



2006/ED/EFA/MRT/PI/95

Background paper prepared for the
Education for All Global Monitoring Report 2006

Literacy for Life

Report on regional overviews of progress towards EFA since Dakar in Central Asia and Kazakhstan

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2005

This paper was commissioned by the *Education for All Global Monitoring Report* as background information to assist in drafting the 2006 report. It has not been edited by the team. The views and opinions expressed in this paper are those of the author(s) and should not be attributed to the *EFA Global Monitoring Report* or to UNESCO. The papers can be cited with the following reference: "Paper commissioned for the *EFA Global Monitoring Report 2006, Literacy for Life*". For further information, please contact efareport@unesco.org

**REPORT
ON REGIONAL OVERVIEWS OF PROGRESS TOWARDS EFA SINCE DAKAR IN
CENTRAL ASIA AND KAZAKHSTAN**

By Shaizada Tasbulatova

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1. Introduction.

The present analytical survey is an attempt to observe the overall situation in implementing the principles and goals of EFA. Its objective is to identify policies and strategies which make up the basis of tendencies existing in the CARK countries, principal challenges as well as achievements.

Given the fact that implementation of EFA NAPs in the CARK countries has own specificities and taking into account lack of unified criteria and indicators allowing assessing the progress in achieving EFA goals the authors used mainly the materials provided by official structures. The report is also based on the latest statistical and analytical data referring to education for all, materials of the CARK Education Forum, results of research studies conducted by public, international and national non-governmental organizations available to-date and on the author's personal observations. (List of references is in Annex 6).

Evidence within the Central Asia region to demonstrate progress or lack of progress towards each of the EFA goals since 2000.

Goal 1.

There is a certain progress in implementing Goal 1 in all CARK countries. Enrollment of 1 to 6 year old children has been consistently decreasing since 1991 in all countries and has stabilized to a certain extent during the last years. Gradual increase is observed beginning with 2000-01 (See Tables 1A-D and Table 5).

In **Kazakhstan** in 2004 enrollment increased compared to 2001 and at present 23,6% of children of age cohort participate in ECCE programmes. In 2003 it was 20,7%). (See Table 1B in Annex 1). The number of institutions is also increasing annually. From 2001 to 2003 the number of preschool institutions financed from the public budget increased by 9% compared to the level of 2000, number of children enrolled increased by 26%. However enrollment in preschool education makes up only 23,6% of children at the age of 1+ compared to 51% in 1990. Similar situation is observed in other countries of the region.

In **Kyrgyzstan** (Table 1C in Annex 1) in 1990 enrollment was 33, 5% of the total number of children with some reduction in 2000 to 13,7% and stabilization during the last years. At present 6, 2% of the overall number of children of preschool age participate in the preschool programmes which makes up only 10% to the enrollment in 1990.

In **Tajikistan** the number of preschool institutions compared to 1991 has decreased almost by two times, and the number of children – more than twice (See Table 1D in Annex 1). At present out of over 1 million 300 hundred thousand children of preschool age only 63 thousand children (4,7%) participate in preschool programmes. Over 90% of children (in particular rural ones) start the first grade with no due preparation to school. As it is underlined in the Report on the status of preschool education (See list of references) the facilities and conditions do not meet the requirements.

Various sources indicate different data on preschool enrollment in **Uzbekistan** related to 1990. The majority of experts have a common opinion that it should be comparable to the similar indicator for Kazakhstan, i.e. not less than 51%. It also decreased from 51% in 1990 to 18, 2% in 2004 or by 2,8 times. The number of preschool institutions has been decreasing consequently - from 8133 in 1997 to 6 704 in 2001 (See Table 1E in Annex 1).

Lack of full data on all the four countries does not allow carry out gender analysis on preschool enrollment. But based on the available data related to Kazakhstan we can draw a conclusion that gender parity is observed as the overall number of boys of the age cohort (665239 children) exceeds the number of girls (632865 children) and consistently enrollment among boys (23,8%) is a little bit bigger than among girls (23,5%). For more details see Table 1A in Annex 1.

Table 1. Comparative data on preschool enrollment in 1990 and 2003 in the CARK countries.

Country	Enrollment (%)	
	1990	2003
Kazakhstan	51	20,7
Kyrgyzstan	33,5	6,2
Tajikistan	No data	4,7
Uzbekistan	51	18,2

Compiled based on country reports

Table 2. Status of preschool education in the region.

Country	Number of preschool institutions	Enrollment (%)	Number of children attending preschool institutions (1-6)	
Kazakhstan (2004*)	1195	20,7%	175 907	
Kyrgyzstan (2003)	416	6,2%	46 003	
			Boys	Girls
			23705	22298
Tajikistan (2003)	494	4,7%	63 000	
Uzbekistan (2001)	6704	18,2%	624 652	

* Data for the beginning of 2004.

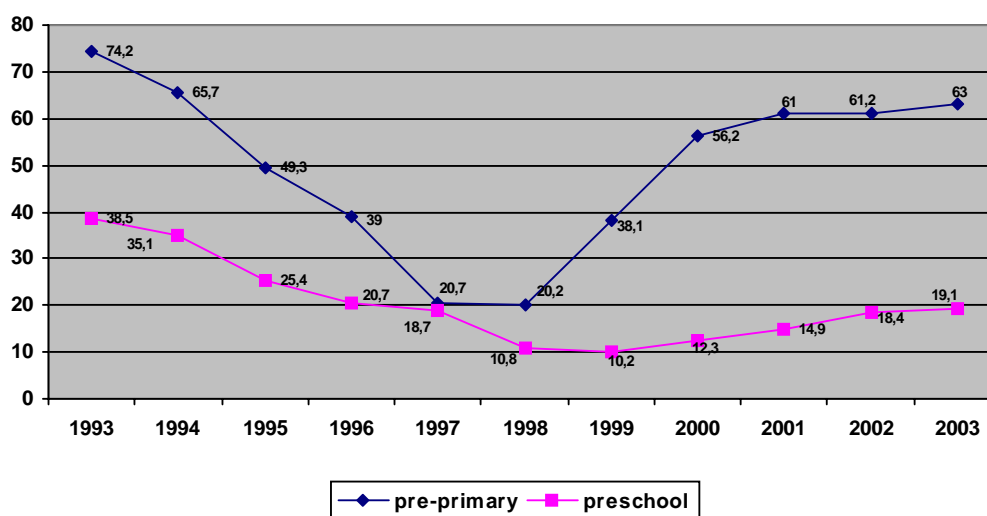
In all four countries regional disparities are observed. For instance, in Kyrgyzstan the average enrollment is 6,2%, but in Osh, Batken and Naryn oblasts it is – 3,9%, 3,3% and 3,7% correspondingly. In Kazakhstan the average enrollment as of the beginning of 2004 was 20,7%. At the same time in Almaty oblast it was 5,4%, in South-Kazakhstan – 10,4%, Kzylorda oblast – 13,1%. The average indicator for Tajikistan was 4,7%, but in Khatlon oblast and raions of republican subordination – only 2,4% and 2,1% correspondingly. The urban-rural gap makes up: in Tajikistan – over 5 times, in Kazakhstan – about 2 times (See Tables in Annex 1). Unfortunately we cannot give similar data on Kyrgyzstan and Uzbekistan, but we assume that in these countries there are regional as well as urban-rural disparities.

