалалабатская	5	1	6	11 916	11 138	23 054	0,04%	0,01%	0,03%	21,40%
Иссык-Кульская	3	0	3	4 453	4 406	8 859	0,07%	0,00%	0,03%	0,00%
Нарынская	0	0	0	3 053	2 937	5 990	0,00%	0,00%	0,00%	0,00%
Ошская	0	0	0	12 759	12 002	24 761	0,00%	0,00%	0,00%	0,00%
Таласская	0	0	0	2 490	2 259	4 749	0,00%	0,00%	0,00%	0,00%
Чуйская	50	20	70	7 209	6 661	13 870	0,69%	0,30%	0,50%	43,29%
г.Бишкек	0	0	0	4 474	4 990	9 464	0,00%	0,00%	0,00%	0,00%
г.Ош	2	0	2	2 882	2 957	5 839	0,07%	0,00%	0,03%	33,28%
Average	7	2	10	6 016	5 773	11 789	0,11%	0,04%	0,07%	9,79%
Minimum	0	0	0	2 490	2 259	4 749	0,00%	0,00%	0,00%	0,00%
Maximum	50	20	70	12 759	12 002	24 761	0,69%	0,30%	0,50%	21,40%
Urban areas			0			0				
Rural areas			0			0				

Source: Статистический отчет общеобразовательных школ
The statistical report of schools

Year: 2005

	Number pupils repeating grade 2, in school-year 2006			Number of pupils enrolled grade 2, in school year 2005			RR by Grade 2 in Primary Education			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
NATIONAL	71	42	113	51 801	49 251	101 052	0,14%	0,09%	0,11%	62,22%
Баткенская	2	1	3	4 985	4 319	9 304	0,04%	0,02%	0,03%	57,71%
Жалалабатская	24	5	29	10 962	10 792	21 754	0,22%	0,05%	0,13%	21,16%
Иссык-Кульская	0	2	2	4 091	4 440	8 531	0,00%	0,05%	0,02%	
Нарынская	0	0	0	3 121	2 864	5 985	0,00%	0,00%	0,00%	
Ошская	0	0	0	12 184	11 484	23 668	0,00%	0,00%	0,00%	
Таласская	0	0	0	2 283	2 203	4 486	0,00%	0,00%	0,00%	
Чуйская	40	29		7 000	6 208	13 208	0,57%	0,47%	0,00%	81,75%
г.Бишкек	3	4	7	4 453	4 386	8 839	0,07%	0,09%	0,08%	135,37%
г.Ош	2	1	3	2 722	2 555	5 277	0,07%	0,04%	0,06%	0,57%
Average	8	5	6	5 756	5 472	11 228				
Minimum	0	0	0	2 283	2 203	4 486				
Maximum	40	29	29	12 184	11 484	23 668				
Urban areas			0			0				
Rural areas			0			0				

Source: Статистический отчет общеобразовательных школ
The statistical report of schools

Progress between 2000 to 2005 (National Level)

	RR by Grade2 in Primary Education			GPI
	Male	Female	Total	
2000	0,26%	0,12%	0,19%	44,88%
2001	0,12%	0,04%	0,08%	34,53%
2002	0,19%	0,05%	0,12%	26,85%
2003	0,11%	0,04%	0,08%	41,09%
2004	0,09%	0,12%	0,10%	132,48%
2005	0,19%	0,17%	0,18%	88,13%

Source: Статистический отчет общеобразовательных школ
The statistical report of schools

Indicator: Repetition Rates (RR) by Grade 3 in Primary Education

Второгодничество по 3 классу начального образования

Country: Кыргызская Республика

Kyrgyzstan

GEOGRAPHICAL DISAGGREGATION: Please provide the geographical breakdown by region, province, etc.

Year: 2000

	Number pupils repeating grade 3, in school-year 2001			Number of pupils enrolled grade 3, in school year 2000			RR by Grade 3 in Primary Education			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
NATIONAL	132	49	181	59 761	56 248	116 009	0,22%	0,09%	0,16%	39,4%
Баткенская	10	1	11	5 428	5 058	10 486	0,18%	0,02%	0,10%	10,7%
Жалалабатская	24	6	30	12 265	11 720	23 985	0,20%	0,05%	0,13%	26,2%
Иссык-Кульская	10	2	12	5 675	4 508	10 183	0,18%	0,04%	0,12%	25,2%
Нарынская	4	1	5	3 450	3 292	6 742	0,12%	0,03%	0,07%	26,2%
Ошская	2	1	3	16 278	15 708	31 986	0,01%	0,01%	0,01%	51,8%
Таласская	6	4	10	2 663	2 628	5 291	0,23%	0,15%	0,19%	67,6%
Чуйская	73	32	105	8 696	7 890	16 586	0,84%	0,41%	0,63%	48,3%
г.Бишкек	3	2	5	5 306	5 444	10 750	0,06%	0,04%	0,05%	65,0%
г.Ош			0			0				
Average	17	6	20	7 470	7 031	12 890				22,1%
Minimum	2	1	0	2 663	2 628	0				10,7%
Maximum	73	32	105	16 278	15 708	31 986				26,2%
Urban areas			0			0				
Rural areas			0			0				

Source:

Статистический отчет общеобразовательных школ
The statistical report of schools

Year: 2001

	Number pupils repeating grade 3, in school-year 2002			Number of pupils enrolled grade 3, in school year 2001			RR by Grade 3 in Primary Education			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
NATIONAL	127	51	178	56 617	54 251	110 868	0,22%	0,09%	0,16%	41,91%
Баткенская	4	0	4	4 953	4 839	9 792	0,08%	0,00%	0,04%	0,00%
Жалалабатская	33	14	47	11 834	11 347	23 181	0,28%	0,12%	0,20%	44,25%
Иссык-Кульская	11	0	11	5 559	4 326	9 885	0,20%	0,00%	0,11%	0,00%
Нарынская	1	0	1	3 321	3 324	6 645	0,03%	0,00%	0,02%	0,00%
Ошская	3	1	4	15 678	15 225	30 903	0,02%	0,01%	0,01%	34,33%
Таласская	4	0	4	2 617	2 489	5 106	0,15%	0,00%	0,08%	0,00%
Чуйская	60	30	90	7 727	7 486	15 213	0,78%	0,40%	0,59%	51,61%
г.Бишкек	11	6	17	4 928	5 215	10 143	0,22%	0,12%	0,17%	51,54%
г.Ош			0			0				
Average	16	6	20	7 077	6 781	12 319				11%
Minimum	1	0	0	2 617	2 489	0				0%
Maximum	60	30	90	15 678	15 225	30 903				44%
Urban areas			0			0				
Rural areas			0			0				

Source:

Статистический отчет общеобразовательных школ
The statistical report of schools

Year: 2002

	Number pupils repeating grade 3, in school-year 2003			Number of pupils enrolled grade 3, in school year 2002			RR by Grade 3 in Primary Education			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
NATIONAL	57	28	85	56 293	54 137	110 430	0,10%	0,05%	0,08%	51,08%
Баткенская	0	1	1	4 917	4 801	9 718	0,00%	0,02%	0,01%	
Жалалабатская	11	8	19	11 953	11 399	23 352	0,09%	0,07%	0,08%	76,26%
Иссык-Кульская	1	0	1	5 006	4 695	9 701	0,02%	0,00%	0,01%	0,00%
Нарынская	2	2	4	3 434	3 451	6 885	0,06%	0,06%	0,06%	99,51%
Ошская	0	2	2	15 694	14 973	30 667	0,00%	0,01%	0,01%	
Таласская	0	0	0	2 564	2 579	5 143	0,00%	0,00%	0,00%	
Чуйская	37	10	47	7 680	7 054	14 734	0,48%	0,14%	0,32%	29,43%
г.Бишкек	6	5	11	5 045	5 185	10 230	0,12%	0,10%	0,11%	81,08%
г.Ош	0	0	0	0	0	0				
Average	6	3	9	6 255	6 015	12 270	0	0	0	59%
Minimum	0	0	0	0	0	0	0	0	0	0%
Maximum	37	10	47	15 694	14 973	30 667	0	0	0	100%
Urban areas			0			0				
Rural areas			0			0				

Source: Статистический отчет общеобразовательных школ
The statistical report of schools

Year: 2003

	Number pupils repeating grade 3, in school-year 2004			Number of pupils enrolled grade 3, in school year 2003			RR by Grade 3 in Primary Education			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
NATIONAL	72	27	99	57 189	55 435	112 624	0,13%	0,05%	0,09%	38,69%
Баткенская	1	0	1	4 940	4 960	9 900	0,02%	0,00%	0,01%	0,00%
Жалалабатская	4	2	6	12 118	11 793	23 911	0,03%	0,02%	0,03%	51,38%
Иссык-Кульская	1	0	1	4 958	4 691	9 649	0,02%	0,00%	0,01%	0,00%
Нарынская	2	1	3	3 418	3 267	6 685	0,06%	0,03%	0,04%	52,31%
Ошская	0	0	0	13 083	12 556	25 639	0,00%	0,00%	0,00%	0,00%
Таласская	0	0	0	2 848	2 581	5 429	0,00%	0,00%	0,00%	0,00%
Чуйская	50	19	69	7 658	7 283	14 941	0,65%	0,26%	0,46%	39,96%
г.Бишкек	14	5	19	5 052	5 165	10 217	0,28%	0,10%	0,19%	34,93%
г.Ош	0	0	0	3 114	3 139	6 253	0,00%	0,00%	0,00%	38,16%
Average	8	3	11	6 354	6 159	12 514	0	0	0	25,92%
Minimum	0	0	0	2 848	2 581	5 429	0	0	0	0,00%
Maximum	50	19	69	13 083	12 556	25 639	0	0	0	52,31%
Urban areas			0			0				
Rural areas			0			0				

Source: Статистический отчет общеобразовательных школ
The statistical report of schools

Year: 2004

	Number pupils repeating grade 3, in school-year 2005			Number of pupils enrolled grade 3, in school year 2004			RR by Grade 3 in Primary Education			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
NATIONAL	59	40	99	57 815	55 190	113 005	0,10%	0,07%	0,09%	71,02%
Баткенская	8	0	8	5 156	4 892	10 048	0,16%	0,00%	0,08%	0,00%
Жалалабатская	2	0	2	12 533	11 945	24 478	0,02%	0,00%	0,01%	0,00%
Иссык-Кульская	7	0	7	4 843	4 614	9 457	0,14%	0,00%	0,07%	0,00%
Нарынская	0	0	0	3 238	3 172	6 410	0,00%	0,00%	0,00%	0,00%
Ошская	5	1	6	13 044	12 571	25 615	0,04%	0,01%	0,02%	20,75%
Таласская	0	0	0	3 001	2 499	5 500	0,00%	0,00%	0,00%	0,00%
Чуйская	34	38	72	7 701	7 324	15 025	0,44%	0,52%	0,48%	117,52%
г.Бишкек	0	0	0	5 240	5 074	10 314	0,00%	0,00%	0,00%	0,00%
г.Ош	3	1	4	3 059	3 099	6 158	0,10%	0,03%	0,06%	32,90%
Average	7	4	11	6 424	6 132	12 556	0	0	0	0%
Minimum	0	0	0	3 001	2 499	5 500	0	0	0	0%
Maximum	34	38	72	13 044	12 571	25 615	0	0	0	0%
Urban areas			0			0				
Rural areas			0			0				

Source: Статистический отчет общеобразовательных школ
The statistical report of schools

Year: 2005

	Number pupils repeating grade 3, in school-year 2006			Number of pupils enrolled grade 3, in school year 2005			RR by Grade 3 in Primary Education			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
NATIONAL	93	27	120	54 147	50 821	104 968	0,17%	0,05%	0,11%	30,93%
Баткенская	1	0	1	4 829	4 556	9 385	0,02%	0,00%	0,01%	0,00%
Жалалабатская	29	4	33	11 767	11 130	22 897	0,25%	0,04%	0,14%	14,58%
Иссык-Кульская	1	1	2	4 063	4 627	8 690	0,02%	0,02%	0,02%	87,81%
Нарынская	1	0	1	3 024	2 786	5 810	0,03%	0,00%	0,02%	0,00%
Ошская	0	0	0	12 715	11 724	24 439	0,00%	0,00%	0,00%	0,00%
Таласская	0	0	0	2 359	2 323	4 682	0,00%	0,00%	0,00%	0,00%
Чуйская	47	14	61	7 550	6 551	14 101	0,62%	0,21%	0,43%	34,33%
г.Бишкек	9	6	15	4 901	4 267	9 168	0,18%	0,14%	0,16%	76,57%
г.Ош	5	2	7	2 939	2 857	5 796	0,17%	0,07%	0,12%	37,04%
Average	10	3	13	6 016	5 647	11 663	0	0	0	26%
Minimum	0	0	0	2 359	2 323	4 682	0	0	0	0%
Maximum	47	14	61	12 715	11 724	24 439	0	0	0	88%
Urban areas			0			0				
Rural areas			0			0				

Source: Статистический отчет общеобразовательных школ
The statistical report of schools

Progress between 2000 to 2005 (National Level)

	RR by Grade 3 in Primary Education			GPI
	Male	Female	Total	
2000	0,22%	0,09%	0,16%	39,44%
2001	0,18%	0,02%	0,10%	10,73%
2002	0,20%	0,05%	0,13%	26,16%
2003	0,18%	0,04%	0,12%	25,18%
2004	0,12%	0,03%	0,07%	26,20%
2005	0,06%	0,04%	0,05%	64,98%

Source: Статистический отчет общеобразовательных школ
The statistical report of schools

Indicator: Repetition Rates (RR) by Grade 4 in Primary Education

Второгодничество по 4 классу начального образования

Country: Кыргызская Республика

Kyrgyzstan

GEOGRAPHICAL DISAGGREGATION: Please provide the geographical breakdown by region, province, etc.