It should be noted that all country reports as a rule provide data on the number of institutions and enrollment both in permanent¹, as well as in seasonal (which are functioning during the summer period) preschool institutions. Therefore there might be discrepancies between the data provided by national statistical agencies and ministries. For instance, in Kazakhstan according to the ministry data as of 2003 the number of preschool institutions was reported to be **1156** with the number of children in them **160708**. According to the data from the statistical agency as of the end of 2003 the number of preschool institutions was **1106 (948)** with **165711 (138 798)** children in them. The variation in the number of institutions (**158**) and children might be due to the enrollment in temporary (seasonal) preschool institutions.

¹ Permanent preschool institutions – are those operating not less than 10 months, providing care, health enhancement and education of children from 1 to 6(7) years old.

Analysis also shows that preschool enrollment in all countries has increased due to pre-primary education (See Table 3 below).

Table 3. Enrollment in ECCE and pre-primary education in Kazakhstan..



Source: State Programme “Education”.

For example, in Kazakhstan in 2003 out of 175907 children enrolled in preschool institutions 50% are children at the age of 5-6. The number of children of the same age enrolled in pre-primary programmes in schools is 135 856 people. Therefore, 63% of 5-6 old children participated in pre-primary programmes. Out of the overall number of 1 to 4 year old children (860446 people) according to estimated data only 88000 children participate in ECCE programmes, which makes up around 10% of the age cohort.

In Kyrgyzstan the majority of children join school having not had due preparation. Out of 46 003 children attending preschool institutions 14 926 or 32% are children at the age of 6-7, and enrollment at the age of 0 to 3 is smaller (20%).

Table 4. Financing preschool education.

Allocation of public budget for preschool	In national currency	Kazakhstan		Kyrgyzstan		Tajikistan		Uzbekistan	
		2000	2003	2000	2002	2000	2001	2000	2004
		2,9 billion tenge	4,2 billion tenge	142,7 million som	219,5 million som	2,3 million somoni	2,8 million somoni	n/a	n/a
In USD	20,4 million	28,1 million	2,9 million	4,6 million	n/a	n/a	n/a	n/a	

Sources: Education and science in RK: from congress to congress (in figures and facts), Astana 2004. p.23
 Report of the Ministry of education and culture of Kyrgyz Republic «Status of preschool education in the Kyrgyz Republic», Bishkek, 2004, p. 14
 Report of the Ministry of education of Republic of Tajikistan «Status of preschool education in the Tajik Republic», Dushanbe, 2004, p. 11.

Study of the budget allocation for preschool education shows a small increase compared to 2000. In Kazakhstan this increased in 2003 by 45% compared to 2000 and made up 4,2 billion tenge or 20,4 million USD. In Kyrgyzstan – by 54%, Tajikistan – 22%. However compared to 1997 the share of budget allocation for preschool education decreased in Kazakhstan from 7,12%

to 3% in 2003. The situation in the other three countries changed accordingly, but no precise information is available.

Teachers.

In Kazakhstan the qualitative composition of teachers in preschool institutions is good. Teachers working in preschool institutions are qualified, i.e. they have either higher (university) or secondary special education. The number of teachers who have secondary special education and continue their education in universities and teacher training institutes is increasing. The staff with secondary general education usually are allowed to work as nurses or assistants. The share of such staff members decreased in Kazakhstan during 1993 to 2004 from 14% to 2,5%. In Tajikistan the share of people with secondary general education has increased to more than 18% (See Table 5). We can assume that due to the political and economic situation in the country there was flow-out of qualified teachers and they were substituted by people with secondary general education.

No data is available for Uzbekistan. We cannot analyse the situation in Kyrgyzstan either as data is not full.

Table 5. Composition of preschool teachers.

Kazakhstan		Have university (teacher training) degree	Incomplete higher education	Secondary special professional education	Secondary general education
1993	86714	18028 (21%)	2717 (3%)	53752 (62%)	12217 (14%)
1997	21715	6422 (29,6%)	790 (3,6%)	11772 (54,3%)	2731 (12%)
2004	16738	6755 (40,4%)	1204 (7,2%)	8773 (52,4%)	335 (2,5%)
Kyrgyzstan					
1993	7300	No data	No data	No data	No data
1998	3810	No data	No data	No data	No data
2004	3693	1761 (47,7%)	332 (8,9%)	1147 (31,1%)	453 (12,2%)
Tajikistan					
2001	4643	25,7%	5,6%	56%	12,7%
2003	4588	24,1%	5%	52,5%	18,4%
Uzbekistan		No data	No data	No data	No data

* mainly nurses

Sources:

State Committee of RK on statistics and analysis. Education and culture in the Republic of Kazakhstan. Almaty, Kazinformcentre, 1994. p. 68.

Agency of RK on statistics. Education in the Republic of Kazakhstan. Almaty, 2002. p. 44.

Agency of RK on statistics. Key education indicators of RK for 1997. Almaty, 1998. p. 38.

Ministry of education and science. Background report «Status of preschool education in the Republic of Kazakhstan», p. 21

Ministry of education of the Kyrgyz Republic. Report «Status of preschool education in the Kyrgyz Republic». Bishkek, 2004.

Ministry of education of the Republic of Tajikistan. Report «Status of preschool education in the Republic of Tajikistan». Dushanbe, 2004.

Table 6. Number of preschool teachers by gender

	Number of staff			Including women		
	Total	Including		Total	Including	
		Urban	Rural		Urban	Rural
Kazakhstan	16738	14942	1696	16624	14864	1760

2003						
Kyrgyzstan	3810	2809	1001	n\	n\	n\
1998						
1999	3624	2669	955	n\	n\	n\
2000	3627	2590	1037	n\	n\	n\
2001	3542	2476	1066	n\	n\	n\
2002	3637	2534	1103	n\	n\	n\
Tajikistan	n\	n\	n\	n\	n\	n\
Uzbekistan	n\	n\	n\	n\	n\	n\

Sources:

Agency for statistics of RK, www.stat.kz

National statistics committee of the Kyrgyz Republic. Education and science of Kyrgyz Republic – 2003, p. 47

According to this data, in the system of preschool education the overwhelming majority are women. In particular, in Kazakhstan out of 16738 teachers 16624 (or over 90%) are women.

Increasingly are developing non-state preschool institutions (See Table 6 in Annex 1), complexes “Kindergarten-school”, preschool gymnasia, home kindergartens, etc. The network of non-state preschool institutions is more developed in Kazakhstan, but development of this process can be expected in the other three countries. In the policy documents of Kyrgyzstan and Uzbekistan it is emphasized that “in the situation of limited state resources family and community should more actively participate in the implementation of this level of education” (Country reports).

Data from official sources demonstrate that to a certain extent care is taken of children with special needs (See Table 7 in Annex 1). It is not possible to objectively analyse if access to preschool education is provided for children with special needs due to the non-availability of information on the overall number of such children. Independent experts (UNDP. Implementation of Millennium Development Goals in Kazakhstan. Almaty, 2005) indicate that the actual number of such children exceeds the number of children attending. According to their observations, for instance, in Kazakhstan around 52 000 children with special educational needs cannot attend preschool institutions because of lack of seats, and the number of special groups in some regions is decreasing. In Uzbekistan UN experts express their concern on the inaccurate reflection of the situation related to children with special needs, in particular rural ones. In their opinion, a part of such children is not registered because of lack of receptivity in the society towards such children (Uzbekistan. Country assessment. UN, 2003, p. 25).

Measures taken.

As a result of mass closing down of kindergartens in 1995 – 1999 the majority of children joined school not having a sufficient level of psychological, cognitive and general training. This gave a push to adopting urgent measures (in each country based on the existing situation) aimed at improving the situation given the limited resources available. In Kazakhstan in accordance with Government Decree² one of the ways to solve this problem was found in establishing one year pre-primary classes (predshkola) for 5-6 year old children in schools and other education institutions, including in kindergartens, irrespective of the form of ownership.

In 2004 there were 12,7 thousand pre-primary classes and groups enrolling 66% of 5-6 year old children (in 1998 – 20%, in 2003 – 63%). 36% of the age cohort are enrolled in pre-primary programmes in the kindergartens. In 2003-2004 19 training-methodological complexes were published and implemented for the pre-primary.

In the list of staff members there are specialists – psychologists, speech therapists, instructors on physical culture, choreographers, foreign language teachers, etc. A special web-

²Decree of the Government of Kazakhstan №1762 «On issues of mandatory preschool education of children», November, 1999.

site “Predshkola³ (Pre-primary)” (www.pred.dk3.com) is operational. It contains a bank of normative documents related to ECCE, success stories, information on international projects and other references available. A new Republican scientific-practical centre “Preschool childhood” is being set up. In 2005-2010 it is planned to build new 164 kindergartens for 23 thousand seats, open 800 preschool mini-centres⁴ with a flexible education programme. They will be based in the venue of rural schools, kindergartens and out-of-school organisations, clubs and in families. At present there are 117 such mini-centres in operation, 67 of them are rural.

In accordance with the Plan of social and economic development for the period of 2005-07 it is foreseen to increase the number of preschool institutions from 1195 to 1552 by 2007, repair 259 preschool institutions. The annual financing of the preschool system will be increased by two times compared to 2003-2004.

In other words, we have a reason to state a considerable achievement in implementing Goal 1. But despite the measures taken Kazakhstan is not meeting the need of the population in preschool programmes. Preschool enrollment at the beginning of 2004 was 20,7%, at the end of 2004 enrollment of children at the age of 1 to 6 increased to 23,6% compared to 51% in 1990. (Education and culture in the Republic of Kazakhstan. Statistical book, Almaty, Kazinformcentre, 1994, p. 71).

In Uzbekistan further improving access to preschool education is planned through increasing⁵ the number of non-commercial preschool institutions, small kindergartens, public centres (in 2000 there were over 100 such centres), centres for early childhood development (1993 literacy centres were available in 2000), pre-primary groups in schools, summer schools, etc. There were set up 210 home kindergartens, 216 “school-kindergarten” complexes. However it’s not enough to provide access to preschool education given a high birth rate in the country. (See Table 8 in Annex 1).

In Kyrgyzstan timely measures⁶ were taken to prevent selling buildings of preschool institutions or their use for purposes other than they were meant for. This considerably helped to preserve the infrastructure and suspend the process of closing down preschool institutions. But access to preschool education decreased – at present on the average there are 82 children per 100 seats. One of the reasons – many parents are not able to cover the cost.

In Kyrgyzstan and in Uzbekistan it is planned to increase the enrollment through developing non-public ECCE services and community based kindergartens. It is planned by 2005 start up over 400 community based kindergartens, implement 100-hour programme for preparing children to school using the internal resources of education system during summer time.

In Tajikistan policy of the government is aimed at supporting the existing preschool institutions and setting up low cost alternative forms of preschool institutions – mini-centres based in the premises of institutions for extra-curricular activities, pre-primary groups and classes located in kindergartens and schools (in particular in rural territories).

All countries are up-dating the content of preschool education. Legislative-normative documents, including state standards, Statute on preschool education, methodological packages and recommendations for preschool specialists and parents have been developed. National programmes of developing and preparing children for school are approved and being implemented. Among them - in Uzbekistan - Programme “Child of the third millennium”. In Kyrgyzstan in January 2005 Board of the Ministry of education and culture adopted Conception of preschool education.

³ Pre-primary classes or groups (Predshkola) - classes free of charge. Provide one-year education to children of age 5+-6+ who have not benefited from any form of early childhood service before.

⁴ Mini preschool centre – preschool education services established on the premises of general secondary schools, kindergartens or preschool teacher’s home. It is a flexible and less expensive service type, serving typically children of age 3+-5+ for shorter hours (e.g. 2-3 hours) in a mixed setting.

⁵ Decree of Cabinet of Ministers of Republic of Uzbekistan №313 of June, 24, 1999 «On measures for setting up and developing the net of non-state non-commercial preschool institutions»

⁶ Decree of President of Kyrgyz Republic “On urgent measures for further improving use of objects of social infrastructure», 1995.

Summarising we can state that countries of the region are implementing various measures towards implementing EFA Goal 1 – improving access to and quality of ECCE. But in all countries this is only a recovery growth. The existing net of preschool institutions does meet the demand (Kazakhstan) or is not accessible for all because of the economic situation of many families (Kyrgyzstan, Tajikistan, Uzbekistan). There is a growing tendency to increasing the share of private (non-state) sector, involving parents in covering the cost of preschool education. Along with increasing the share of public funding, e.g. in Kazakhstan and Kyrgyzstan, the main accent in all countries is made on the involvement of parents, communities, private sector. The impact of increasing funding is to a certain extent reduced by inflation.