Year: 2000

	Number pupils repeating grade 4, in school-year 2001			Number of pupils enrolled grade 4, in school year 2000			RR by Grade 4 in Primary Education			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
NATIONAL	107	48	155	57 817	54 854	112 671	0,19%	0,09%	0,14%	47,28%
Баткенская	6	1	7	5 295	4 907	10 202	0,11%	0,02%	0,07%	17,98%
Жалалабатская	24	6	30	12 110	11 739	23 849	0,20%	0,05%	0,13%	25,79%
Иссык-Кульская	8	0	8	4 794	4 834	9 628	0,17%	0,00%	0,08%	0,00%
Нарынская	4	1	5	3 490	3 237	6 727	0,11%	0,03%	0,07%	26,95%
Ошская	6	3	9	16 045	15 238	31 283	0,04%	0,02%	0,03%	52,65%
Таласская	1	4	5	2 729	2 527	5 256	0,04%	0,16%	0,10%	431,97%
Чуйская	51	26	77	8 516	7 658	16 174	0,60%	0,34%	0,48%	56,69%
г.Бишкек	7	7	14	4 838	4 714	9 552	0,14%	0,15%	0,15%	102,63%
г.Ош			0			0				
Average	13	6	17	7 227	6 857	12 519				17,68%
Minimum	1	0	0	2 729	2 527	0				0,00%
Maximum	51	26	77	16 045	15 238	31 283				26,95%
Urban areas			0			0				
Rural areas			0			0				

Source: Статистический отчет общеобразовательных школ
The statistical report of schools

Year: 2001

	Number pupils repeating grade 4, in school-year 2002			Number of pupils enrolled grade 4, in school year 2001			RR by Grade 4 in Primary Education			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
NATIONAL	99	35	134	57 843	54 466	112 309	0,17%	0,06%	0,12%	37,55%
Баткенская	2	1	3	5 377	4 951	10 328	0,04%	0,02%	0,03%	54,30%
Жалалабатская	20	12	32	12 105	11 530	23 635	0,17%	0,10%	0,14%	62,99%
Иссык-Кульская	16	0	16	5 300	4 296	9 596	0,30%	0,00%	0,17%	0,00%
Нарынская	2	0	2	3 402	3 268	6 670	0,06%	0,00%	0,03%	0,00%
Ошская	5	1	6	15 701	15 229	30 930	0,03%	0,01%	0,02%	20,62%
Таласская	2	0	2	2 700	2 550	5 250	0,07%	0,00%	0,04%	0,00%
Чуйская	33	17	50	8 254	7 790	16 044	0,40%	0,22%	0,31%	54,58%
г.Бишкек	19	4	23	5 004	4 852	9 856	0,38%	0,08%	0,23%	21,71%
г.Ош			0			0				
Average	12	4	15	7 230	6 808	12 479				29,32%
Minimum	2	0	0	2 700	2 550	0				0,00%
Maximum	33	17	50	15 701	15 229	30 930				62,99%
Urban areas			0			0				
Rural areas			0			0				

Source: Статистический отчет общеобразовательных школ
The statistical report of schools

Year: 2002

	Number pupils repeating grade 4, in school-year 2003			Number of pupils enrolled grade 4, in school year 2002			RR by Grade 4 in Primary Education			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
NATIONAL	62	30	92	54 988	52 621	107 609	0,11%	0,06%	0,09%	50,56%
Баткенская	0	0	0	4 770	4 753	9 523	0,00%	0,00%	0,00%	0,00%
Жалалабатская	10	1	11	11 740	11 194	22 934	0,09%	0,01%	0,05%	10,49%
Иссык-Кульская	1	1	2	4 743	4 547	9 290	0,02%	0,02%	0,02%	104,31%
Нарынская	3	6	9	3 327	3 304	6 631	0,09%	0,18%	0,14%	201,39%
Ошская	0	2	2	15 174	14 650	29 824	0,00%	0,01%	0,01%	0,00%
Таласская	4	0	4	2 577	2 446	5 023	0,16%	0,00%	0,08%	0,00%
Чуйская	38	15	53	7 869	7 118	14 987	0,48%	0,21%	0,35%	43,64%
г.Бишкек	6	5	11	4 788	4 609	9 397	0,13%	0,11%	0,12%	86,57%
г.Ош	0	0	0	0	0	0				
Average	7	3	10	6 110	5 847	11 957	0	0	0	79%
Minimum	0	0	0	0	0	0	0	0	0	0%
Maximum	38	15	53	15 174	14 650	29 824	0	0	0	201%
Urban areas			0			0				
Rural areas			0			0				

Source: Статистический отчет общеобразовательных школ
The statistical report of schools

Year: 2003

	Number pupils repeating grade 4, in school-year 2004			Number of pupils enrolled grade 4, in school year 2003			RR by Grade 4 in Primary Education			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
NATIONAL	57	16	73	55 129	53 156	108 285	0,10%	0,03%	0,07%	29,11%
Баткенская	0	0	0	4 861	4 633	9 494	0,00%	0,00%	0,00%	0,00%
Жалалабатская	9	2	11	11 728	11 298	23 026	0,08%	0,02%	0,05%	23,07%
Иссык-Кульская	1	0	1	4 965	4 482	9 447	0,02%	0,00%	0,01%	0,00%
Нарынская	2	2	4	3 364	3 351	6 715	0,06%	0,06%	0,06%	100,39%
Ошская	0	0	0	12 291	12 153	24 444	0,00%	0,00%	0,00%	0,00%
Таласская	0	0	0	2 500	2 604	5 104	0,00%	0,00%	0,00%	0,00%
Чуйская	32	10	42	7 736	7 196	14 932	0,41%	0,14%	0,28%	33,60%
г.Бишкек	13	1	14	4 841	4 906	9 747	0,27%	0,02%	0,14%	7,59%
г.Ош	0	1	1	2 843	2 533	5 376	0,0%	0,04%	0,02%	32,94%
Average	6	2	8	6 125	5 906	12 032	0	0	0	31%
Minimum	0	0	0	2 500	2 533	5 104	0	0	0	0%
Maximum	32	10	42	12 291	12 153	24 444	0	0	0	100%
Urban areas			0			0				
Rural areas			0			0				

Source:

Статистический отчет общеобразовательных школ
The statistical report of schools

Year: 2004

	Number pupils repeating grade 4, in school-year 2005			Number of pupils enrolled grade 4, in school year 2004			RR by Grade 4 in Primary Education			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
NATIONAL	65	14	79	56 713	54 889	111 602	0,11%	0,03%	0,07%	22,25%
Баткенская	7	1	8	4 918	4 846	9 764	0,14%	0,02%	0,08%	14,50%
Жалалабатская	0	0	0	12 076	11 575	23 651	0,00%	0,00%	0,00%	0,00%
Иссык-Кульская	3	2	5	4 937	4 503	9 440	0,06%	0,04%	0,05%	73,09%
Нарынская	0	0	0	3 342	3 224	6 566	0,00%	0,00%	0,00%	0,00%
Ошская	10	0	10	13 060	12 450	25 510	0,08%	0,00%	0,04%	0,00%
Таласская	0	0	0	2 647	2 694	5 341	0,00%	0,00%	0,00%	0,00%
Чуйская	43	10	53	7 498	7 387	14 885	0,57%	0,14%	0,36%	23,61%
г.Бишкек	0	0	0	5 090	5 174	10 264	0,00%	0,00%	0,00%	0,00%
г.Ош	2	1	3	3 145	3 036	6 181	0,064%	0,033%	0,05%	51,80%
Average	7	2	9	6 301	6 099	12 400				
Minimum	0	0	0	2 647	2 694	5 341				
Maximum	43	10	53	13 060	12 450	25 510				
Urban areas			0			0				
Rural areas			0			0				

Source:

Статистический отчет общеобразовательных школ
The statistical report of schools

Year: 2005

	Number pupils repeating grade 4, in school-year 2006			Number of pupils enrolled grade 4, in school year 2005			RR by Grade 4 in Primary Education			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
NATIONAL	54	27	81	56 526	55 082	111 608	0,10%	0,05%	0,07%	51,31%
Баткенская	0	0	0	5 049	4 885	9 934	0,00%	0,00%	0,00%	0,00%
Жалалабатская	17	3	20	12 339	11 830	24 169	0,14%	0,03%	0,08%	18,41%
Иссык-Кульская	1	2	3	4 671	4 537	9 208	0,02%	0,04%	0,03%	205,91%
Нарынская	3	0	3	3 165	3 049	6 214	0,09%	0,00%	0,05%	0,00%
Ошская	0	0	0	12 774	12 541	25 315	0,00%	0,00%	0,00%	0,00%
Таласская	0	0	0	2 774	2 636	5 410	0,00%	0,00%	0,00%	0,00%
Чуйская	21	16	37	7 768	7 356	15 124	0,27%	0,22%	0,24%	80,46%
г.Бишкек	6	6	12	4 946	5 188	10 134	0,12%	0,12%	0,12%	95,34%
г.Ош	6	0	6	3 040	3 060	6 100	0,20%	0,00%	0,10%	0,00%
Average	6	3	9	6 281	6 120	12 401				
Minimum	0	0	0	2 774	2 636	5 410				
Maximum	21	16	37	12 774	12 541	25 315				
Urban areas			0			0				
Rural areas			0			0				

Source:

Статистический отчет общеобразовательных школ
The statistical report of schools

Progress between 2000 to 2005 (National Level)

	RR by Grade 4 in Primary Education			GPI
	Male	Female	Total	
2000	0,19%	0,09%	0,14%	47,28%
2001	0,11%	0,02%	0,07%	17,98%
2002	0,20%	0,05%	0,13%	25,79%
2003	0,17%	0,00%	0,08%	0,00%
2004	0,11%	0,03%	0,07%	26,95%
2005	0,14%	0,15%	0,15%	102,63%

Source:

Статистический отчет общеобразовательных школ
The statistical report of schools

Indicator: Survival Rate to Grade 5
Коэффициент выживания к классу 5

Country: Кыргызская Республика
Kyrgyzstan

Note: Survival rate to Grade 5 will be calculated by using the Excel Program (Internal Efficiency.xls) included in the zip file - EFA Template.Zip

Year: 2006

	Survival Rate to Grade 5			GPI
	Male	Female	Total	
NATIONAL	98.8%	99.4%	99.1%	0,95
Баткенская			100%	
Жалалабатская			97%	
Иссык-Кульская			100%	
Нарынская			100%	
Ошская			100%	
Таласская			96.3%	
Чуйская			99.6%	
г.Бишкек			100%	
Average			1	
Minimum	0	0	1	0%
Maximum	0	0	1	0%
Urban areas			100%	
Rural areas			98.6%	

Source: MICS 2006

Indicator: Public Expenditure on Primary Education as Percent of Total Public Expenditure on Education

Государственные расходы на начальное образование в процентном соотношении от общих государственных расходов на образование

**Country: Кыргызская Республика
Kyrgyzstan**

GEOGRAPHICAL DISAGGREGATION: Please provide the geographical breakdown by region, province, etc.

Year:2000

	Public expenditure on primary education programmes	Total public expenditure on education	% of Public Expenditure on Primary Education
NATIONAL	381	2 293	17%
Баткенская	32,70	193,90	17%
Жалалабатская	73,80	426,60	17%
Иссык-Кульская	34,40	202,00	17%
Нарынская	32,50	195,60	17%
Ошская	81,00	456,00	18%
Таласская	30,00	190,60	16%
Чуйская	52,10	308,00	17%
г.Бишкек	44,20	320,00	14%
Average	48	287	0
Minimum	30	191	0
Maximum	81	456	0
Urban areas	114,3	687,9	17%
Rural areas	267,0	1 605,1	17%

Source: Национальный статистический комитет Кыргызской Республики
National Statistics Committee Of The Kyrgyz Republic

Year: 2001

	Public expenditure on primary education programmes	Total public expenditure on education	% of Public Expenditure on Primary Education
NATIONAL	464	2 847,6	16%
Баткенская	43,00	196,00	22%
Жалалабатская	81,00	493,40	16%
Иссык-Кульская	41,00	240,60	17%
Нарынская	40,00	258,40	15%
Ошская	102,00	510,30	20%
Таласская	39,00	254,60	15%
Чуйская	62,00	362,70	17%
г.Бишкек	56,00	531,60	11%
Average	39	196	0
Minimum	102	532	0
Maximum	102	532	0
Urban areas	139	854,3	16%
Rural areas	325	1 993	16%

Source: Национальный статистический комитет Кыргызской Республики
National Statistics Committee Of The Kyrgyz Republic

Year: 2002

	Public expenditure on primary education programmes	Total public expenditure on education	% of Public Expenditure on Primary Education
NATIONAL	553	3 350	16%
Баткенская	55,70	256,00	22%
Жалалабатская	87,50	553,40	16%
Иссык-Кульская	53,80	300,60	18%
Нарынская	51,90	318,40	16%
Ошская	109,30	570,30	19%
Таласская	52,10	314,60	17%
Чуйская	74,20	422,70	18%
г.Бишкек	68,40	613,60	11%
Average	69	419	0
Minimum	52	256	0
Maximum	109	614	0
Urban areas	166	1 005	17%
Rural areas	387	2 345	16%

Source: Национальный статистический комитет Кыргызской Республики
National Statistics Committee Of The Kyrgyz Republic

Year: 2003

	Public expenditure on primary education programmes	Total public expenditure on education	% of Public Expenditure on Primary Education
NATIONAL	627	3 752	17%
Баткенская	61,73	290,00	21%
Жалалабатская	96,40	587,00	16%
Иссык-Кульская	59,80	340,50	18%
Нарынская	57,60	356,00	16%
Ошская	120,30	602,40	20%
Таласская	58,60	316,30	19%
Чуйская	80,50	482,40	17%
г.Бишкек	77,80	685,00	11%
г.Ош	14,50	92,70	16%
Average	70	417	0
Minimum	15	93	0
Maximum	120	685	0
Urban areas	188,1	1 125,6	17%
Rural areas	439	2 627	17%

Source: Национальный статистический комитет Кыргызской Республики
National Statistics Committee Of The Kyrgyz Republic

Year: 2004

	Public expenditure on primary education programmes	Total public expenditure on education	% of Public Expenditure on Primary Education
NATIONAL	728	4 357	17%
Баткенская	73,50	357,00	21%
Жалалабатская	108,20	654,00	17%
Иссык-Кульская	71,80	407,20	18%
Нарынская	69,10	420,80	16%
Ошская	132,40	634,10	21%
Таласская	70,20	383,30	
Чуйская	93,40	549,70	
г.Бишкек	89,10	806,10	
г.Ош	20,30	144,30	14%
Average	81	484	0
Minimum	20	144	0
Maximum	132	806	0
Urban areas	218	1 307	17%
Rural areas	509	3 050	17%

Source: Национальный статистический комитет Кыргызской Республики
National Statistics Committee Of The Kyrgyz Republic

Year: 2005

	Public expenditure on primary education programmes	Total public expenditure on education	% of Public Expenditure on Primary Education
NATIONAL	816	4 917	17%
Баткенская	83,50	419,80	20%
Жалалабатская	127,00	716,50	18%
Иссык-Кульская	82,80	487,30	17%
Нарынская	77,30	483,60	16%
Ошская	140,50	696,30	20%
Таласская	80,20	445,30	18%
Чуйская	104,50	611,90	17%
г.Бишкек	100,10	871,00	11%
г.Ош	20,30	185,00	11%
Average	91	546	0
Minimum	20	185	0
Maximum	141	871	0
Urban areas	244,8	1 475	17%
Rural areas	571,4	3 442,0	17%

Source: Национальный статистический комитет Кыргызской Республики
National Statistics Committee Of The Kyrgyz Republic

Progress between 2000 to 2005 (National Level)

	% of Public Expenditure on Primary Education
2000	17%
2001	17%
2002	17%
2003	17%
2004	17%
2005	18%

Source: Национальный статистический комитет Кыргызской Республики
National Statistics Committee Of The Kyrgyz Republic

GOAL 3: ENSURING THAT THE LEARNING NEEDS OF ALL YOUNG PEOPLE AND ADULTS ARE MET THROUGH EQUITABLE ACCESS TO APPROPRIATE LEARNING AND LIFE SKILLS PROGRAMMES.