In all countries improving the situation was due to increasing the enrollment in pre-primary programmes. For instance, in Kazakhstan 66% of children at the age of 5-7 attend these programmes. Enrollment of children at the age of 1 to 6 in preschool programmes in permanent and temporary (seasonal) institutions does not exceed 33% of the overall enrollment. In Kyrgyzstan and Tajikistan over 90% of children join school having not had adequate preparation, in Uzbekistan – over 80%. In these countries there are no conditions for full value education. Enrollment is increased at the expense of mainly temporary programmes where children are taken care of, but not educated.

Along with overall increase of the number of children attending preschool institutions universal access to this level of education is not provided. Especially in a difficult situation are children from poor families, children with special needs and rural children. There are regional disparities observed in all four countries. In selected regions access in rural territories is 2-4 times as smaller compared to cities.

Goal 2.

The right for free compulsory secondary (11 year) education is guaranteed and provided by Constitution in Kazakhstan and Kyrgyzstan. In these two countries preparation is made for transition to 12-year education. In Uzbekistan and Tajikistan 9-year free education is compulsory.

It is extremely difficult to analyse this issue. Various sources provide different, sometimes contradictory figures. For instance, according to the data of the Statistical Agency of the Republic of Kazakhstan net enrollment in primary education is 102,6%. These indicators are supported by official statistical data (See Tables 9 below and 9A – 9D in Annex 2). According to the data of the Ministry of education and science of the Republic of Kazakhstan net enrollment in primary and secondary education is 99,8%. In the data in EFA Assessment -2000 we have a different figure related to 1998 - 99,5%. According to UNICEF (Report “Childhood Under Threat-2005, p. 123) gross enrollment in primary education in 1998-2002 was 100% among boys and 99% among girls, and net enrollment – 90% and 89% correspondingly. According to EFA Global Monitoring Report, gross enrollment in primary education in 2001 was 99,3% (99,8% among boys and 98,8% among girls). According to the same source net enrollment is 89,5% (boys - 90% and girls - 89%).

Table 9. Enrollment in primary education by gender.

1998-2002	Kazakhstan	Kyrgyzstan	Tajikistan	Uzbekistan
Gross enrollment	99,5%	100,5%	106,5%	102,5%
Boys	100%	102%	109%	103%
Girls	99%	99%	104%	102%
Net enrollment	89,5%	90%	97,5%	86%
Boys	90%	92%	100%	87%
Girls	89%	88%	95%	89%

Source: The state of the world's children-2005. Childhood under threat. UNICEF, Table 5.

For Uzbekistan UN experts' estimation strongly differs from UNICEF data (The state of the world's children – 2005. Childhood under threat, Table 5), Global EFA Monitoring Report – 2005 (Table 4) and official data. According to official statistics, Uzbekistan has almost universal enrollment in primary education with a minor difference between urban and rural population, as well as boys and girls. According to UNICEF data, net enrollment in primary education among boys in 1997-2000 made up 87%, among girls – 89%. UN experts (Uzbekistan. Country assessment. UN, 2003) give quite a different estimation. In their opinion, enrollment in primary education does not exceed 78% with a considerable decrease of enrollment in preschool and higher education.

In this country is increasing gender disparity which was existent in the pre-soviet period. They think that enrollment in secondary education among girls is decreasing and this fact reflects not only the inability to cover the cost of education due to low solvency of population, but also due to the approach to education specific for Uzbekistan. Families do their best to provide an opportunity for boys to have better education rather than for girls. According to their data, in 1998 the share of girls who graduated from secondary schools was only 87, 2% of the overall number of girls.

In Tajikistan compared to the soviet period the share of people who don't receive secondary education because of poor access to it is increasing. Sharp decrease is observed among girls, especially in senior grades. In 1998-2002, according to **UNICEF Report**, enrollment in primary education among girls was only 95%, and in secondary level - 74%. At the same time, according to data of the **Ministry of education of Republic of Tajikistan**, in 2004 enrollment in secondary education made up only 65,4%. There is a concern that if this tendency persists it might result in decreased access to secondary general and higher education for girls.

The mentioned discrepancies, certainly, might be a result of different approaches to assessing enrollment in education by the national authorities and international organisations. And this could be an evidence to conduct an independent external comparative study in this field.

Education for ethnic groups and minorities.

All countries provide support to education of ethnic groups and minorities. The teaching and learning process is organized: in Kazakhstan – in 7 languages, Kyrgyzstan - 4, Tajikistan – 5, Uzbekistan - 7 languages. In secondary day time schools in Kazakhstan are studying children of 80 ethnic groups. 80,3% of Uzbeks study in the their own language, 54,1% Tajiks, 40,7% Uigurs. Of the overall number of children 55,3% study school subjects through the medium of Kazakh, 41% - Russian and 3,7% - in the languages of other ethnic groups. Besides, schoolchildren can study Uigur, Uzbek, Dungan, Turkish, Polish, Azerbaijan, Tajik, Kurd, Korean, Hebrew and other languages. A similar situation can be observed in other countries of the region as well. (See Table 10 in Annex 2).

According to the observation of experts, schools for ethnic minorities are sometimes in an unfavourable position from the point of view of availability of textbooks, teaching and learning materials, qualified teachers. School graduates, for instance, in Uzbekistan, have less opportunities to continue their education for the reason of quality of education and language of instruction. For school graduates of Kazakh schools in Uzbekistan an obstacle can be lack of Uzbek or Russian language skills, because the main languages of instruction in higher education institutions are Uzbek, Russian and Karakalpak. Or because of incompatibility of the secondary curricula students of Kazakh origin graduating from Uzbekistan schools entering higher education institutions in Kazakhstan have to study additionally History of Kazakhstan. This subject is compulsory for admission examinations in Kazakhstan, but is not studied as a separate subject in Uzbekistan. Graduates of Kazakh origin who live outside Kazakhstan (in Russia, Tajikistan, Kyrgyzstan, Mongolia), but would like to join universities in Kazakhstan face a similar problem. To pass an examination in Kazakh history a part of them have to spend a year for training at the preparation courses. Preparation courses can be both funded from the public

budget, where the costs are covered by the state, and chargeable. This means that a certain number of graduates have unequal conditions.