List of indicators

- 1 Youth Literacy Rate (15-24 Years) (can be found in Goal 4)
- 2 Gross Enrolment Rate in Technical, and Vocational Education and Training (TVET) at Secondary Level
- 3 Transition Rates Between Primary and Lower Secondary Levels
- 4 Transition Rates Between Lower Secondary and Upper Secondary Levels

Indicator: Gross Enrolment Rate in Technical and Vocational Education and Training (TVET) at Secondary Level

Общий показатель зачисления (ОПЗ) в техническое и профессиональное обучение и подготовку (ТПОП) на уровне средней школы

**Country: Кыргызская Республика
Kyrgyzstan**

Year: 2001

	Number of enrolments in TVET at Secondary Level			Total Population at Secondary Level Age			GER in TVET			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
NATIONAL	35 639	16 798	52 437	1 002 037	979 654	1 981 691	4%	2%	3%	48%
Average		16 798	7 491	1 002 037	979 654	283 099				

Source: Национальный статистический комитет Кыргызской Республики
National Statistics Committee Of The Kyrgyz Republic

Year: 2002

	Number of enrolments in TVET at Secondary Level			Total Population at Secondary Level Age			GER in TVET			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
NATIONAL	25 842	26 119	51 961	1 002 037	979 654	1 981 691	3%	3%	3%	103%

Source: Национальный статистический комитет Кыргызской Республики
National Statistics Committee Of The Kyrgyz Republic

Year: 2003

	Number of enrolments in TVET at Secondary Level			Total Population at Secondary Level Age			GER in TVET			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
NATIONAL	27 656	27 196	54 852	1 002 037	979 654	1 981 691	3%	3%	3%	101%

Source: Национальный статистический комитет Кыргызской Республики
National Statistics Committee Of The Kyrgyz Republic

Year: 2004

	Number of enrolments in TVET at Secondary Level			Total Population at Secondary Level Age			GER in TVET			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
NATIONAL	29 524	30 135	59 659	1 002 037	979 654	1 981 691	3%	3%	3%	104%

Source: Национальный статистический комитет Кыргызской Республики
National Statistics Committee Of The Kyrgyz Republic

Year: 2005

	Number of enrolments in TVET at Secondary Level			Total Population at Secondary Level Age			GER in TVET			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
NATIONAL	31 826	32 377	64 203	1 002 037	979 654	1 981 691	3%	3%	3%	104%

Source: Национальный статистический комитет Кыргызской Республики
National Statistics Committee Of The Kyrgyz Republic

Progress between 2000 to 2005 (National Level)

	GER in TVET			GPI
	Male	Female	Total	
2001	4%	2%	3%	48%
2002	3%	3%	3%	103%
2003	3%	3%	3%	101%
2004	3%	3%	3%	104%
2005	3%	3%	3%	104%

Source: Национальный статистический комитет Кыргызской Республики
National Statistics Committee Of The Kyrgyz Republic

Indicator: Transition Rates Between Primary and Lower Secondary Levels

Показатели перехода: от начальной к нижней ступени средней школы

Country: Кыргызская Республика

Kyrgyzstan

Disparity: Disability

Progress between 2000 to 2005 (National Level)

	Transition rate Primary Level to Secondary Level			GPI
	Male	Female	Total	
2000				
2001				
2002				
2003				
2004				
2005				
2006	99%	99%	99%	

Source: MICS 2006

Indicator: Transition Rates Between Lower Secondary and Upper Secondary Levels

Показатели перехода: от нижней ступени средней школы к старшей ступени средней школы

Country: Кыргызская Республика

Kyrgyzstan

Disparity: Disability

Year: 2001

	New entrants in 1st Grade of Upper Secondary Level in Year 2001			Enrolment in last Grade of Lower Secondary Level in Year 2000			Transition rate Lower Secondary Level to Upper Secondary Level			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
NATIONAL			71 169			103 208			69%	
Average			10 167			14 744				

Source: Национальный статистический комитет Кыргызской Республики
National Statistics Committee Of The Kyrgyz Republic

Year: 2002

	New entrants in 1st Grade of Upper Secondary Level in Year 2002			Enrolment in last Grade of Lower Secondary Level in Year 2001			Transition rate Lower Secondary Level to Upper Secondary Level			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
NATIONAL			26 376			102 962			26%	

Source: Национальный статистический комитет Кыргызской Республики
National Statistics Committee Of The Kyrgyz Republic

Year: 2003

	New entrants in 1st Grade of Upper Secondary Level in Year 2003			Enrolment in last Grade of Lower Secondary Level in Year 2002			Transition rate Lower Secondary Level to Upper Secondary Level			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
NATIONAL			73 237			102 263			72%	

Source: Национальный статистический комитет Кыргызской Республики
National Statistics Committee Of The Kyrgyz Republic

Year: 2004

	New entrants in 1st Grade of Upper Secondary Level in Year 2004			Enrolment in last Grade of Lower Secondary Level in Year 2003			Transition rate Lower Secondary Level to Upper Secondary Level			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
NATIONAL			78 802			101 034			78%	

Source: Национальный статистический комитет Кыргызской Республики
National Statistics Committee Of The Kyrgyz Republic

Year: 2005

	New entrants in 1st Grade of Upper Secondary Level in Year 2005			Enrolment in last Grade of Lower Secondary Level in Year 2004			Transition rate Lower Secondary Level to Upper Secondary Level			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
NATIONAL			74 291			102 248			73%	

Source: Национальный статистический комитет Кыргызской Республики
National Statistics Committee Of The Kyrgyz Republic

Progress between 2000 to 2005 (National Level)

	Transition rate Lower Secondary Level to Upper Secondary Level			GPI
	Male	Female	Total	
2001	0%	0%	69%	0%
2002	0%	0%	26%	0%
2003	0%	0%	72%	0%
2004	0%	0%	78%	0%
2005	0%	0%	73%	0%

Source: Национальный статистический комитет Кыргызской Республики
National Statistics Committee Of The Kyrgyz Republic

Goal 4: Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.

List of indicators

- 1 Adult Literacy Rate (15 Years Old and Over)
- 2 Youth Literacy Rate (age 15-24 years old)

Indicator: Adult Literacy Rate (15 Years Old and Over)

Показатель грамотности взрослых (15 лет и выше)

Country: Кыргызская Республика

Kyrgyzstan

GEOGRAPHICAL DISAGGREGATION: Please provide the geographical breakdown by region, province, etc.

Year: 2000

	Literate 15+ yr olds			Total 15+ Yr Old Population			% Literate 15+ Yr Olds			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
NATIONAL	98,7	98,7	98,7	100	100	100	99%	99%	99%	100%
Баткенская	98,4	98,4	98,4	100	100	100	98%	98%	98%	100%
Жалалабатская	97,8	97,8	97,8	100	100	100	98%	98%	98%	100%
Иссык-Кульская	99,0	99,0	99,0	100	100	100	99%	99%	99%	100%
Нарынская	98,5	98,5	98,5	100	100	100	99%	99%	99%	100%
Ошская	98,5	98,5	98,5	100	100	100	99%	99%	99%	100%
Таласская	98,3	98,3	98,3	100	100	100	98%	98%	98%	100%
Чуйская	98,8	98,8	98,8	100	100	100	99%	99%	99%	100%
г.Бишкек	99,7	99,7	99,7	100	100	100	100%	100%	100%	100%
г.Ош	98,5	98,5	98,5	100	100	100	99%	99%	99%	100%
Average	99	99	99	100	100	100	1	1	1	100%
Minimum	98	98	98	100	100	100	1	1	1	100%
Maximum	100	100	100	100	100	100	1	1	1	100%
Urban areas	98,7	98,7	98,7	100	100	100	99%	99%	99%	100%
Rural areas	98,7	98,7	98,7	100	100	100	99%	99%	99%	100%

Source:

Национальный статистический комитет, перепись населения 1999
National Statistics Committee Of The Kyrgyz Republic, Population census 1999

Year: 2001

	Literate 15+ yr olds			Total 15+ Yr Old Population			% Literate 15+ Yr Olds			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
NATIONAL	98,7	98,7	98,7	100	100	100	99%	99%	99%	100%
Баткенская	98,4	98,4	98,4	100	100	100	98%	98%	98%	100%
Жалалабатская	97,8	97,8	97,8	100	100	100	98%	98%	98%	100%
Иссык-Кульская	99,0	99,0	99,0	100	100	100	99%	99%	99%	100%
Нарынская	98,5	98,5	98,5	100	100	100	99%	99%	99%	100%
Ошская	98,5	98,5	98,5	100	100	100	99%	99%	99%	100%
Таласская	98,3	98,3	98,3	100	100	100	98%	98%	98%	100%
Чуйская	98,8	98,8	98,8	100	100	100	99%	99%	99%	100%
г.Бишкек	99,7	99,7	99,7	100	100	100	100%	100%	100%	100%
г.Ош	98,5	98,5	98,5	100	100	100	99%	99%	99%	100%
Average	99	99	99	100	100	100	1	1	1	100%
Minimum	98	98	98	100	100	100	1	1	1	100%
Maximum	100	100	100	100	100	100	1	1	1	100%
Urban areas	98,7	98,7	98,7	100	100	100	99%	99%	99%	100%
Rural areas	98,7	98,7	98,7	100	100	100	99%	99%	99%	100%

Source: Национальный статистический комитет, перепись населения 1999
National Statistics Committee Of The Kyrgyz Republic, Population census 1999

Year: 2002

	Literate 15+ yr olds			Total 15+ Yr Old Population			% Literate 15+ Yr Olds			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
NATIONAL	98,7	98,7	98,7	100	100	100	99%	99%	99%	100%
Баткенская	98,4	98,4	98,4	100	100	100	98%	98%	98%	100%
Жалалабатская	97,8	97,8	97,8	100	100	100	98%	98%	98%	100%
Иссык-Кульская	99,0	99,0	99,0	100	100	100	99%	99%	99%	100%
Нарынская	98,5	98,5	98,5	100	100	100	99%	99%	99%	100%
Ошская	98,5	98,5	98,5	100	100	100	99%	99%	99%	100%
Таласская	98,3	98,3	98,3	100	100	100	98%	98%	98%	100%
Чуйская	98,8	98,8	98,8	100	100	100	99%	99%	99%	100%
г.Бишкек	99,7	99,7	99,7	100	100	100	100%	100%	100%	100%
г.Ош	98,5	98,5	98,5	100	100	100	99%	99%	99%	100%
Average	99	99	99	100	100	100	1	1	1	100%
Minimum	98	98	98	100	100	100	1	1	1	100%
Maximum	100	100	100	100	100	100	1	1	1	100%
Urban areas	98,7	98,7	98,7	100	100	100	99%	99%	99%	100%
Rural areas	98,7	98,7	98,7	100	100	100	99%	99%	99%	100%

Source: Национальный статистический комитет, перепись населения 1999
National Statistics Committee Of The Kyrgyz Republic, Population census 1999

Year: 2003

	Literate 15+ yr olds			Total 15+ Yr Old Population			% Literate 15+ Yr Olds			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
NATIONAL	98,7	98,7	98,7	100	100	100	99%	99%	99%	100%
Баткенская	98,4	98,4	98,4	100	100	100	98%	98%	98%	100%
Жалалабатская	97,8	97,8	97,8	100	100	100	98%	98%	98%	100%
Иссык-Кульская	99,0	99,0	99,0	100	100	100	99%	99%	99%	100%
Нарынская	98,5	98,5	98,5	100	100	100	99%	99%	99%	100%
Ошская	98,5	98,5	98,5	100	100	100	99%	99%	99%	100%
Таласская	98,3	98,3	98,3	100	100	100	98%	98%	98%	100%
Чуйская	98,8	98,8	98,8	100	100	100	99%	99%	99%	100%
г.Бишкек	99,7	99,7	99,7	100	100	100	100%	100%	100%	100%
г.Ош	98,5	98,5	98,5	100	100	100	99%	99%	99%	100%
Average	99	99	99	100	100	100	1	1	1	100%
Minimum	98	98	98	100	100	100	1	1	1	100%
Maximum	100	100	100	100	100	100	1	1	1	100%
Urban areas	98,7	98,7	98,7	100	100	100	99%	99%	99%	100%
Rural areas	98,7	98,7	98,7	100	100	100	99%	99%	99%	100%

Source: Национальный статистический комитет, DFID
National Statistics Committee Of The Kyrgyz Republic, DFID

Year: 2004

	Literate 15+ yr olds			Total 15+ Yr Old Population			% Literate 15+ Yr Olds			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
NATIONAL	98,7	98,7	98,7	100	100	100	99%	99%	99%	100%
Баткенская	98,4	98,4	98,4	100	100	100	98%	98%	98%	100%
Жалалабатская	97,8	97,8	97,8	100	100	100	98%	98%	98%	100%
Иссык-Кульская	99,0	99,0	99,0	100	100	100	99%	99%	99%	100%
Нарынская	98,5	98,5	98,5	100	100	100	99%	99%	99%	100%
Ошская	98,5	98,5	98,5	100	100	100	99%	99%	99%	100%
Таласская	98,3	98,3	98,3	100	100	100	98%	98%	98%	100%
Чуйская	98,8	98,8	98,8	100	100	100	99%	99%	99%	100%
г.Бишкек	99,7	99,7	99,7	100	100	100	100%	100%	100%	100%
г.Ош	98,5	98,5	98,5	100	100	100	99%	99%	99%	100%
Average	99	99	99	100	100	100	1	1	1	100%
Minimum	98	98	98	100	100	100	1	1	1	100%
Maximum	100	100	100	100	100	100	1	1	1	100%
Urban areas	98,7	98,7	98,7	100	100	100	99%	99%	99%	100%
Rural areas	98,7	98,7	98,7	100	100	100	99%	99%	99%	100%

Source: Национальный статистический комитет, перепись населения 1999
National Statistics Committee Of The Kyrgyz Republic, Population census 1999

Year: 2005

	Literate 15+ yr olds			Total 15+ Yr Old Population			% Literate 15+ Yr Olds			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
NATIONAL	98,7	98,7	98,7	100	100	100	99%	99%	99%	100%
Баткенская	98,4	98,4	98,4	100	100	100	98%	98%	98%	100%
Жалалабатская	97,8	97,8	97,8	100	100	100	98%	98%	98%	100%
Иссык-Кульская	99,0	99,0	99,0	100	100	100	99%	99%	99%	100%
Нарынская	98,5	98,5	98,5	100	100	100	99%	99%	99%	100%
Ошская	98,5	98,5	98,5	100	100	100	99%	99%	99%	100%
Таласская	98,3	98,3	98,3	100	100	100	98%	98%	98%	100%
Чуйская	98,8	98,8	98,8	100	100	100	99%	99%	99%	100%
г.Бишкек	99,7	99,7	99,7	100	100	100	100%	100%	100%	100%
г.Ош	98,5	98,5	98,5	100	100	100	99%	99%	99%	100%
Average	99	99	99	100	100	100	1	1	1	100%
Minimum	98	98	98	100	100	100	1	1	1	100%
Maximum	100	100	100	100	100	100	1	1	1	100%
Urban areas	98,7	98,7	98,7	100	100	100	99%	99%	99%	100%
Rural areas	98,7	98,7	98,7	100	100	100	99%	99%	99%	100%

Source: Национальный статистический комитет, перепись населения 1999
National Statistics Committee Of The Kyrgyz Republic, Population census 1999

Progress between 2000 to 2005 (National Level)

	% Literate 15+ Yr Olds			GPI
	Male	Female	Total	
2000	99%	99%	99%	100%
2001	99%	99%	99%	100%
2002	99%	99%	99%	100%
2003	99%	99%	99%	100%
2004	99%	99%	99%	100%
2005	99%	99%	99%	100%

Source: Национальный статистический комитет, перепись населения 1999
National Statistics Committee Of The Kyrgyz Republic, Population census 1999

Indicator: Youth Literacy Rate (age 15–24 years old)**Показатель грамотности молодежи (возраст 15–24 лет)****Country: Кыргызская Республика****Kyrgyzstan****GEOGRAPHICAL DISAGGREGATION: Please provide the geographical breakdown by region, province, etc****Year: 2000**

	Literate 15-24 yr olds			Total 15-24 Yr Old Population			% Literate 15-24 Yr Olds			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
NATIONAL	100,14	100,14	100,1	100	100	100	100%	100%	100%	100%
Баткенская	100,10	100,10	100,1	100	100	100	100%	100%	100%	100%
Жалалабатская	100,12	100,12	100,1	100	100	100	100%	100%	100%	100%
Иссык-Кульская	100,30	100,30	100,3	100	100	100	100%	100%	100%	100%
Нарынская	100,30	100,30	100,3	100	100	100	100%	100%	100%	100%
Ошская	100,06	100,06	100,1	100	100	100	100%	100%	100%	100%
Таласская	100,29	100,29	100,3	100	100	100	100%	100%	100%	100%
Чуйская	100,21	100,21	100,2	100	100	100	100%	100%	100%	100%
г.Бишкек	100,07	100,07	100,1	100	100	100	100%	100%	100%	100%
г.Ош	100,10	100,10	100,1	100	100	100	100%	100%	100%	100%
Average	100	100	100	100	100	100	1	1	1	100%
Minimum	100	100	100	100	100	100	1	1	1	100%
Maximum	100	100	100	100	100	100	1	1	1	100%
Urban areas	100,14	100,14	100,14	100	100	100	100%	100%	100%	100%
Rural areas	100,14	100,14	100,14	100	100	100	100%	100%	100%	100%

Source: Национальный статистический комитет, перепись населения 1999
National Statistics Committee Of The Kyrgyz Republic, Population census 1999

Year: 2001

	Literate 15-24 yr olds			Total 15-24 Yr Old Population			% Literate 15-24 Yr Olds			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
NATIONAL	100,14	100,14	100,1	100	100	100	100%	100%	100%	100%
Баткенская	100,10	100,10	100,1	100	100	100	100%	100%	100%	100%
Жалалабатская	100,12	100,12	100,1	100	100	100	100%	100%	100%	100%
Иссык-Кульская	100,30	100,30	100,3	100	100	100	100%	100%	100%	100%
Нарынская	100,30	100,30	100,3	100	100	100	100%	100%	100%	100%
Ошская	100,06	100,06	100,1	100	100	100	100%	100%	100%	100%
Таласская	100,29	100,29	100,3	100	100	100	100%	100%	100%	100%
Чуйская	100,21	100,21	100,2	100	100	100	100%	100%	100%	100%
г.Бишкек	100,07	100,07	100,1	100	100	100	100%	100%	100%	100%
г.Ош	100,10	100,10	100,1	100	100	100	100%	100%	100%	100%
Average	100	100	100	100	100	100	1	1	1	100%
Minimum	100	100	100	100	100	100	1	1	1	100%
Maximum	100	100	100	100	100	100	1	1	1	100%
Urban areas	100,14	100,14	100,14	100	100	100	100%	100%	100%	100%
Rural areas	100,14	100,14	100,14	100	100	100	100%	100%	100%	100%

Source: Национальный статистический комитет, перепись населения 1999
National Statistics Committee Of The Kyrgyz Republic, Population census 1999

Year: 2002

	Literate 15-24 yr olds			Total 15-24 Yr Old Population			% Literate 15-24 Yr Olds			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
NATIONAL	100,14	100,14	100,1	100	100	100	100%	100%	100%	100%
Баткенская	100,10	100,10	100,1	100	100	100	100%	100%	100%	100%
Жалалабатская	100,12	100,12	100,1	100	100	100	100%	100%	100%	100%
Иссык-Кульская	100,30	100,30	100,3	100	100	100	100%	100%	100%	100%
Нарынская	100,30	100,30	100,3	100	100	100	100%	100%	100%	100%
Ошская	100,06	100,06	100,1	100	100	100	100%	100%	100%	100%
Таласская	100,29	100,29	100,3	100	100	100	100%	100%	100%	100%
Чуйская	100,21	100,21	100,2	100	100	100	100%	100%	100%	100%
г.Бишкек	100,07	100,07	100,1	100	100	100	100%	100%	100%	100%
г.Ош	100,10	100,10	100,1	100	100	100	100%	100%	100%	100%
Average	100	100	100	100	100	100	1	1	1	100%
Minimum	100	100	100	100	100	100	1	1	1	100%
Maximum	100	100	100	100	100	100	1	1	1	100%
Urban areas	100,14	100,14	100,14	100	100	100	100%	100%	100%	100%
Rural areas	100,14	100,14	100,14	100	100	100	100%	100%	100%	100%

Source: Национальный статистический комитет, перепись населения 1999
National Statistics Committee Of The Kyrgyz Republic, Population census 1999

Year: 2003

	Literate 15-24 yr olds			Total 15-24 Yr Old Population			% Literate 15-24 Yr Olds			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
NATIONAL	100,14	100,14	100,1	100	100	100	100%	100%	100%	100%
Баткенская	100,10	100,10	100,1	100	100	100	100%	100%	100%	100%
Жалалабатская	100,12	100,12	100,1	100	100	100	100%	100%	100%	100%
Иссык-Кульская	100,30	100,30	100,3	100	100	100	100%	100%	100%	100%
Нарынская	100,30	100,30	100,3	100	100	100	100%	100%	100%	100%
Ошская	100,06	100,06	100,1	100	100	100	100%	100%	100%	100%
Таласская	100,29	100,29	100,3	100	100	100	100%	100%	100%	100%
Чуйская	100,21	100,21	100,2	100	100	100	100%	100%	100%	100%
г.Бишкек	100,07	100,07	100,1	100	100	100	100%	100%	100%	100%
г.Ош	100,10	100,10	100,1	100	100	100	100%	100%	100%	100%
Average	100	100	100	100	100	100	1	1	1	100%
Minimum	100	100	100	100	100	100	1	1	1	100%
Maximum	100	100	100	100	100	100	1	1	1	100%
Urban areas	100,14	100,14	100,14	100	100	100	100%	100%	100%	100%
Rural areas	100,14	100,14	100,14	100	100	100	100%	100%	100%	100%

Source: Национальный статистический комитет, перепись населения 1999
National Statistics Committee Of The Kyrgyz Republic, Population census 1999

Year: 2004

	Literate 15-24 yr olds			Total 15-24 Yr Old Population			% Literate 15-24 Yr Olds			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
NATIONAL	100,14	100,14	100,1	100	100	100	100%	100%	100%	100%
Баткенская	100,10	100,10	100,1	100	100	100	100%	100%	100%	100%
Жалалабатская	100,12	100,12	100,1	100	100	100	100%	100%	100%	100%
Иссык-Кульская	100,30	100,30	100,3	100	100	100	100%	100%	100%	100%
Нарынская	100,30	100,30	100,3	100	100	100	100%	100%	100%	100%
Ошская	100,06	100,06	100,1	100	100	100	100%	100%	100%	100%
Таласская	100,29	100,29	100,3	100	100	100	100%	100%	100%	100%
Чуйская	100,21	100,21	100,2	100	100	100	100%	100%	100%	100%
г.Бишкек	100,07	100,07	100,1	100	100	100	100%	100%	100%	100%
г.Ош	100,10	100,10	100,1	100	100	100	100%	100%	100%	100%
Average	100	100	100	100	100	100	1	1	1	100%
Minimum	100	100	100	100	100	100	1	1	1	100%
Maximum	100	100	100	100	100	100	1	1	1	100%
Urban areas	100,14	100,14	100,14	100	100	100	100%	100%	100%	100%
Rural areas	100,14	100,14	100,14	100	100	100	100%	100%	100%	100%

Source: Национальный статистический комитет, перепись населения 1999
National Statistics Committee Of The Kyrgyz Republic, Population census 1999

Year: 2005

	Literate 15-24 yr olds			Total 15-24 Yr Old Population			% Literate 15-24 Yr Olds			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
NATIONAL	100,14	100,14	100,1	100	100	100	100%	100%	100%	100%
Баткенская	100,10	100,10	100,1	100	100	100	100%	100%	100%	100%
Жалалабатская	100,12	100,12	100,1	100	100	100	100%	100%	100%	100%
Иссык-Кульская	100,30	100,30	100,3	100	100	100	100%	100%	100%	100%
Нарынская	100,30	100,30	100,3	100	100	100	100%	100%	100%	100%
Ошская	100,06	100,06	100,1	100	100	100	100%	100%	100%	100%
Таласская	100,29	100,29	100,3	100	100	100	100%	100%	100%	100%
Чуйская	100,21	100,21	100,2	100	100	100	100%	100%	100%	100%
г.Бишкек	100,07	100,07	100,1	100	100	100	100%	100%	100%	100%
г.Ош	100,10	100,10	100,1	100	100	100	100%	100%	100%	100%
Average	100	100	100	100	100	100	1	1	1	100%
Minimum	100	100	100	100	100	100	1	1	1	100%
Maximum	100	100	100	100	100	100	1	1	1	100%
Urban areas	100,14	100,14	100,14	100	100	100	100%	100%	100%	100%
Rural areas	100,14	100,14	100,14	100	100	100	100%	100%	100%	100%

Source: Национальный статистический комитет, перепись населения 1999
National Statistics Committee Of The Kyrgyz Republic, Population census 1999

Progress between 2000 to 2005 (National Level)

	% Literate 15-24 Yr Olds			GPI
	Male	Female	Total	
2000	100%	100%	100%	100%
2001	100%	100%	100%	100%
2002	100%	100%	100%	100%
2003	100%	100%	100%	100%
2004	100%	100%	100%	100%
2005	100%	100%	100%	100%

Source:

Национальный статистический комитет, перепись населения 1999
National Statistics Committee Of The Kyrgyz Republic, Population
census 1999

Goal 5: Eliminate Gender disparities in primary and secondary education by 2005, and achieve gender equality in education by 2015, with a focus on ensuring girl's full and equal access to and achievement in basic education of good quality

- 1 Gender Parity Index for Youth Literacy (can be found in Goal 4)
- 2 Gender Parity Index for Adult Literacy (can be found in Goal 4)
- 3 Gender Parity Index for GER in ECCE (can be found in Goal 1)
- 4 Gender Parity Index for GIR in Primary Education (can be found in Goal 2)
- 5 Gender Parity Index for NIR in Primary Education (can be found in Goal 2)
- 6 Gender Parity Index for GER in Primary Education (can be found in Goal 2)
- 7 Gender Parity Index for GER in Secondary Education (can be found in Goal 2)
- 8 Gender Parity Index for NER in Primary Education (can be found in Goal 2)
- 9 Gender Parity Index for NER in Secondary Education (can be found in Goal 2)
- 10 Gender Parity Index for Survival Rate to Grade Five (can be found in Goal 2)
- 11 Gender Parity Index for Transition Rate between Primary and Lower Secondary Education (can be found in Goal 3)
- 12 Percent of Female Enrolment in Primary Education
- 13 Percent of Female Enrolment in Secondary Education
- 14 Percent of Female Enrolment in Vocational or Technical Education
- 15 Percent of Female Teachers in Primary Education
- 16 Percent of Female Teachers in Secondary Education

Indicator: Percent of Female Enrolment in Primary Education

Процент девочек в начальном образовании

Country: Кыргызская Республика

Kyrgyzstan

Year: 2001

	Number of female enrolment in primary education	Total number of enrolment in primary education	% Female enrolment in Primary Education
NATIONAL	221 439	454 692	49%

Source: Национальный статистический комитет Кыргызской Республики
National Statistics Committee Of The Kyrgyz Republic

Year: 2002

	Number of female enrolment in primary education	Total number of enrolment in primary education	% Female enrolment in Primary Education
NATIONAL	220 326	450 744	49%

Source: Национальный статистический комитет Кыргызской Республики
National Statistics Committee Of The Kyrgyz Republic

Year: 2003

	Number of female enrolment in primary education	Total number of enrolment in primary education	% Female enrolment in Primary Education
NATIONAL	218 489	446 177	49%

Source: Национальный статистический комитет Кыргызской Республики
National Statistics Committee Of The Kyrgyz Republic

Year: 2004

	Number of female enrolment in primary education	Total number of enrolment in primary education	% Female enrolment in Primary Education
NATIONAL	212 559	436 159	49%

Source: Национальный статистический комитет Кыргызской Республики
National Statistics Committee Of The Kyrgyz Republic

Year: 2005

	Number of female enrolment in primary education	Total number of enrolment in primary education	% Female enrolment in Primary Education
NATIONAL	208 162	426 751	49%

Source: Национальный статистический комитет Кыргызской Республики
National Statistics Committee Of The Kyrgyz Republic

Progress between 2000 to 2005 (National Level)

	% Female enrolment in Primary Education
2000	
2001	49%
2002	49%
2003	49%
2004	49%
2005	49%

Source: Национальный статистический комитет Кыргызской Республики
National Statistics Committee Of The Kyrgyz Republic

Indicator: Percent of Female Enrolment in Secondary Education**Процент девочек в среднем образовании****Country: Кыргызская Республика****Kyrgyzstan****Year: 2001**

	Number of female enrollment in secondary education	Total number of enrollment in secondary education	% Female Enrollment in Secondary Education
NATIONAL	274797	555297	49%

Source: Национальный статистический комитет Кыргызской Республики
National Statistics Committee Of The Kyrgyz Republic

Year: 2002

	Number of female enrollment in secondary education	Total number of enrollment in secondary education	% Female Enrollment in Secondary Education
NATIONAL	271739	548757	50%

Source: Национальный статистический комитет Кыргызской Республики
National Statistics Committee Of The Kyrgyz Republic

Year: 2003

	Number of female enrollment in secondary education	Total number of enrollment in secondary education	% Female Enrollment in Secondary Education
NATIONAL	268341	542120	49%

Source: Национальный статистический комитет Кыргызской Республики
National Statistics Committee Of The Kyrgyz Republic

Year: 2004

	Number of female enrollment in secondary education	Total number of enrollment in secondary education	% Female Enrollment in Secondary Education
NATIONAL	265315	538555	49%

Source: Национальный статистический комитет Кыргызской Республики
National Statistics Committee Of The Kyrgyz Republic

Year: 2005

	Number of female enrollment in secondary education	Total number of enrollment in secondary education	% Female Enrollment in Secondary Education
NATIONAL	265877	539125	49%

Source: Национальный статистический комитет Кыргызской Республики
National Statistics Committee Of The Kyrgyz Republic

Progress between 2000 to 2005 (National Level)

	% Female Enrollment in Secondary Education
2001	49%
2002	50%
2003	49%
2004	49%
2005	49%

Source: Национальный статистический комитет Кыргызской Республики
National Statistics Committee Of The Kyrgyz Republic

Indicator: Percent of Female Enrolment in Vocational or Technical Education
Процент женщин в профессионально–техническом образовании
Country: Кыргызская Республика
Kyrgyzstan

Year: 2001

	Number of female enrollment in Voc/Tec education	Total number of enrollment in Voc/Tec education	% Female Enrollment in Voc/Tec Education
NATIONAL	26798	52437	51%

Source: Национальный статистический комитет Кыргызской Республики
 National Statistics Committee Of The Kyrgyz Republic

Year: 2002

	Number of female enrollment in Voc/Tec education	Total number of enrollment in Voc/Tec education	% Female Enrollment in Voc/Tec Education
NATIONAL	26119	51961	50%

Source: Национальный статистический комитет Кыргызской Республики
 National Statistics Committee Of The Kyrgyz Republic

Year: 2003

	Number of female enrollment in Voc/Tec education	Total number of enrollment in Voc/Tec education	% Female Enrollment in Voc/Tec Education
NATIONAL	27196	54852	50%

Source: Национальный статистический комитет Кыргызской Республики
 National Statistics Committee Of The Kyrgyz Republic

Year: 2004

	Number of female enrollment in Voc/Tec education	Total number of enrollment in Voc/Tec education	% Female Enrollment in Voc/Tec Education
NATIONAL	30135	59659	51%

Source: Национальный статистический комитет Кыргызской Республики
 National Statistics Committee Of The Kyrgyz Republic

Year: 2005

	Number of female enrollment in Voc/Tec education	Total number of enrollment in Voc/Tec education	% Female Enrollment in Voc/Tec Education
NATIONAL	32377	64203	50%

Source: Национальный статистический комитет Кыргызской Республики
 National Statistics Committee Of The Kyrgyz Republic

Progress between 2000 to 2005 (National Level)

	% Female Enrollment in Voc/Tec Education
2001	51%
2002	50%
2003	50%
2004	51%
2005	50%

Source: Национальный статистический комитет Кыргызской Республики
 National Statistics Committee Of The Kyrgyz Republic

Indicator: Percent of Female Teachers in Primary Education**Процент женщин – учителей в начальном образовании****Country: Кыргызская Республика****Kyrgyzstan****GEOGRAPHICAL DISAGGREGATION: Please provide the geographical breakdown by region, province, etc.****Year: 2000**

	Number of female teachers in primary education	Total number of teachers in primary education	% Female Teachers in Primary Education
NATIONAL	17 732	18 630	95%
Баткенская	1 540	1 749	88%
Жалалабатская	3 796	4 052	94%
Иссык-Кульская	1 869	1 925	97%
Нарынская	1 181	1 212	97%
Ошская	4 993	5 273	95%
Таласская	906	934	97%
Чуйская	2 397	2 426	99%
г.Бишкек	1 050	1 059	99%
г.Ош	0	0	
Average	1 970	2 070	
Minimum	0	0	
Maximum	4 993	5 273	
Urban areas			
Rural areas			

Source: Национальный статистический комитет Кыргызской Республики
National Statistics Committee Of The Kyrgyz Republic

Year: 2001

	Number of female teachers in primary education	Total number of teachers in primary education	% Female Teachers in Primary Education
NATIONAL	18 156	18 746	97%
Баткенская	1 690	1 810	93%
Жалалабатская	3 881	4 046	96%
Иссык-Кульская	1 839	1 882	98%
Нарынская	1 152	1 180	98%
Ошская	5 201	5 380	97%
Таласская	874	896	98%
Чуйская	2 303	2 325	99%
г.Бишкек	1 216	1 227	99%
г.Ош	0	0	
Average	2 017	2 083	
Minimum	0	0	
Maximum	5 201	5 380	
Urban areas			
Rural areas			

Source: Национальный статистический комитет Кыргызской Республики
National Statistics Committee Of The Kyrgyz Republic