Access to education for children with special needs is provided mainly through special schools and classes in normal schools. In this connection an important issue is the state policy towards providing education for such children. All countries face the same dilemma – either investing money in developing special education institutions, as was the case in the soviet time or promoting inclusive education to a maximum extent taking into consideration their state of health. For the reason of non-availability of information we are not able to carry out a detailed analysis of the state of things in all 4 countries. What is evident – at present all four countries follow the same pattern preserving the system of separate education of children with special needs. Transition to inclusive education requires adopting a whole set of measures – from elaboration of curricula and teaching and learning materials, teacher training and staff development, creating a suitable learning environment including a net of specialized supporting institutions – to changing the attitude and view of the society towards such children. In Kazakhstan over 200 consultancy centres, psychological, medical and pedagogic consultancy cabinets, rehabilitation centres provide services in all oblasts. In 53 inclusive classes are being educated about 500 children with special needs. In Uzbekistan within the framework of a pilot project in 40 classes in Tashkent was started inclusive education for children with special needs.

But on the whole, judging by statistical data (See Table 11 in Annex 2), the situation in the region has not undergone serious changes. Moreover, like in the case with children with special needs in preschool education, information on the overall number of such children does not cover all age groups and forms of diseases. According to estimated data, in Kazakhstan their number comes to 120 000 people, of which one third is enrolled in special institutions. In Uzbekistan (UN Report, p. 71) out of the overall number of children with special needs at the age between 0 to 16 66 647 children or a bit more than half participate in various forms of education. Data on the total number of children with special needs in Kyrgyzstan and Tajikistan is not available. But taking into account the results of studies reporting that on the average the share of children with special needs fluctuate on the level of 10% to the overall number of children we can assume that in these two countries this indicator is evidently higher than the official data on the reported number of children enrolled in education.

In the Dakar Framework for Action special attention is paid to **children from poor families**. In the region have become traditional such forms of assistance as free school uniforms and learning materials, textbooks, free meals, transportation to and from schools and assistance from the “Bseobuch (Universal Education)” Fund. In Kazakhstan, according to ministry of education and science, in 2003-2004 school year there were 614 thousand children from poor families. Over 300 000 children received targeted social assistance. 32% of children received free meals. According to Government Decree⁷ students of boarding schools, orphans, children left without parental care, children with special needs, disabled and from families with many children and from poor families receive free textbooks. On the total around 65% of the total number of all children enrolled, among them poor children, get textbooks for free.

Similar measures are used in other CARK countries. In Table 12 in Annex 2 are given the data it was possible to collect. Due to non-availability of information on the actual number of children from poor families and the assistance provided it is impossible to draw a conclusion to what extent government provides access to education for them. A good evidence that these measures do help, is an example from Tajikistan. According to the Ministry of education of TR even such a measure as provision of free meals in schools with the support of international agencies resulted in increasing school attendance, for instance, in primary grades in one of regions from 60% in March, 2000 to 83% in January 2002.

⁷Decree of the Government of February, 19, 2003 №173 «On approval of rules on providing textbooks for students of education institutions»

Given the poverty level in the countries of the region we can assume that the number of poor families is bigger than the level of funding allocated for supporting them. The state does not allocate enough funds to provide access to education for poor children.

Textbooks.

During the first years of sovereignty secondary school students in the CARK countries used the textbooks developed and published in the soviet time. Beginning with mid-90s all countries started development of own textbooks (See Table 13 in Annex 2). In Kazakhstan all schools are reported to be fully equipped with textbooks, and from grade 1 to 8 - with textbooks of the new generation. In Tajikistan, according to World Bank assessment, only around 30% of students have textbooks. In Uzbekistan, according to information in EFA NAP (p. 68) 62% of students in schools with Russian, 58% with Kazakh, 69% with Kyrgyz, 68% with Tajik, 45% - with Turkmen and 87,5% - with Karakalpak languages of instruction are equipped with textbooks.

School attendance. With practically 100% enrollment in primary education there are problems with school attendance. In Kazakhstan 2341 students didn't attend school more than 10 days a year. In Kyrgyzstan 1344 students at the age of 7-17 or 0,4% didn't study at school in 2003-04 school year. In Tajikistan already 1, 8% of the overall number of students were not attending school. Average level of attendance in Tajikistan, in particular, among girls, in the Darband raion made up not more than 22%, attendance in primary education – 60%.

In Uzbekistan independent experts also indicate a tendency of decreased attendance. Especially urgent this problem is in rural regions where non-attendance is explained to have both economic reasons (increased cost of food, clothes, travel costs, etc.) as well as poor preparation to school because of lack of preschool institutions. Experts emphasize that there are facts when children in rural areas miss lessons as they have to help their families in agricultural activities and in the house. Some of them, in their opinion, never start attending school. Others might start attending, but do not finish even the compulsory education (UN Report – 2003, p. 24). The experts express a concern that official figures on school attendance exceed the actual enrollment. Overestimation of school attendance can be explained by the desire to sustain the existing number of schools and teachers' positions. They assume that not more than 73% of students at the age of 7-11 attend school. They also indicate that one of the reasons of school attendance reduction at all levels of education can be poverty of families. For this reason children have to participate in the family budget either earning and contributing money, helping in the house or taking care of younger brothers and sisters.

Table 14. School attendance.

Country	Number of students	Including girls	Number of lessons missed a year
Kazakhstan (didn't attend school more than 10 days in 2003-04 school year)	2341	n/a	n/a
Kyrgyzstan (didn't study at the age of 7-17 in 2003-04)	1344	425	n/a
Tajikistan (% of not enrolled in school at the age of 7-15)	1,8%	11,9%	n/a
(% of not enrolled at the age of 16-17)	54,6%	65,4%	n/a
Uzbekistan (1999-2000) – grades 5-11	5 774200 studied at school	n/a	12 844 700 lessons

Grades 1-4	2580 000 studied at school	n/a	5364 900 lessons
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Sources: Report on implementation of Millennium Development Goals in Kazakhstan, p. 2
Ministry of education of the Republic of Tajikistan. Report on monitoring and implementation of EFA goals. Dushanbe, 2005, p. 35
Annex to Report “On the situation of women in the Kyrgyz Republic. 2000-2005”, Table 3,6
Uzbekistan. Country assessment, UN, 2003, p. 71

Among the main reasons of missing lessons in Tajikistan are poverty of families, and, as a result, inability of parents to provide food, clothes, footwear, textbooks and learning materials for children. During the civil war the number of homeless and street children increased by two times. Some families, being unable to support their children, send them to boarding schools. Over 85% of children in boarding schools have parents. In Tajikistan there are 69 boarding schools enrolling 9589 children and 9 orphanages enrolling 760 children.