Year: 2002

	Number of female teachers in primary education	Total number of teachers in primary education	% Female Teachers in Primary Education
NATIONAL	17 696	18 283	97%
Баткенская	1 623	1 774	91%
Жалалабатская	3 892	4 052	96%
Иссык-Кульская	1 100	1 106	99%
Нарынская	1 714	1 751	98%
Ошская	5 100	5 260	97%
Таласская	895	919	97%
Чуйская	2 219	2 246	99%
г.Бишкек	1 153	1 175	98%
г.Ош	0	0	
Average	1 966	2 031	
Minimum	0	0	
Maximum	5 100	5 260	
Urban areas			
Rural areas			

Source: Национальный статистический комитет Кыргызской Республики
National Statistics Committee Of The Kyrgyz Republic

Year: 2003

	Number of female teachers in primary education	Total number of teachers in primary education	% Female Teachers in Primary Education
NATIONAL	17 443	18 178	96%
Баткенская	1 586	1 739	91%
Жалалабатская	3 865	3 963	98%
Иссык-Кульская	1 635	1 718	95%
Нарынская	1 161	1 206	96%
Ошская	4 384	4 667	94%
Таласская	898	920	98%
Чуйская	2 218	2 246	99%
г.Бишкек	983	988	99%
г.Ош	713	731	98%
Average	1 938	2 020	1
Minimum	713	731	1
Maximum	4 384	4 667	1
Urban areas			
Rural areas			

Source: Национальный статистический комитет Кыргызской Республики
National Statistics Committee Of The Kyrgyz Republic

Year: 2004

	Number of female teachers in primary education	Total number of teachers in primary education	% Female Teachers in Primary Education
NATIONAL	16 886	17 656	96%
Баткенская	1 413	1 558	91%
Жалалабатская	3 740	3 864	97%
Иссык-Кульская	1 589	1 612	99%
Нарынская	1 109	1 123	99%
Ошская	4 223	4 592	92%
Таласская	872	897	97%
Чуйская	2 140	2 176	98%
г.Бишкек	1 096	1 126	97%
г.Ош	704	708	99%
Average	1 876	1 962	1
Minimum	704	708	1
Maximum	4 223	4 592	1
Urban areas			
Rural areas			

Source: Национальный статистический комитет Кыргызской Республики
National Statistics Committee Of The Kyrgyz Republic

Year: 2005

	Number of female teachers in primary education	Total number of teachers in primary education	% Female Teachers in Primary Education
NATIONAL	17 172	17 775	97%
Баткенская	1 568	1 687	93%
Жалалабатская	3 737	3 861	97%
Иссык-Кульская	1 538	1 562	98%
Нарынская	1 128	1 158	97%
Ошская	4 312	4 507	96%
Таласская	922	939	98%
Чуйская	2 187	2 222	98%
г.Бишкек	1 082	1 137	95%
г.Ош	698	702	99%
Average	1 908	1 975	1
Minimum	698	702	1
Maximum	4 312	4 507	1
Urban areas			
Rural areas			

Source: Национальный статистический комитет Кыргызской Республики
National Statistics Committee Of The Kyrgyz Republic

Progress between 2000 to 2005 (National Level)

	% Female Teachers in Primary Education
2000	95%
2001	88%
2002	94%
2003	97%
2004	97%
2005	95%

Source: Национальный статистический комитет
Кыргызской Республики
National Statistics Committee Of The Kyrgyz
Republic

Indicator: Percent of Female Teachers in Secondary Education

Процент женщин-учителей в среднем образовании

Country: Кыргызская Республика

Kyrgyzstan

GEOGRAPHICAL DISAGGREGATION: Please provide the geographical breakdown by region, province, etc.

Year: 2000

	Number of female teachers in secondary education	Total number of teachers in secondary education	% Female Teachers in Secondary Education
NATIONAL	29 221	36 924	79%
Баткенская	2 104	3 461	61%
Жалалабатская	5 502	6 981	79%
Иссык-Кульская	3 320	4 073	82%
Нарынская	2 322	2 953	79%
Ошская	7 520	9 785	77%
Таласская	1 552	1 906	81%
Чуйская	3 998	4 714	85%
г.Бишкек	2 903	3 051	95%
г.Ош	0	0	
Average	3 247	4 103	
Minimum	0	0	
Maximum	7 520	9 785	
Urban areas			
Rural areas			

Source: Национальный статистический комитет Кыргызской Республики
National Statistics Committee Of The Kyrgyz Republic

Year: 2001

	Number of female teachers in secondary education	Total number of teachers in secondary education	% Female Teachers in Secondary Education
NATIONAL	30 661	38 277	80%
Баткенская	2 347	3 671	64%
Жалалабатская	5 688	7 282	78%
Иссык-Кульская	3 490	4 223	83%
Нарынская	2 609	2 995	87%
Ошская	8 172	10 569	77%
Таласская	1 541	1 906	81%
Чуйская	3 977	4 647	86%
г.Бишкек	2 837	2 984	95%
г.Ош	0	0	
Average	3 407	4 253	
Minimum	0	0	
Maximum	8 172	10 569	
Urban areas			
Rural areas			

Source: Национальный статистический комитет Кыргызской Республики
National Statistics Committee Of The Kyrgyz Republic

Year: 2002

	Number of female teachers in secondary education	Total number of teachers in secondary education	% Female Teachers in Secondary Education
NATIONAL	32 050	39 684	81%
Баткенская	2 400	3 701	65%
Жалалабатская	6 377	7 796	82%
Иссык-Кульская	3 551	4 195	85%
Нарынская	2 187	3 108	70%
Ошская	8 692	11 047	79%
Таласская	1 895	2 064	92%
Чуйская	3 924	4 575	86%
г.Бишкек	3 024	3 198	95%
г.Ош	0	0	
Average	3 561	4 409	
Minimum	0	0	
Maximum	8 692	11 047	
Urban areas			
Rural areas			

Source: Национальный статистический комитет Кыргызской Республики
National Statistics Committee Of The Kyrgyz Republic

Year: 2003

	Number of female teachers in secondary education	Total number of teachers in secondary education	% Female Teachers in Secondary Education
NATIONAL	32 989	40 111	82%
Баткенская	2 630	3 727	71%
Жалалабатская	6 698	8 075	83%
Иссык-Кульская	3 574	4 218	85%
Нарынская	2 650	3 128	85%
Ошская	7 115	9 352	76%
Таласская	1 791	2 155	83%
Чуйская	3 937	4 438	89%
г.Бишкек	2 898	3 147	92%
г.Ош	1 696	1 871	91%
Average	3 665	4 457	1
Minimum	1 696	1 871	1
Maximum	7 115	9 352	1
Urban areas			
Rural areas			

Source: Национальный статистический комитет Кыргызской Республики
National Statistics Committee Of The Kyrgyz Republic

Year: 2004

	Number of female teachers in secondary education	Total number of teachers in secondary education	% Female Teachers in Secondary Education
NATIONAL	33 502	40 873	82%
Баткенская	2 848	3 716	77%
Жалалабатская	6 621	8 236	80%
Иссык-Кульская	3 697	4 249	87%
Нарынская	2 702	3 246	83%
Ошская	7 004	9 589	73%
Таласская	1 831	2 262	81%
Чуйская	4 042	4 529	89%
г.Бишкек	3 124	3 259	96%
г.Ош	1 633	1 787	91%
Average	3 722	4 541	1
Minimum	1 633	1 787	1
Maximum	7 004	9 589	1
Urban areas			
Rural areas			

Source: Национальный статистический комитет Кыргызской Республики
National Statistics Committee Of The Kyrgyz Republic

Year: 2005

	Number of female teachers in secondary education	Total number of teachers in secondary education	% Female Teachers in Secondary Education
NATIONAL	33 801	41 088	82%
Баткенская	2 648	3 778	70%
Жалалабатская	6 558	8 150	80%
Иссык-Кульская	3 741	4 265	88%
Нарынская	2 808	3 320	85%
Ошская	7 260	9 515	76%
Таласская	1 982	2 350	84%
Чуйская	3 796	4 255	89%
г.Бишкек	3 311	3 600	92%
г.Ош	1 697	1 855	91%
Average	3 756	4 565	1
Minimum	1 697	1 855	1
Maximum	7 260	9 515	1
Urban areas			
Rural areas			

Source: Национальный статистический комитет Кыргызской Республики
National Statistics Committee Of The Kyrgyz Republic

Progress between 2000 to 2005 (National Level)

	% Female Teachers in Secondary Education
2000	79%
2001	61%
2002	79%
2003	82%
2004	79%
2005	77%

Source: Национальный статистический комитет Кыргызской Республики
National Statistics Committee Of The Kyrgyz Republic

Goal 6: Improve all aspects of the quality of education and ensure excellence so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills

- 1 Percentage of Primary School Teachers having the Required Academic Qualifications
- 2 Percent of primary teachers who are certified to teach according to national standards
- 3 Percent of secondary teachers who are certified to teach according to national standards
- 4 Pupil-teacher ratio (PTR) for primary education
- 5 Pupil-teacher ratio (PTR) for secondary education
- 6 Pupil-Class Ratio (PCR) for Primary Education
- 7 Pupil-Class Ratio (PCR) for secondary Education
- 8 Public Expenditure on Education as Percent of Total Government Expenditure
- 9 Public Expenditure on Education as Percentage of Gross National Product (GNP)
- 10 Percentage of Schools with Improved Water Sources and Adequate Sanitation Facilities
- 11 Survival Rate to Grade 5 (can be found in Goal 2)

Indicator: Percentage of Primary School Teachers having the Required Academic Qualifications

Процент учителей в начальной школе, имеющих соответствующую квалификацию

Country: Кыргызская Республика

Kyrgyzstan

GEOGRAPHICAL DISAGGREGATION: Please provide the geographical breakdown by region, province, etc

Year: 2000

	Total number of primary teachers with required academic qualification			Total number of primary teachers			% Primary teachers having the required academic qualification			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
NATIONAL	898	17 732	18 630	898	17 732	18 630	100%	100%	100%	100%
Баткенская	209	1 540	1 749	209	1 540	1 749	100%	100%	100%	100%
Жалалабатская	256	3 796	4 052	256	3 796	4 052	100%	100%	100%	100%
Иссык-Кульская	56	1 869	1 925	56	1 869	1 925	100%	100%	100%	100%
Нарынская	31	1 181	1 212	31	1 181	1 212	100%	100%	100%	100%
Ошская	280	4 993	5 273	280	4 993	5 273	100%	100%	100%	100%
Таласская	28	906	934	28	906	934	100%	100%	100%	100%
Чуйская	29	2 397	2 426	29	2 397	2 426	100%	100%	100%	100%
г.Бишкек	9	1 050	1 059	9	1 050	1 059	100%	100%	100%	100%
г.Ош	0	0	0	0	0	0				
Average	100	1 970	2 070	100	1 970	2 070				100%
Minimum	0	0	0	0	0	0				100%
Maximum	280	4 993	5 273	280	4 993	5 273				100%
Urban areas			0			0				
Rural areas			0			0				

Source: Национальный статистический комитет Кыргызской Республики
National Statistics Committee Of The Kyrgyz Republic

Year: 2001

	Total number of primary teachers with required academic qualification			Total number of primary teachers			% Primary teachers having the required academic qualification			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
NATIONAL	590	18 156	18 746	590	18 156	18 746	100%	100%	100%	100%
Баткенская	120	1 690	1 810	120	1 690	1 810	100%	100%	100%	100%
Жалалабатская	165	3 881	4 046	165	3 881	4 046	100%	100%	100%	100%
Иссык-Кульская	43	1 839	1 882	43	1 839	1 882	100%	100%	100%	100%
Нарынская	28	1 152	1 180	28	1 152	1 180	100%	100%	100%	100%
Ошская	179	5 201	5 380	179	5 201	5 380	100%	100%	100%	100%
Таласская	22	874	896	22	874	896	100%	100%	100%	100%
Чуйская	22	2 303	2 325	22	2 303	2 325	100%	100%	100%	100%
г.Бишкек	11	1 216	1 227	11	1 216	1 227	100%	100%	100%	100%
г.Ош	0	0	0	0	0	0				
Average	66	3 631	3 749	118	3 631	3 749				100%
Minimum	0	0	0	0	0	0				100%
Maximum	179	5 201	5 380	179	5 201	5 380				100%
Urban areas			0			0				
Rural areas			0			0				

Source: Национальный статистический комитет Кыргызской Республики
National Statistics Committee Of The Kyrgyz Republic

Year: 2002

	Total number of primary teachers with required academic qualification			Total number of primary teachers			% Primary teachers having the required academic qualification			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
NATIONAL	587	17 696	18 283	660	19 908	20 568	89%	89%	89%	100%
Баткенская	151	1 623	1 774	151	1 623	1 774	100%	100%	100%	100%
Жалалабатская	160	3 892	4 052	160	3 892	4 052	100%	100%	100%	100%
Иссык-Кульская	6	1 100	1 106	6	1 100	1 106	100%	100%	100%	100%
Нарынская	37	1 714	1 751	37	1 714	1 751	100%	100%	100%	100%
Ошская	160	5 100	5 260	160	5 100	5 260	100%	100%	100%	100%
Таласская	24	895	919	24	895	919	100%	100%	100%	100%
Чуйская	27	2 219	2 246	27	2 219	2 246	100%	100%	100%	100%
г.Бишкек	22	1 153	1 175	22	1 153	1 175	100%	100%	100%	100%
г.Ош	0	0	0	0	0	0				
Average	0	0	2 285	73	2 212	2 285				100%
Minimum	6	895	919	6	895	919				100%
Maximum	160	5 100	5 260	160	5 100	5 260				100%
Urban areas			0			0				
Rural areas			0			0				

Source: Национальный статистический комитет Кыргызской Республики
National Statistics Committee Of The Kyrgyz Republic

Year: 2003

	Total number of primary teachers with required academic qualification			Total number of primary teachers			% Primary teachers having the required academic qualification			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
NATIONAL	735	17 443	18 178	735	17 443	18 178	100%	100%	100%	100%
Баткенская	153	1 586	1 739	153	1 586	1 739	100%	100%	100%	100%
Жалалабатская	98	3 865	3 963	98	3 865	3 963	100%	100%	100%	100%
Иссык-Кульская	83	1 635	1 718	83	1 635	1 718	100%	100%	100%	100%
Нарынская	45	1 161	1 206	45	1 161	1 206	100%	100%	100%	100%
Ошская	283	4 384	4 667	283	4 384	4 667	100%	100%	100%	100%
Таласская	22	898	920	22	898	920	100%	100%	100%	100%
Чуйская	28	2 218	2 246	28	2 218	2 246	100%	100%	100%	100%
г.Бишкек	5	983	988	5	983	988	100%	100%	100%	100%
г.Ош	18	713	731	18	713	731	100%	100%	100%	100%
Average	82	1 938	2 020	82	1 938	2 020	1	1	1	100%
Minimum	5	713	731	5	713	731	1	1	1	100%
Maximum	283	4 384	4 667	283	4 384	4 667	1	1	1	100%
Urban areas			0			0				
Rural areas			0			0				

Source: Национальный статистический комитет Кыргызской Республики
National Statistics Committee Of The Kyrgyz Republic

Year: 2004

	Total number of primary teachers with required academic qualification			Total number of primary teachers			% Primary teachers having the required academic qualification			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
NATIONAL	770	16 886	17 656	770	16 886	17 656	100%	100%	100%	100%
Баткенская	145	1 413	1 558	145	1 413	1 558	100%	100%	100%	100%
Жалалабатская	124	3 740	3 864	124	3 740	3 864	100%	100%	100%	100%
Иссык-Кульская	23	1 589	1 612	23	1 589	1 612	100%	100%	100%	100%
Нарынская	14	1 109	1 123	14	1 109	1 123	100%	100%	100%	100%
Ошская	369	4 223	4 592	369	4 223	4 592	100%	100%	100%	100%
Таласская	25	872	897	25	872	897	100%	100%	100%	100%
Чуйская	36	2 140	2 176	36	2 140	2 176	100%	100%	100%	100%
г.Бишкек	30	1 096	1 126	30	1 096	1 126	100%	100%	100%	100%
г.Ош	4	704	708	4	704	708	100%	100%	100%	100%
Average	86	1 876	1 962	86	1 876	1 962	1	1	1	100%
Minimum	4	704	708	4	704	708	1	1	1	100%
Maximum	369	4 223	4 592	369	4 223	4 592	1	1	1	100%
Urban areas			0			0				
Rural areas			0			0				

Source: Национальный статистический комитет Кыргызской Республики
National Statistics Committee Of The Kyrgyz Republic

Year: 2005

	Total number of primary teachers with required academic qualification			Total number of primary teachers			% Primary teachers having the required academic qualification			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
NATIONAL	603	17 172	17 775	603	17 172	17 775	100%	100%	100%	100%
Баткенская	119	1 568	1 687	119	1 568	1 687	100%	100%	100%	100%
Жалалабатская	124	3 737	3 861	124	3 737	3 861	100%	100%	100%	100%
Иссык-Кульская	24	1 538	1 562	24	1 538	1 562	100%	100%	100%	100%
Нарынская	30	1 128	1 158	30	1 128	1 158	100%	100%	100%	100%
Ошская	195	4 312	4 507	195	4 312	4 507	100%	100%	100%	100%
Таласская	17	922	939	17	922	939	100%	100%	100%	100%
Чуйская	35	2 187	2 222	35	2 187	2 222	100%	100%	100%	100%
г.Бишкек	55	1 082	1 137	55	1 082	1 137	100%	100%	100%	100%
г.Ош	4	698	702	4	698	702	100%	100%	100%	100%
Average	67	1 908	1 975	67	1 908	1 975	1	1	1	100%
Minimum	4	698	702	4	698	702	1	1	1	100%
Maximum	195	4 312	4 507	195	4 312	4 507	1	1	1	100%
Urban areas			0			0				
Rural areas			0			0				

Source: Национальный статистический комитет Кыргызской Республики
National Statistics Committee Of The Kyrgyz Republic

Progress between 2000 to 2005 (National Level)

	% Primary teachers having the required academic qualification			GPI
	Male	Female	Total	
2000	100%	100%	100%	100%
2001	100%	100%	100%	100%
2002	89%	89%	89%	100%
2003	100%	100%	100%	100%
2004	100%	100%	100%	100%
2005	100%	100%	100%	100%

Source: Национальный статистический комитет Кыргызской Республики
National Statistics Committee Of The Kyrgyz Republic

Indicator: Percent of primary teachers who are certified to teach according to national standards

Процент учителей в начальной школе, сертифицированных в соответствии с национальными стандартами

Country: Кыргызская Республика

Kyrgyzstan

GEOGRAPHICAL DISAGGREGATION: Please provide the geographical breakdown by region, province, etc.

Year: 2000

	Total number of primary teachers who are certified to teach according to national standards			Total number of primary teachers			% Primary Teachers Certified to Teach According to National Standards			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
NATIONAL	898	17 732	18 630	898	17 732	18 630	100%	100%	100%	100%
Баткенская	209	1 540	1 749	209	1 540	1 749	100%	100%	100%	100%
Жалалабатская	256	3 796	4 052	256	3 796	4 052	100%	100%	100%	100%
Иссык-Кульская	56	1 869	1 925	56	1 869	1 925	100%	100%	100%	100%
Нарынская	31	1 181	1 212	31	1 181	1 212	100%	100%	100%	100%
Ошская	280	4 993	5 273	280	4 993	5 273	100%	100%	100%	100%
Таласская	28	906	934	28	906	934	100%	100%	100%	100%
Чуйская	29	2 397	2 426	29	2 397	2 426	100%	100%	100%	100%
г.Бишкек	9	1 050	1 059	9	1 050	1 059	100%	100%	100%	100%
г.Ош	0	0	0	0	0	0				
Average	100	1 970	2 070	100	1 970	2 070				100%
Minimum	0	0	0	0	0	0				100%
Maximum	280	4 993	5 273	280	4 993	5 273				100%
Urban areas			0			0				
Rural areas			0			0				

Source:

Национальный статистический комитет Кыргызской Республики
National Statistics Committee Of The Kyrgyz Republic

Year: 2001

	Total number of primary teachers who are certified to teach according to national standards			Total number of primary teachers			% Primary Teachers Certified to Teach According to National Standards			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
NATIONAL	590	18 156	18 746	590	18 156	18 746	100%	100%	100%	100%
Баткенская	120	1 690	1 810	120	1 690	1 810	100%	100%	100%	100%
Жалалабатская	165	3 881	4 046	165	3 881	4 046	100%	100%	100%	100%
Иссык-Кульская	43	1 839	1 882	43	1 839	1 882	100%	100%	100%	100%
Нарынская	28	1 152	1 180	28	1 152	1 180	100%	100%	100%	100%
Ошская	179	5 201	5 380	179	5 201	5 380	100%	100%	100%	100%
Таласская	22	874	896	22	874	896	100%	100%	100%	100%
Чуйская	22	2 303	2 325	22	2 303	2 325	100%	100%	100%	100%
г.Бишкек	11	1 216	1 227	11	1 216	1 227	100%	100%	100%	100%
г.Ош	0	0	0	0	0	0				
Average	66	3 631	3 749	118	3 631	3 749				100%
Minimum	0	0	0	0	0	0				100%
Maximum	179	5 201	5 380	179	5 201	5 380				100%
Urban areas			0			0				
Rural areas			0			0				

Source: Национальный статистический комитет Кыргызской Республики
National Statistics Committee Of The Kyrgyz Republic

Year: 2002

	Total number of primary teachers who are certified to teach according to national standards			Total number of primary teachers			% Primary Teachers Certified to Teach According to National Standards			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
NATIONAL	652	19 662	20 314	652	19 662	20 314	100%	100%	100%	100%
Баткенская	151	1 623	1 774	151	1 623	1 774	100%	100%	100%	100%
Жалалабатская	160	3 892	4 052	160	3 892	4 052	100%	100%	100%	100%
Иссык-Кульская	6	1 100	1 106	6	1 100	1 106	100%	100%	100%	100%
Нарынская	37	1 714	1 751	37	1 714	1 751	100%	100%	100%	100%
Ошская	160	5 100	5 260	160	5 100	5 260	100%	100%	100%	100%
Таласская	24	895	919	24	895	919	100%	100%	100%	100%
Чуйская	27	2 219	2 246	27	2 219	2 246	100%	100%	100%	100%
г.Бишкек	22	1 153	1 175	22	1 153	1 175	100%	100%	100%	100%
г.Ош	0	0	0	0	0	0				
Average	65	1 966	2 031	65	1 966	2 031				100%
Minimum	0	0	0	0	0	0				100%
Maximum	160	5 100	5 260	160	5 100	5 260				100%
Urban areas			0			0				
Rural areas			0			0				

Source: Национальный статистический комитет Кыргызской Республики
National Statistics Committee Of The Kyrgyz Republic

Year: 2003

	Total number of primary teachers who are certified to teach according to national standards			Total number of primary teachers			% Primary Teachers Certified to Teach According to National Standards			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
NATIONAL	735	17 443	18 178	735	17 443	18 178	100%	100%	100%	100%
Баткенская	153	1 586	1 739	153	1 586	1 739	100%	100%	100%	100%
Жалалабатская	98	3 865	3 963	98	3 865	3 963	100%	100%	100%	100%
Иссык-Кульская	83	1 635	1 718	83	1 635	1 718	100%	100%	100%	100%
Нарынская	45	1 161	1 206	45	1 161	1 206	100%	100%	100%	100%
Ошская	283	4 384	4 667	283	4 384	4 667	100%	100%	100%	100%
Таласская	22	898	920	22	898	920	100%	100%	100%	100%
Чуйская	28	2 218	2 246	28	2 218	2 246	100%	100%	100%	100%
г.Бишкек	5	983	988	5	983	988	100%	100%	100%	100%
г.Ош	18	713	731	18	713	731	100%	100%	100%	100%
Average	82	1 938	2 020	82	1 938	2 020	1	1	1	100%
Minimum	5	713	731	5	713	731	1	1	1	100%
Maximum	283	4 384	4 667	283	4 384	4 667	1	1	1	100%
Urban areas			0			0				
Rural areas			0			0				

Source: Национальный статистический комитет Кыргызской Республики
National Statistics Committee Of The Kyrgyz Republic

Year: 2004

	Total number of primary teachers who are certified to teach according to national standards			Total number of primary teachers			% Primary Teachers Certified to Teach According to National Standards			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
NATIONAL	770	16 886	17 656	770	16 886	17 656	100%	100%	100%	100%
Баткенская	145	1 413	1 558	145	1 413	1 558	100%	100%	100%	100%
Жалалабатская	124	3 740	3 864	124	3 740	3 864	100%	100%	100%	100%
Иссык-Кульская	23	1 589	1 612	23	1 589	1 612	100%	100%	100%	100%
Нарынская	14	1 109	1 123	14	1 109	1 123	100%	100%	100%	100%
Ошская	369	4 223	4 592	369	4 223	4 592	100%	100%	100%	100%
Таласская	25	872	897	25	872	897	100%	100%	100%	100%
Чуйская	36	2 140	2 176	36	2 140	2 176	100%	100%	100%	100%
г.Бишкек	30	1 096	1 126	30	1 096	1 126	100%	100%	100%	100%
г.Ош	4	704	708	4	704	708	100%	100%	100%	100%
Average	86	1 876	1 962	86	1 876	1 962	1	1	1	100%
Minimum	4	704	708	4	704	708	1	1	1	100%
Maximum	369	4 223	4 592	369	4 223	4 592	1	1	1	100%
Urban areas			0			0				
Rural areas			0			0				

Source: Национальный статистический комитет Кыргызской Республики
National Statistics Committee Of The Kyrgyz Republic

Year: 2005

	Total number of primary teachers who are certified to teach according to national standards			Total number of primary teachers			% Primary Teachers Certified to Teach According to National Standards			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
NATIONAL	603	17 172	17 775	603	17 172	17 775	100%	100%	100%	100%
Баткенская	119	1 568	1 687	119	1 568	1 687	100%	100%	100%	100%
Жалалабатская	124	3 737	3 861	124	3 737	3 861	100%	100%	100%	100%
Иссык-Кульская	24	1 538	1 562	24	1 538	1 562	100%	100%	100%	100%
Нарынская	30	1 128	1 158	30	1 128	1 158	100%	100%	100%	100%
Ошская	195	4 312	4 507	195	4 312	4 507	100%	100%	100%	100%
Таласская	17	922	939	17	922	939	100%	100%	100%	100%
Чуйская	35	2 187	2 222	35	2 187	2 222	100%	100%	100%	100%
г.Бишкек	55	1 082	1 137	55	1 082	1 137	100%	100%	100%	100%
г.Ош	4	698	702	4	698	702	100%	100%	100%	100%
Average	67	1 908	1 975	67	1 908	1 975	1	1	1	100%
Minimum	4	698	702	4	698	702	1	1	1	100%
Maximum	195	4 312	4 507	195	4 312	4 507	1	1	1	100%
Urban areas			0			0				
Rural areas			0			0				

Source: Национальный статистический комитет Кыргызской Республики
National Statistics Committee Of The Kyrgyz Republic

Progress between 2000 to 2005 (National Level)

	% Primary Teachers Certified to Teach According to National Standards			GPI
	Male	Female	Total	
2000	100%	100%	100%	100%
2001	100%	100%	100%	100%
2002	100%	100%	100%	100%
2003	100%	100%	100%	100%
2004	100%	100%	100%	100%
2005	100%	100%	100%	100%

Source: Национальный статистический комитет Кыргызской Республики
National Statistics Committee Of The Kyrgyz Republic

Indicator: Percent of secondary teachers who are certified to teach according to national standards

Процент учителей в средней школе, сертифицированных в соответствии с национальными стандартами

Country: Кыргызская Республика

Kyrgyzstan

GEOGRAPHICAL DISAGGREGATION: Please provide the geographical breakdown by region, province, etc.

Year: 2000

	Total number of secondary teachers who are certified to teach according to national standards			Total number of secondary teachers			% Secondary Teachers Certified to Teach According to National Standards			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
NATIONAL	7 703	29 221	36 924	7 703	29 221	36 924	100%	100%	100%	100%
Баткенская	1 357	2 104	3 461	1 357	2 104	3 461	100%	100%	100%	100%
Жалалабатская	1 479	5 502	6 981	1 479	5 502	6 981	100%	100%	100%	100%
Иссык-Кульская	753	3 320	4 073	753	3 320	4 073	100%	100%	100%	100%
Нарынская	631	2 322	2 953	631	2 322	2 953	100%	100%	100%	100%
Ошская	2 265	7 520	9 785	2 265	7 520	9 785	100%	100%	100%	100%
Таласская	354	1 552	1 906	354	1 552	1 906	100%	100%	100%	100%
Чуйская	716	3 998	4 714	716	3 998	4 714	100%	100%	100%	100%
г.Бишкек	148	2 903	3 051	148	2 903	3 051	100%	100%	100%	100%
г.Ош	0	0	0	0	0	0				
Average	856	3 247	4 103	856	3 247	4 103				100%
Minimum	0	0	0	0	0	0				100%
Maximum	2 265	7 520	9 785	2 265	7 520	9 785				100%
Urban areas			0			0				
Rural areas			0			0				

Source:

Национальный статистический комитет Кыргызской Республики
National Statistics Committee Of The Kyrgyz Republic

Year: 2001

	Total number of secondary teachers who are certified to teach according to national standards			Total number of secondary teachers			% Secondary Teachers Certified to Teach According to National Standards			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
NATIONAL	7 616	30 661	38 277	7 616	30 661	38 277	100%	100%	100%	100%
Баткенская	1 324	2 347	3 671	1 324	2 347	3 671	100%	100%	100%	100%
Жалалабатская	1 594	5 688	7 282	1 594	5 688	7 282	100%	100%	100%	100%
Иссык-Кульская	733	3 490	4 223	733	3 490	4 223	100%	100%	100%	100%
Нарынская	386	2 609	2 995	386	2 609	2 995	100%	100%	100%	100%
Ошская	2 397	8 172	10 569	2 397	8 172	10 569	100%	100%	100%	100%
Таласская	365	1 541	1 906	365	1 541	1 906	100%	100%	100%	100%
Чуйская	670	3 977	4 647	670	3 977	4 647	100%	100%	100%	100%
г.Бишкек	147	2 837	2 984	147	2 837	2 984	100%	100%	100%	100%
г.Ош	0	0	0	0	0	0				
Average	846	6 132	7 655	1 523	6 132	7 655				100%
Minimum	0	0	0	0	0	0				100%
Maximum	2 397	8 172	10 569	2 397	8 172	10 569				100%
Urban areas			0			0				
Rural areas			0			0				

Source: Национальный статистический комитет Кыргызской Республики
National Statistics Committee Of The Kyrgyz Republic

Year: 2002

	Total number of secondary teachers who are certified to teach according to national standards			Total number of secondary teachers			% Secondary Teachers Certified to Teach According to National Standards			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
NATIONAL	7 634	32 050	39 684	7 634	32 050	39 684	100%	100%	100%	100%
Баткенская	1 301	2 400	3 701	1 301	2 400	3 701	100%	100%	100%	100%
Жалалабатская	1 419	6 377	7 796	1 419	6 377	7 796	100%	100%	100%	100%
Иссык-Кульская	644	3 551	4 195	644	3 551	4 195	100%	100%	100%	100%
Нарынская	921	2 187	3 108	921	2 187	3 108	100%	100%	100%	100%
Ошская	2 355	8 692	11 047	2 355	8 692	11 047	100%	100%	100%	100%
Таласская	169	1 895	2 064	169	1 895	2 064	100%	100%	100%	100%
Чуйская	651	3 924	4 575	651	3 924	4 575	100%	100%	100%	100%
г.Бишкек	174	3 024	3 198	174	3 024	3 198	100%	100%	100%	100%
г.Ош	0	0	0	0	0	0				
Average	848	3 561	4 409	848	3 561	4 409				100%
Minimum	0	0	0	0	0	0				100%
Maximum	2 355	8 692	11 047	2 355	8 692	11 047				100%
Urban areas			0			0				
Rural areas			0			0				

Source: Национальный статистический комитет Кыргызской Республики
National Statistics Committee Of The Kyrgyz Republic