Unfortunately statistics on missed lessons and long-term non-attendance by a unified structure is not available. To obtain objective data it is necessary to carry out additional detailed surveys. The official available data is in Table 14.

Table 15. Survival rate

Country (2001)	Survival rate
Kazakhstan	0,948
Kyrgyzstan	0,913
Tajikistan	0,965
Uzbekistan	n/a

Source: Global Monitoring Report -2005, Table 1A.

Survival rate. This indicator also requires an additional survey. There are no other sources except for the Global Monitoring Report where information on survival rate is available (See Table 15).

Summarising Goal 2 information we can say that on the total, according to enrollment in primary education, the countries have a good picture. Based on the analysis of MDG achievement all countries of the region provide opportunities for free primary as well as secondary education. Tajikistan and Kazakhstan are referred by UNESCO to the group of countries with high EFA Development Index (NER in primary - 0,975 and 0,895 correspondingly). Kyrgyzstan – to the countries with medium EDI (NER in primary - 0,900). Thus, implementation of Goal2 in all CARK countries in terms of access to education is provided. Further actions are needed in terms of quality of education, school attendance and survival rate.

It should also be mentioned that there is disagreement in the region regarding ranking of countries in EFA GMR, comparative data on countries, especially related to Tajikistan. This is apparently linked to the reliability of statistical data.

Goals 3 and 4.

In the 1980-s in the CARK countries as well as in other soviet countries existed a diverse system of adult education. Within the framework of the formal system there was provided:

- General secondary education in evening schools;
- Vocational education and training in the day-time and evening VET schools, various vocational courses with different duration of training;
- Secondary special professional education – day-time, evening and by correspondence forms;
- Higher education (day-time, evening and by correspondence forms);

- Post-diploma education (up-grading of qualification) for specialists who have higher or secondary special education, in the institutes, faculties and courses for retraining and qualification up-grade.

In parallel within *the framework of non-formal system* of education there existed a variety of training courses for professional and cultural development in people's universities, centres organizing public lectures under the "Znanie" society, trade unions, associations, cultural centres and clubs belonging to branch ministries, public libraries, etc. They covered a considerable part of school age children as well.

Under the new economic conditions practically all parts of the system collapsed. In all countries the number of institutions for extra curricula activities decreased. For instance, in Kazakhstan their number reduced by two times from 1727 in 1991 to 804 in 1999. The number of clubs in 1990 was 9350 units, by 1995 it decreased to 5267. As a result of sharp decline of the public funding considerably decreased enrollment in evening and by correspondence forms of education in general and vocational schools (See Table 16 in Annex 3), and many evening and by correspondence departments in higher education institutions were closed down.

Education in the evening and by correspondence departments has become chargeable and not accessible for all. In Uzbekistan evening and by correspondence forms were eliminated at all levels of formal education (Report on training of trainers for adult education, IIZDVV). In all countries access to higher education reduced, especially for rural people (Table 17 in Annex 3).

With overall increase of the number of entrants to higher education institutions in Kazakhstan and Kyrgyzstan the share of learners whose tuition fees were covered by the budget, for example, in Kyrgyzstan in 2004 made up only 13% of the overall number university students (National report on the state and ways of developing the system of education in the Kyrgyz Republic, p. 104), 87% of students of the total number covered their tuition fees themselves.

In Kazakhstan, according to the data of the Ministry (Education and science of the Republic of Kazakhstan: from congress to congress. Astana, 2004) out of the overall number of higher education students in 2003-04 (656,6 thousand students) around 90% studied on a chargeable basis. The Government annually increases the number of grants (in 2004 – 26 000, in 2005 - 31 500).

In Uzbekistan enrollment in higher education reduced to 6, 6% in 2000-01.

Systems of qualification up-grade belonging to branch ministries also fell into decay caused by continual economic recession, accelerated structural transformations and privatization. The system of non-formal education has become less accessible for the majority of people. Like any phenomenon this process had its positive and negative sides. The positive impact was that people have an opportunity to choose education institutions and training programmes. Negative impact was that due to prevalence of private training providers and NGOs in this sector poor people have less access to non-formal training services, especially in rural areas.

Available statistics in the field of up-grading qualification of specialists refer mainly to skills up-grade of teachers and does not provide a comprehensive description of the situation.

Attention is paid to developing life skills through the system of formal and non-formal education. In the formal system – these are training courses on civic education, health programmes, extra curricula activities aimed at conflict resolution, decision making, etc. In the CARK countries the education standards operational at the moment are not aimed at developing life skills. On the political level there is clear understanding of the necessity to develop life skills. However implementation of this approach is restrained by the content of education. Therefore developing the most demanded life skills is provided through special courses and optional activities.

Access of youth and adults to training programmes and life skills development is provided through the net of non-formal (complementary) education. For example, in Kazakhstan in 2003 there were 629 institutions for extracurricular activities, and, by estimation, over 15 thousand

training organizations. Among them are organizations implementing vocational guidance programmes, training of unemployed, on-job training as well as training centres, non-government organizations, etc. Developing life skills with adults is implemented within the framework of community based pilot projects supported by international organizations, UNESCO among them.

The most demanded in the field of non-formal education along with vocational skills are such programmes like basics of business education, management, computer training, banking, accounting, foreign languages, training for occupations demanded on the labour market, in particular, in the service sector. Such programmes like entrepreneurship training, law, computer and e-mail skills, access to Internet, organization of rural economy, increasing soil fertility, marketing skills, business planning, accounting and similar are most demanded among rural young people and adults.

However such programmes are available in big cities and raion centres, and they are chargeable. Majority of people, among them pensioners and people of pre-retirement age, unemployed and poor people cannot use these services if not supported by the state. Assistance is provided mainly by international bilateral and multilateral organisations.

Table 18 in Annex 3 gives a general idea of the themes and subject-matter of training programmes for adults. In Tajikistan and Uzbekistan more often are met components of training on rural development, income generation and employability, family planning, etc. In Tajikistan more attention is paid to gender issues, community and rural development, and less – to training vocational skills, continuing education. In Kazakhstan and Kyrgyzstan – more to vocational training, working with target groups, entrepreneurship training, psychological matters, etc.

Availability of training programmes for adult population in Tajikistan is limited. One of the most urgent issues is training, retraining and up-grading skills of workers. Very low is enrollment of unemployed, house wives, pensioners. Community based training programmes more or less available for the population – are mainly activities supported by international agencies – in the field of environment protection, health, civic education, conflict resolution, developing leadership, gender issues, etc. On the community level seminars are conducted on human rights, women's rights, gender relations, local self-management, democratization, entrepreneurship and micro-crediting.

Literacy.