Year: 2003

	Total number of secondary teachers who are certified to teach according to national standards			Total number of secondary teachers			% Secondary Teachers Certified to Teach According to National Standards			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
NATIONAL	7 122	32 989	40 111	7 122	32 989	40 111	100%	100%	100%	100%
Баткенская	1 097	2 630	3 727	1 097	2 630	3 727	100%	100%	100%	100%
Жалалабатская	1 377	6 698	8 075	1 377	6 698	8 075	100%	100%	100%	100%
Иссык-Кульская	644	3 574	4 218	644	3 574	4 218	100%	100%	100%	100%
Нарынская	478	2 650	3 128	478	2 650	3 128	100%	100%	100%	100%
Ошская	2 237	7 115	9 352	2 237	7 115	9 352	100%	100%	100%	100%
Таласская	364	1 791	2 155	364	1 791	2 155	100%	100%	100%	100%
Чуйская	501	3 937	4 438	501	3 937	4 438	100%	100%	100%	100%
г.Бишкек	249	2 898	3 147	249	2 898	3 147	100%	100%	100%	100%
г.Ош	175	1 696	1 871	175	1 696	1 871	100%	100%	100%	100%
Average	791	3 665	4 457	791	3 665	4 457	1	1	1	100%
Minimum	175	1 696	1 871	175	1 696	1 871	1	1	1	100%
Maximum	2 237	7 115	9 352	2 237	7 115	9 352	1	1	1	100%
Urban areas			0			0				
Rural areas			0			0				

Source: Национальный статистический комитет Кыргызской Республики
National Statistics Committee Of The Kyrgyz Republic

Year: 2004

	Total number of secondary teachers who are certified to teach according to national standards			Total number of secondary teachers			% Secondary Teachers Certified to Teach According to National Standards			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
NATIONAL	7 371	33 502	40 873	7 371	33 502	40 873	100%	100%	100%	100%
Баткенская	868	2 848	3 716	868	2 848	3 716	100%	100%	100%	100%
Жалалабатская	1 615	6 621	8 236	1 615	6 621	8 236	100%	100%	100%	100%
Иссык-Кульская	552	3 697	4 249	552	3 697	4 249	100%	100%	100%	100%
Нарынская	544	2 702	3 246	544	2 702	3 246	100%	100%	100%	100%
Ошская	2 585	7 004	9 589	2 585	7 004	9 589	100%	100%	100%	100%
Таласская	431	1 831	2 262	431	1 831	2 262	100%	100%	100%	100%
Чуйская	487	4 042	4 529	487	4 042	4 529	100%	100%	100%	100%
г.Бишкек	135	3 124	3 259	135	3 124	3 259	100%	100%	100%	100%
г.Ош	154	1 633	1 787	154	1 633	1 787	100%	100%	100%	100%
Average	819	3 722	4 541	819	3 722	4 541	1	1	1	100%
Minimum	135	1 633	1 787	135	1 633	1 787	1	1	1	100%
Maximum	2 585	7 004	9 589	2 585	7 004	9 589	1	1	1	100%
Urban areas			0			0				
Rural areas			0			0				

Source: Национальный статистический комитет Кыргызской Республики
National Statistics Committee Of The Kyrgyz Republic

Year: 2005

	Total number of secondary teachers who are certified to teach according to national standards			Total number of secondary teachers			% Secondary Teachers Certified to Teach According to National Standards			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
NATIONAL	7 287	33 801	41 088	7 287	33 801	41 088	100%	100%	100%	100%
Баткенская	1 130	2 648	3 778	1 130	2 648	3 778	100%	100%	100%	100%
Жалалабатская	1 592	6 558	8 150	1 592	6 558	8 150	100%	100%	100%	100%
Иссык-Кульская	524	3 741	4 265	524	3 741	4 265	100%	100%	100%	100%
Нарынская	512	2 808	3 320	512	2 808	3 320	100%	100%	100%	100%
Ошская	2 255	7 260	9 515	2 255	7 260	9 515	100%	100%	100%	100%
Таласская	368	1 982	2 350	368	1 982	2 350	100%	100%	100%	100%
Чуйская	459	3 796	4 255	459	3 796	4 255	100%	100%	100%	100%
г.Бишкек	289	3 311	3 600	289	3 311	3 600	100%	100%	100%	100%
г.Ош	158	1 697	1 855	158	1 697	1 855	100%	100%	100%	100%
Average	810	3 756	4 565	810	3 756	4 565	1	1	1	100%
Minimum	158	1 697	1 855	158	1 697	1 855	1	1	1	100%
Maximum	2 255	7 260	9 515	2 255	7 260	9 515	1	1	1	100%
Urban areas			0			0				
Rural areas			0			0				

Source: Национальный статистический комитет Кыргызской Республики
National Statistics Committee Of The Kyrgyz Republic

Progress between 2000 to 2005 (National Level)

	% Secondary Teachers Certified to Teach According to National Standards			GPI
	Male	Female	Total	
2000	100%	100%	100%	100%
2001	100%	100%	100%	100%
2002	100%	100%	100%	100%
2003	100%	100%	100%	100%
2004	100%	100%	100%	100%
2005	100%	100%	100%	100%

Source: Национальный статистический комитет Кыргызской Республики
National Statistics Committee Of The Kyrgyz Republic

Indicator: Pupil-teacher ratio (PTR) for Primary Education**Соотношение ученик-учитель в начальной школе****Country: Кыргызская Республика****Kyrgyzstan****GEOGRAPHICAL DISAGGREGATION: Please provide the geographical breakdown by region, province, etc.****Year: 2000**

	Total number of pupils in primary education	Total number of teachers in primary education	PTR for primary education
NATIONAL	234 322	18 630	12,58
Баткенская	21 555	1 749	12,32
Жалалабатская	48 641	4 052	12,00
Иссык-Кульская	21 212	1 925	11,02
Нарынская	14 002	1 212	11,55
Ошская	64 574	5 273	12,25
Таласская	10 754	934	11,51
Чуйская	33 288	2 426	13,72
г.Бишкек	20 296	1 059	19,17
Average	29 290	2 329	12,94
Minimum	10 754	934	11,02
Maximum	64 574	5 273	19,17
Urban areas			
Rural Areas			

Source: Статистический отчет общеобразовательных школ
The statistical report of schools

Year: 2001

	Total number of pupils in primary education	Total number of teachers in primary education	PTR for primary education
NATIONAL	231 780	18 746	12,36
Баткенская	20 788	1 810	11,49
Жалалабатская	48 529	4 046	11,99
Иссык-Кульская	21 708	1 882	11,53
Нарынская	13 756	1 180	11,66
Ошская	64 272	5 380	11,95
Таласская	10 969	896	12,24
Чуйская	31 651	2 325	13,61
г.Бишкек	20 107	1 227	16,39
Average	28 973	2 343	12,61
Minimum	10 969	896	11,49
Maximum	64 272	5 380	16,39
Urban areas			
Rural Areas			

Source: Статистический отчет общеобразовательных школ
The statistical report of schools

Year: 2002

	Total number of pupils in primary education	Total number of teachers in primary education	PTR for primary education
NATIONAL	229 021	18 283	12,53
Баткенская	20 183	1 774	11,38
Жалалабатская	49 167	4 052	12,13
Иссык-Кульская	19 888	1 106	17,98
Нарынская	13 694	1 751	7,82
Ошская	64 098	5 260	12,19
Таласская	10 960	919	11,93
Чуйская	31 451	2 246	14,00
г.Бишкек	19 580	1 175	16,66
Average	28 628	2 285	13,01
Minimum	10 960	919	7,82
Maximum	64 098	5 260	17,98
Urban areas			
Rural Areas			

Source: Статистический отчет общеобразовательных школ
The statistical report of schools

Year: 2003

	Total number of pupils in primary education	Total number of teachers in primary education	PTR for primary education
NATIONAL	225 993	18 178	12,43
Баткенская	20 149	1 739	11,59
Жалалабатская	48 589	3 963	12,26
Иссык-Кульская	19 781	1 718	11,51
Нарынская	13 156	1 206	10,91
Ошская	51 448	4 667	11,02
Таласская	10 704	920	11,63
Чуйская	30 897	2 246	13,76
г.Бишкек	19 313	988	19,55
г.Ош	11 956	731	16,36
Average	25 110	2 020	13,18
Minimum	10 704	731	10,91
Maximum	51 448	4 667	19,55
Urban areas			
Rural Areas			

Source: Статистический отчет общеобразовательных школ
The statistical report of schools

Year: 2004

	Total number of pupils in primary education	Total number of teachers in primary education	PTR for primary education
NATIONAL	221 694	17 656	12,56
Баткенская	20 060	1 558	12,88
Жалалабатская	47 715	3 864	12,35
Иссык-Кульская	18 839	1 612	11,69
Нарынская	12 776	1 123	11,38
Ошская	51 300	4 592	11,17
Таласская	10 540	897	11,75
Чуйская	29 593	2 176	13,60
г.Бишкек	19 065	1 126	16,93
г.Ош	11 806	708	16,68
Average	24 633	1 962	13,16
Minimum	10 540	708	11,17
Maximum	51 300	4 592	16,93
Urban areas			
Rural Areas			

Source: Статистический отчет общеобразовательных школ
The statistical report of schools

Year: 2005

	Total number of pupils in primary education	Total number of teachers in primary education	PTR for primary education
NATIONAL	216 735	17 775	12,19
Баткенская	19 699	1 687	11,68
Жалалабатская	46 617	3 861	12,07
Иссык-Кульская	17 329	1 562	11,09
Нарынская	12 405	1 158	10,71
Ошская	49 715	4 507	11,03
Таласская	9 702	939	10,33
Чуйская	29 367	2 222	13,22
г.Бишкек	19 839	1 137	17,45
г.Ош	11 394	702	16,23
Average	24 007	1 975	12,65
Minimum	9 702	702	10,33
Maximum	49 715	4 507	17,45
Urban areas			
Rural Areas			

Source: Статистический отчет общеобразовательных школ
The statistical report of schools

Progress between 2000 to 2005 (National Level)

	PTR for primary education
2000	12,58
2001	12,36
2002	12,53
2003	12,43
2004	12,56
2005	12,19

Source:

Статистический отчет
общеобразовательных
школ
The statistical report of
schools

Indicator: Pupil-teacher ratio (PTR) for Secondary Education

Соотношение ученик-учитель в среднем образовании

Country: Кыргызская Республика

Kyrgyzstan

GEOGRAPHICAL DISAGGREGATION: Please provide the geographical breakdown by region, province, etc.

Year: 2000

	Total number of pupils in secondary education	Total number of teachers in secondary education	PTR for secondary education
NATIONAL	561 653	36 924	15,21
Баткенская	53 103	3 461	15,34
Жалалабатская	112 157	6 981	16,07
Иссык-Кульская	51 738	4 073	12,70
Нарынская	33 480	2 953	11,34
Ошская	154 486	9 785	15,79
Таласская	25 767	1 906	13,52
Чуйская	78 223	4 714	16,59
г.Бишкек	56 089	3 051	18,38
Average	70 630	4 616	14,97
Minimum	25 767	1 906	11,34
Maximum	154 486	9 785	18,38
Urban areas			
Rural Areas			

Source:

Статистический отчет общеобразовательных школ
The statistical report of schools

Year: 2001

	Total number of pupils in secondary education	Total number of teachers in secondary education	PTR for secondary education
NATIONAL	562 123	38 277	14,69
Баткенская	52 315	3 671	14,25
Жалалабатская	114 378	7 282	15,71
Иссык-Кульская	50 518	4 223	11,96
Нарынская	33 591	2 995	11,22
Ошская	156 644	10 569	14,82
Таласская	26 257	1 906	13,78
Чуйская	78 215	4 647	16,83
г.Бишкек	50 205	2 984	16,82
Average	70 265	4 785	14,42
Minimum	26 257	1 906	11,22
Maximum	156 644	10 569	16,83
Urban areas			
Rural Areas			

Source: Статистический отчет общеобразовательных школ
The statistical report of schools

Year: 2002

	Total number of pupils in secondary education	Total number of teachers in secondary education	PTR for secondary education
NATIONAL	580 830	39 684	14,64
Баткенская	53 963	3 701	14,58
Жалалабатская	122 589	7 796	15,72
Иссык-Кульская	50 798	4 195	12,11
Нарынская	35 629	3 108	11,46
Ошская	162 632	11 047	14,72
Таласская	27 617	2 064	13,38
Чуйская	78 602	4 575	17,18
г.Бишкек	51 995	3 198	16,26
Average	72 978	4 961	14,43
Minimum	27 617	2 064	11,46
Maximum	162 632	11 047	17,18
Urban areas			
Rural Areas			

Source: Статистический отчет общеобразовательных школ
The statistical report of schools

Year: 2003

	Total number of pupils in secondary education	Total number of teachers in secondary education	PTR for secondary education
NATIONAL	575 472	40 111	14,35
Баткенская	39 773	3 727	10,67
Жалалабатская	120 631	8 075	14,94
Иссык-Кульская	50 876	3 128	16,26
Нарынская	34 653	3 128	11,08
Ошская	131 891	9 352	14,10
Таласская	27 159	2 155	12,60
Чуйская	77 668	4 438	17,50
г.Бишкек	50 628	3 147	16,09
г.Ош	28 774	1 871	15,38
Average	62 450	4 336	14,29
Minimum	27 159	1 871	10,67
Maximum	131 891	9 352	17,50
Urban areas			
Rural Areas			

Source:

Статистический отчет общеобразовательных школ
The statistical report of schools**Year: 2004**

	Total number of pupils in secondary education	Total number of teachers in secondary education	PTR for secondary education
NATIONAL	565 234	40 873	13,83
Баткенская	52 070	3 716	14,01
Жалалабатская	118 791	8 236	14,42
Иссык-Кульская	49 443	4 249	11,64
Нарынская	33 917	3 246	10,45
Ошская	130 249	9 589	13,58
Таласская	26 310	2 262	11,63
Чуйская	76 243	4 529	16,83
г.Бишкек	49 888	3 259	15,31
г.Ош	28 323	1 787	15,85
Average	62 804	4 541	13,75
Minimum	26 310	1 787	10,45
Maximum	130 249	9 589	16,83
Urban areas			
Rural Areas			

Source:

Статистический отчет общеобразовательных школ
The statistical report of schools

Year: 2005

	Total number of pupils in secondary education	Total number of teachers in secondary education	PTR for secondary education
NATIONAL	557 412	41 088	13,57
Баткенская	50 868	3 778	13,46
Жалалабатская	117 745	8 150	14,45
Иссык-Кульская	48 134	4 265	11,29
Нарынская	33 141	3 320	9,98
Ошская	126 996	9 515	13,35
Таласская	25 386	2 350	10,80
Чуйская	76 151	4 255	17,90
г.Бишкек	50 775	3 600	14,10
г.Ош	28 216	1 855	15,21
Average	61 935	4 565	13,39
Minimum	25 386	1 855	9,98
Maximum	126 996	9 515	17,90
Urban areas			
Rural Areas			

Source: Статистический отчет общеобразовательных школ
The statistical report of schools

Progress between 2000 to 2005 (National Level)

	PTR for secondary education
2000	15,21
2001	14,69
2002	14,64
2003	14,35
2004	13,83
2005	13,57

Source: Статистический отчет общеобразовательных школ
The statistical report of schools

Indicator: Pupil-Class Ratio (PCR) for Primary Education
Среднее количество учеников в классе в начальной школе
Country: Кыргызская Республика
Kyrgyzstan

GEOGRAPHICAL DISAGGREGATION: Please provide the geographical breakdown by region, province, etc.

Year: 2000

	Total number of pupils in primary education	Total number of classes in primary education	PCR for primary education
NATIONAL	234 322	18 127	12,93
Баткенская	21 555	1 691	12,75
Жалалабатская	48 641	3 911	12,44
Иссык-Кульская	21 212	1 571	13,50
Нарынская	14 002	1 097	12,76
Ошская	64 574	4 971	12,99
Таласская	10 754	922	11,66
Чуйская	33 288	2 679	12,43
г.Бишкек	20 296	1 285	15,79
Average	29 290	2 266	13,04
Minimum	10 754	922	11,66
Maximum	64 574	4 971	15,79
Urban areas	66 715	4 493	14,85
Rural Areas	167 607	13634	12,29

Source: Статистический отчет общеобразовательных школ
The statistical report of schools

Year: 2001

	Total number of pupils in primary education	Total number of classes in primary education	PCR for primary education
NATIONAL	231 780	18 108	12,80
Баткенская	20 788	1 692	12,29
Жалалабатская	48 529	3 911	12,41
Иссык-Кульская	21 708	1 557	13,94
Нарынская	13 756	1 100	12,51
Ошская	64 272	4 993	12,87
Таласская	10 969	933	11,76
Чуйская	31 651	2 631	12,03
г.Бишкек	20 107	1 291	15,57
Average	28 973	2 264	12,92
Minimum	10 969	933	11,76
Maximum	64 272	4 993	15,57
Urban areas	66 833	4 526	14,77
Rural Areas	163 787	13 582	12,06

Source: Статистический отчет общеобразовательных школ
The statistical report of schools

Year: 2002

	Total number of pupils in primary education	Total number of classes in primary education	PCR for primary education
NATIONAL	229 021	18 036	12,70
Баткенская	20 183	1 687	11,96
Жалалабатская	49 167	3 949	12,45
Иссык-Кульская	19 888	1 537	12,94
Нарынская	13 694	1 083	12,64
Ошская	64 098	4 983	12,86
Таласская	10 960	931	11,77
Чуйская	31 451	2 592	12,13
г.Бишкек	19 580	1 274	15,37
Average	28 628	2 255	12,77
Minimum	10 960	931	11,77
Maximum	64 098	4 983	15,37
Urban areas	65 921	4 516	14,60
Rural Areas	163 100	13520	12,06

Source: Статистический отчет общеобразовательных школ
The statistical report of schools

Year: 2003

	Total number of pupils in primary education	Total number of classes in primary education	PCR for primary education
NATIONAL	225 993	17 946	12,59
Баткенская	20 149	1 673	12,04
Жалалабатская	48 589	3 958	12,28
Иссык-Кульская	19 781	1 526	12,96
Нарынская	13 156	1 060	12,41
Ошская	51 448	3 932	13,08
Таласская	10 704	929	11,52
Чуйская	30 897	2 567	12,04
г.Бишкек	19 313	1 242	15,55
г.Ош	11 956	1 059	11,29
Average	25 110	1 994	12,58
Minimum	10 704	929	11,29
Maximum	51 448	3 958	15,55
Urban areas	64 870	4 451	14,57
Rural Areas	161 123	13495	11,94

Source: Статистический отчет Дал report of schools

Year: 2004

	Total number of pupils in primary education	Total number of classes in primary education	PCR for primary education
NATIONAL	221 694	17 461	12,70
Баткенская	20 060	1 605	12,50
Жалалабатская	47 715	3 817	12,50
Иссык-Кульская	18 839	1 507	12,50
Нарынская	12 776	1 022	12,50
Ошская	51 300	4 104	12,50
Таласская	10 540	843	12,50
Чуйская	29 593	2 367	12,50
г.Бишкек	19 065	1 252	15,23
г.Ош	11 806	944	12,51
Average	24 633	1 940	12,80
Minimum	10 540	843	12,50
Maximum	51 300	4 104	15,23
Urban areas	64 480	4 884	13,20
Rural Areas	157 214	12577	12,50

Source: Статистический отчет общеобразовательных школ
The statistical report of schools

Year: 2005

	Total number of pupils in primary education	Total number of classes in primary education	PCR for primary education
NATIONAL	216 735	17 282	12,54
Баткенская	19 699	1 575	12,51
Жалалабатская	46 617	3 729	12,50
Иссык-Кульская	17 329	1 386	12,50
Нарынская	12 405	992	12,51
Ошская	49 715	3 977	12,50
Таласская	9 702	776	12,50
Чуйская	29 367	2 349	12,50
г.Бишкек	19 839	1 587	12,50
г.Ош	11 394	911	12,51
Average	24 007	1 920	12,50
Minimum	9 702	776	12,50
Maximum	49 715	3 977	12,51
Urban areas	67 609	4 855	13,93
Rural Areas	149 126	12427	12,00

Source: Статистический отчет | report of schools

Progress between 2000 to 2005 (National Level)

	PCR for primary education
2000	12,93
2001	12,80
2002	12,70
2003	12,59
2004	12,70
2005	12,54

Source: Статистический отчет
общеобразовательных школ
The statistical report of schools

Indicator: Pupil-Class Ratio (PCR) for Secondary Education**Среднее количество учеников в классе в средней школе****Country: Кыргызская Республика****Kyrgyzstan****GEOGRAPHICAL DISAGGREGATION: Please provide the geographical breakdown by region, province, etc.****Year: 2000**

	Total number of pupils in secondary education	Total number of classes in secondary education	PCR for secondary education
NATIONAL	1 111 374	44 252	25,11
Баткенская	102 686	4 201	24,44
Жалалабатская	225 850	9 175	24,62
Иссык-Кульская	98 781	3 965	24,91
Нарынская	67 223	2 721	24,71
Ошская	306 910	12 038	25,50
Таласская	51 571	2 244	22,98
Чуйская	157 385	6 571	23,95
г.Бишкек	100 968	3 337	30,26
Average	138 922	5 532	25,17
Minimum	51 571	2 244	22,98
Maximum	306 910	12 038	30,26
Urban areas	316 967	11 101	28,55
Rural Areas	794407	33151	23,96

Source: Статистический отчет общеобразовательных школ
The statistical report of schools

Year: 2001

	Total number of pupils in secondary education	Total number of classes in secondary education	PCR for secondary education
NATIONAL	1 113 956	44 602	24,98
Баткенская	102 757	4 770	21,54
Жалалабатская	227 325	9 264	24,54
Иссык-Кульская	98 574	3 986	24,73
Нарынская	67 344	2 743	24,55
Ошская	310 273	12 212	25,41
Таласская	52 027	2 282	22,80
Чуйская	154 175	6 502	23,71
г.Бишкек	101 481	3 343	30,36
Average	139 245	5 638	24,70
Minimum	52 027	2 282	21,54
Maximum	310 273	12 212	30,36
Urban areas	322 063	11 323	28,44
Rural Areas	791993	33279	23,80

Source: Статистический отчет общеобразовательных школ
The statistical report of schools

Year: 2002

	Total number of pupils in secondary education	Total number of classes in secondary education	PCR for secondary education
NATIONAL	1 160 225	46 674	24,86
Баткенская	107 248	4 532	23,66
Жалалабатская	242 545	9 931	24,42
Иссык-Кульская	101 329	4 114	24,63
Нарынская	71 045	2 894	24,55
Ошская	322 137	12 684	25,40
Таласская	55 177	2 420	22,80
Чуйская	156 757	6 638	23,62
г.Бишкек	103 987	3 461	30,05
Average	145 028	5 834	24,89
Minimum	55 177	2 420	22,80
Maximum	322 137	12 684	30,05
Urban areas			#ДЕЛ/0!
Rural Areas			#ДЕЛ/0!

Source: Статистический отчет общеобразовательных школ
The statistical report of schools

Year: 2003

	Total number of pupils in secondary education	Total number of classes in secondary education	PCR for secondary education
NATIONAL	1 145 765	46 296	24,75
Баткенская	105 341	4 468	23,58
Жалалабатская	239 634	9 917	24,16
Иссык-Кульская	100 328	4 099	24,48
Нарынская	69 138	2 849	24,27
Ошская	260 017	10 561	24,62
Таласская	54 048	2 407	22,45
Чуйская	155 135	6 572	23,61
г.Бишкек	103 737	3 412	30,40
г.Ош	58 387	2 011	29,03
Average	127 307	5 144	25,18
Minimum	54 048	2 011	22,45
Maximum	260 017	10 561	30,40
Urban areas	329 428	11 652	28,27
Rural Areas	816337	34644	23,56

Source: Статистический отчет общеобразовательных школ
The statistical report of schools

Year:2004

	Total number of pupils in secondary education	Total number of classes in secondary education	PCR for secondary education
NATIONAL	1 121 645	45 873	24,45
Баткенская	102 736	4 413	23,28
Жалалабатская	235 320	9 848	23,90
Иссык-Кульская	98 036	4 057	24,16
Нарынская	67 420	2 823	23,88
Ошская	255 347	10 417	24,51
Таласская	52 510	2 382	22,04
Чуйская	151 181	6 549	23,08
г.Бишкек	102 819	3 428	29,99
г.Ош	56 276	1 956	28,77
Average	124 627	5 097	24,85
Minimum	52 510	1 956	22,04
Maximum	255 347	10 417	29,99
Urban areas	325 903	11 650	27,97
Rural Areas	795742	34223	23,25

Source: Статистический отчет общеобразовательных школ
The statistical report of schools

Year: 2005

	Total number of pupils in secondary education	Total number of classes in secondary education	PCR for secondary education
NATIONAL	1 106 397	45 692	24,21
Баткенская	100 727	4 398	22,90
Жалалабатская	233 546	9 825	23,77
Иссык-Кульская	96 403	4 027	23,94
Нарынская	65 393	2 785	23,48
Ошская	250 112	10 272	24,35
Таласская	51 286	2 373	21,61
Чуйская	148 577	6 511	22,82
г.Бишкек	104 783	3 573	29,33
г.Ош	55 570	1 928	28,82
Average	122 933	5 077	24,56
Minimum	51 286	1 928	21,61
Maximum	250 112	10 272	29,33
Urban areas	327 270	11 844	27,63
Rural Areas	779127	33848	23,02

Source: Статистический отчет общеобразовательных школ
The statistical report of schools

Progress between 2000 to 2005 (National Level)

	PCR for secondary education
2000	2511%
2001	2498%
2002	2486%
2003	2475%
2004	2445%
2005	2421%

Source: Статистический отчет
общеобразовательных школ
The statistical report of schools

Indicator: Public Expenditure on Education as Percent of Total Government Expenditure
Расходы на образование в проценте от всех бюджетных расходов

Country: Кыргызская Республика
Kyrgyzstan

GEOGRAPHICAL DISAGGREGATION: Please provide the geographical breakdown by region, province, etc.

Year: 2000

	Total public expenditure on education in financial year	Total government expenditure in financial year	Public Expenditure on Education as % of Total Government Expenditure
NATIONAL	2 290	11 308	20%
Average			
Minimum			
Maximum			
Urban areas			
Rural areas			

Source: По данным Министерства финансов Кыргызской Республики
 Data of the Ministry of finances of the Kyrgyz Republic

Year: 2001

	Total public expenditure on education in financial year	Total government expenditure in financial year	Public Expenditure on Education as % of Total Government Expenditure
NATIONAL	2 848	12 257	23%
Average			
Minimum			
Maximum			
Urban areas			
Rural areas			

Source: По данным Министерства финансов Кыргызской Республики
 Data of the Ministry of finances of the Kyrgyz Republic

Year: 2002

	Total public expenditure on education in financial year	Total government expenditure in financial year	Public Expenditure on Education as % of Total Government Expenditure
NATIONAL	3 350	15 190	22%
Average			
Minimum			
Maximum			
Urban areas			
Rural areas			

Source: По данным Министерства финансов Кыргызской Республики
 Data of the Ministry of finances of the Kyrgyz Republic

Year: 2003

	Total public expenditure on education in financial year	Total government expenditure in financial year	Public Expenditure on Education as % of Total Government Expenditure
NATIONAL	3 753	16 891	22%
Average			
Minimum			
Maximum			
Urban areas			
Rural areas			

Source: По данным Министерства финансов Кыргызской Республики
Data of the Ministry of finances of the Kyrgyz Republic

Year: 2004

	Total public expenditure on education in financial year	Total government expenditure in financial year	Public Expenditure on Education as % of Total Government Expenditure
NATIONAL	4 357	18 842	23%
Average			
Minimum			
Maximum			
Urban areas			
Rural areas			

Source: По данным Министерства финансов Кыргызской Республики
Data of the Ministry of finances of the Kyrgyz Republic

Year: 2005

	Total public expenditure on education in financial year	Total government expenditure in financial year	Public Expenditure on Education as % of Total Government Expenditure
NATIONAL	4 918	20 144	24%
Average			
Minimum			
Maximum			
Urban areas			
Rural areas			

Source: По данным Министерства финансов Кыргызской Республики
Data of the Ministry of finances of the Kyrgyz Republic

Progress between 2000 to 2005 (National Level)

	Public Expenditure on Education as % of Total Government Expenditure
2000	20%
2001	23%
2002	22%
2003	22%
2004	23%
2005	24%

Source: По данным Министерства финансов Кыргызской Республики
Data of the Ministry of finances of the Kyrgyz Republic

Indicator: Public Expenditure on Education as Percentage of Gross National Product (GNP)

Бюджетные расходы на образование как процент от ВВП

Country: Кыргызская Республика

Kyrgyzstan

GEOGRAPHICAL DISAGGREGATION: Please provide the geographical breakdown by region, province, etc

Year: 2000

	Total public expenditure on education in financial year	Gross National Product in financial year	Public Expenditure on Education as % of GNP
NATIONAL	2 290	65 358	4%
Average			
Minimum			
Maximum			
Urban areas			
Rural areas			

Source: По данным Министерства финансов Кыргызской Республики
Data of the Ministry of finances of the Kyrgyz Republic

Year: 2001

	Total public expenditure on education in financial year	Gross National Product in financial year	Public Expenditure on Education as % of GNP
NATIONAL	2 848	73 883	4%
Average			
Minimum			
Maximum			
Urban areas			
Rural areas			

Source: По данным Министерства финансов Кыргызской Республики
Data of the Ministry of finances of the Kyrgyz Republic

Year: 2002

	Total public expenditure on education in financial year	Gross National Product in financial year	Public Expenditure on Education as % of GNP
NATIONAL	3 350	75 367	4%
Average			
Minimum			
Maximum			
Urban areas			
Rural areas			

Source: По данным Министерства финансов Кыргызской Республики
Data of the Ministry of finances of the Kyrgyz Republic

Year: 2003

	Total public expenditure on education in financial year	Gross National Product in financial year	Public Expenditure on Education as % of GNP
NATIONAL	3 753	83 421	4%
Average			
Minimum			
Maximum			
Urban areas			
Rural areas			

Source: По данным Министерства финансов Кыргызской Республики
Data of the Ministry of finances of the Kyrgyz Republic

Year: 2004

	Total public expenditure on education in financial year	Gross National Product in financial year	Public Expenditure on Education as % of GNP
NATIONAL	4 357	94 078	5%
Average			
Minimum			
Maximum			
Urban areas			
Rural areas			

Source: По данным Министерства финансов Кыргызской Республики
Data of the Ministry of finances of the Kyrgyz Republic

Year: 2005

	Total public expenditure on education in financial year	Gross National Product in financial year	Public Expenditure on Education as % of GNP
NATIONAL	4 918	94 078	5%
Average			
Minimum			
Maximum			
Urban areas			
Rural areas			

Source: По данным Министерства финансов Кыргызской Республики
Data of the Ministry of finances of the Kyrgyz Republic

Progress between 2000 to 2005 (National Level)

	Public Expenditure on Education as % of GNP
2000	4%
2001	4%
2002	4%
2003	4%
2004	5%
2005	5%

Source: По данным Министерства финансов Кыргызской Республики
Data of the Ministry of finances of the Kyrgyz Republic

Indicator: Percentage of Schools with Improved Water Sources and Adequate Sanitation Facilities

Процент школ, обладающих соответствующими санитарно-гигиеническими условиями и обеспеченных водой

**Country: Кыргызская Республика
Kyrgyzstan**

Year: 2005

	Number of Schools with Improved water sources	Number of School with adequate sanitation facilities	Total number of schools	% of Schools with Improved Water Sources	% of School with Adequate Sanitation Facilities
NATIONAL	940		2 137	44%	0%
Average					
Minimum					
Maximum					
Urban areas					
Rural areas					

Source: Национальный статистический комитет Кыргызской Республики
National Statistics Committee Of The Kyrgyz Republic

Progress between 2000 to 2005 (National Level)

	% of Schools with Improved Water Sources	% of School with Adequate Sanitation Facilities
2005	44%	0%
2006	households	88.2%

Source: MICS 2006
Исследование домохозяйств МИКС-2006
Национальный статистический комитет Кыргызской Республики
National Statistics Committee Of The Kyrgyz Republic