The problem of literacy in the traditional sense of the word has been solved in CARK countries in the first half of the past century. According to the census (1999) literacy level of population in Kazakhstan at the age of 9 to 49 was 99,9%. Among 15-year olds and elder it is a little bit lower and makes up 99,5 (See Tables 20 below and 20A and 20B in Annex 3). In Kyrgyzstan – 99,7% (data available for 1970), in Tajikistan - 99,8% (for 2000), Uzbekistan – 99,2% (data for 1998).

Table 20. Literacy of population in the CARK countries.
(share of literates at the age of 9-49 according to census)

Countries	Sex	1897	1926	1939	1959	1970	1999 (2000)
USSR	Total	28,4	56,6	87,4	98,5	99,7	-
	Male	40,3	71,5	93,5	99,3	99,8	-
	Female	16,6	42,7	81,6	97,8	99,7	-
Kazakhstan	Total	8,1	25,2	83,6	96,9	99,7	99,9
	Male	12,0	35,4	90,3	98,8	99,8	99,9
	Female	3,6	14,5	75,8	95,1	99,5	99,9
Kyrgyzstan	Total	3,1	16,5	79,8	98,0	99,7	n/a
	Male	5,0	23,9	84,9	99,0	99,8	n/a

	Female	0,8	8,4	74,4	97,0	99,6	n/a
Tajikistan	Total	2,3	3,8	82,8	96,2	99,6	99,8
	Male	3,9	6,4	87,4	98,0	99,8	n/a
	Female	0,3	0,9	77,5	94,6	99,4	n/a
Uzbekistan	Total	3,6	11,6	78,7	98,1	99,7	99,2
	Male	5,6	15,3	83,6	99,0	99,8	n/a
	Female	1,2	7,3	73,3	97,3	99,6	n/a

Sources: Central statistical agency of USSR. People's education, science and culture in USSR. Statistical book, M., "Statistica", 1977. p. 9-10.

Report on the findings of the EMIS mission to Uzbekistan – 2005. Asian Development Bank, Section 5. Key Education Indicators.

At the present level of development of the society a new task is being set up. As it is emphasized in the Message of President of Kazakhstan "physical and intellectual abilities of Kazakhstan people are a key factor of economic competitiveness of the country, its survival under the current conditions of "exhausting and hard process of global competition». It is planned to eliminate computer illiteracy and provide access to Internet for population carrying out a large-scale work on computer training compatible to eliminating illiteracy in the 30s of the past century. In joining public service it will be compulsory to have computer skills, be able to use Internet and have a command of English. A policy of knowing three languages is being implemented in the country – school graduates must be able to speak Kazakh (state language), Russian and one of foreign languages. Importance is attached to active measures in reducing unemployment. For training unemployed over 550 million tenge (over 4 mln. USD) is allocated from the public budget annually.

Thus, parameters of the "new" literacy are formulated in Kazakhstan as priority tasks and are reflected in important policy documents, namely, in the State Programme for education development till 2010, and is supported by funds. This is a promising endeavour and we do hope that large scale plans will be implemented.

The process of dynamic development of adult education based on the formal system started and is consistently developing in Kazakhstan and Kyrgyzstan compared to Tajikistan and Uzbekistan. But it has not become an integral part of continuing education. Normative and legislative provision of adult education is not existent, and legislative acts in the field of education do not include this term. In the CARK countries there is no body coordinating the whole set of adult education issues, no infrastructure for adult education, especially closer to the place of living of service users. Distance education forms are underdeveloped. Financing in this field is aimed mainly to formal education and training of unemployed. Practically in the CARK countries there is no accessible system of continuing education.

Goal 5.

In the countries of the region gender parity in education is provided. Conception on gender parity at all levels of education is being implemented. Girls have universal access to education. Quantitative indicators of the number of girls and boys in secondary schools are reported to reflect the normal gender proportion in the corresponding age groups.

Table 21. Gender parity index

Country	Gender parity index	EFA development index	Net enrollment in primary education
Kazakhstan	0,956	0,989	0,895
Kyrgyzstan	0,943	0,982	0,900
Tajikistan	0,964	0,922	0,975

Uzbekistan	n/a	n/a	n/a
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Source: EFA Global Monitoring report. Education for all: the quality imperative. UNESCO, 2005, Table 1.

Unfortunately, in the gender information available, there are no data on the proportion of population with breakdown by gender. One can find only the proportion of children enrolled in education with breakdown by gender, like, e.g. in Table 22 below. This does not enable authors to analyse gender parity in education as the data might not mean the actual correlation between children of a specific age group by gender. According to the data on Kazakhstan (Tables 9A – 9D) in Annex 2 and Kyrgyzstan (Table 23 in Annex 2) one can see that the number of boys in primary education exceeds the number of girls. Therefore a certain excess share of boys enrolled reflects a normal correlation by gender.

Table 22. Proportion of boys and girls among schoolchildren.

Country	Total number of students enrolled at school	Including	
		Boys	Girls
Kazakhstan (2003-04)	3 025 838	1 531 069 (50,7%)	1 494 769 (49,3%)
Kyrgyzstan (2002-03)	1 164 031	585800 (50,3%)	578231 (49,7%)
Tajikistan (2003-04)	1 522 046	-	673 438
Uzbekistan	n/a	n/a	n/a

Sources: Agency for statistics of the Republic of Kazakhstan. Statistical yearbook, 2004.

National State Committee for statistics of Kyrgyz Republic. Women and men of the Kyrgyz Republic. Book on gender specific statistics. Bishkek, 2004, p. 43.

Ministry of education of the Republic of Tajikistan. Report on monitoring and implementation of EFA goals. Dushanbe, 2005. p. 35

For example, in Kazakhstan in 2003-04 out of the total number of enrolled in primary education 50,7% were boys. In the number of population of the corresponding age, according to our estimation, boys make up around 51%. Approximately similar correlation is observed at the level of secondary education (See Table 23 in Annex 4). Therefore we can state that in primary and secondary education in Kazakhstan gender parity is observed.

In Kyrgyzstan according to the data of the Ministry of education and culture in 2002-03 enrollment in primary education (grades 1-4) makes up 96,6%, among them boys – 97,7% and girls 95,6%. This correlation corresponds to the correlation between sexes in the number of population of this age (See Table 23A).

Enrollment in secondary education (grades 5-11) in this country makes up 86,7% (boys – 85,4%, girls – 88,5%). Girls make up 54% of students in higher education institutions, 65,3% in secondary special education institutions. However the estimated data shows that among the population of this age number of boys is prevalent. According to the conclusions of researchers on gender issues, at the level of secondary education there is gender parity as well, but we see a different situation - i.e. a tendency towards gender disparity with girls prevailing at this level of education. It is difficult to draw a conclusion without more detailed and in-depth studies, as we have no analysis of reasons of increased number of girls at this level of education as a share of population of this age. To make objective and justified conclusions we need to have more information on enrollment in secondary special and higher education as the share of the total population of this age and analyse the reasons of the current situation. The question remains without an answer as no information is available.

In Tajikistan, according to proceedings of CARK Education Forum, there is gender disparity in education. Net enrollment rate in primary education is 97,9%, enrollment of girls – 95,8%. Enrollment in secondary education – 92,1%, among girls - 88,1%, i.e. at this level of education gender disparity is observed with boys of this age prevailing.

Non-availability of information on Uzbekistan does not allow us make any conclusions either. The country has not developed gender indicators to facilitate monitoring of gender issues in the country and compare the situation with other countries. But, according to the information available, gender disparity is also increasingly developing in this country. In Uzbekistan the problem of sustaining access to and quality of education for girls is increasing given the growing influence of religious extremism, potential risk of girls' involvement in the activity of terrorist groups and increase of prostitution⁸.

In education we observe the ongoing process of feminization of teachers. For instance, in Kazakhstan out of 16738 preschool teachers 16624 (or over 90%) – are women. In secondary education out of 274 138 teachers working at this level of education around 80% (218074) are also women. In Kyrgyzstan in secondary schools 77,7% of teachers are women as well.

Analysis from the gender perspective is developing during the last years. Dynamic changes in the approach to gender issues take place in Kazakhstan and Kyrgyzstan. Gender issues are included in the programmes and projects in schools and universities, “Gender” and “Theory of gender” disciplines are implemented in many higher education institutions. Specialized Centres on gender issues are operational in a number of universities.

Kazakhstan is the first CIS country to develop gender indicators in education – a new practical tool for promoting gender equality in education. Textbook “Basics of gender education” was published. Monitoring of curricula on gender studies in Kazakhstan and other countries was organized. Guidance on conducting gender training for school and kindergarten teachers and programmes for schools and universities were developed. Methodological guide for gender expertise of textbooks, gender indicators to analyse the learning environment prepared. Projects on improving the learning environment to facilitate establishing gender sensitive, child friendly environment and “Feminisation of education area in Kazakhstan: ways to solve the problem” were implemented.

Along with the mentioned centres a big work is being done by the National Commission on family and women' issues under the President, Association of business women of Kazakhstan, “Ak Jaulik” Kazakh Women's Committee, “Bibi-ana” Republican society of women-invalids who have children, “Bolashak” public association of women, “JARiA” Women's Association, Association “Woman and Education”, etc. The main objective common for all these organizations is to assist in improving job conditions of women through strengthening training opportunities for them.

In Kyrgyzstan Ministry of education is implementing gender perspectives in the activity of its structural subdivisions within the framework of the two projects: “Incorporating gender approaches in the activity of the Ministry of education” and “Strengthening the potential of specialists of the ME in developing gender approaches in education”.

International UNESCO Chair “Gender policy and human rights” is operational to train specialists in the field of constitutional law, human rights and public administration of gender policy. “Ayalzat” national programme (1996-2000) was adopted, Parliamentary hearings on women' situation conducted (1996). Experimental programme “Authorised education” is being implemented in pilot schools to facilitate better understanding of family issues and sex relations by young people.

In Uzbekistan State Prize “Zulfiya” is issued by President to encourage gifted girls for special achievements in the field of literature, culture, art, science and education.

⁸ Proceedings of the Second CARK Education Forum. Administrative Report, p. 82. Bishkek, Kyrgyzstan, 2003

In Tajikistan Government provides quota for girls from remote villages to encourage their participation in higher education.

On the whole, provision of equal rights for education regardless of sex in the CARK countries is guaranteed by legislation and its articles are implemented fully on the policy level. Though individual experts in the field of gender issues emphasize that in the CARK countries there is a problem of possible forming gender stereotypes through the content of textbooks and training methodology. They recommend to give more attention to gender aspects in the organization of the teaching and learning process. They also underline that for a number of physiological reasons – pregnancy, birth of children and taking care of them often by the age of 30 – 40 men and women with equal starting opportunities find themselves at different levels of professional and career development.

According to ranking of countries (Global Monitoring Report -2005), Kazakhstan is on the 10th, Kyrgyzstan – on the 24th, Tajikistan – on 83^d places by gender-specific EFA index (GEI). The potential of this goal is not used fully. It is important to sustain and develop the achievements. It is of utmost importance to eliminate the gap between boys and girls enrollment, especially at the primary level, in particular, in Tajikistan which is taking shape. Learning environment needs to be improved – many schools don't have appropriate sanitary and hygienic conditions, access to drinking water, lavatories, especially in rural areas.

Goal 6

Analysis of education quality is one of the most difficult. In the CARK countries, like, maybe, in other regions, there is no common approach to this matter. Due to the non-availability of generally accepted indicators we use the following ones.

State expenditures on education.

As has been mentioned earlier, in the CARK countries children of schooling age have access to free compulsory (9-year in Tajikistan and Uzbekistan, 11-year in Kazakhstan and Kyrgyzstan) education. The next stage is provision of quality education for all. One of its principal aspects is financing of education. Analysis shows that during the last years governments allocate more funds for preschool and secondary education as % of GDP (See Table 24).

Table 24. Public expenditures for education by levels and types of education.

Country	1997	1998	1999	2000	2001	2002	2003	2004 (plan)
Kazakhstan								
Total for education (mln. tenge)	73375	69462	78491	81 416	103076	118977	149549	195109
% of GDP	4,4	4,0	3,9	3,1	3,1	3,2	3,4	3,8
For preschool education	n/a	n/a	n/a	2975	3222	3880	4553	5851
% of GDP	n/a	n/a	n/a	0,1	0,1	0,1	0,1	0,1
Secondary general education	n/a	n/a	n/a	60007	67224	81744	98906	125307
% of GDP	n/a	n/a	n/a	2,3	2	2,2	2,2	2,5
Kyrgyzstan								
Total for education (mln. som)	1514,0	1681, 6	1991, 3	2293,0	2847,6	3350,4	3752,7	4357,4

% of GDP	4,9	4,9	4,1	3,5	3,9	4,5	n/a	n/a
As % of the public budget	22,6	23,0	21,4	20,3	23,2	22,1	n/a	n/a
For preschool education	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
% of GDP	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Tajikistan								
Total for education (somon)	n/a	n/a	n/a	41606600	60931100	86869000	112082100	163392700
% of GDP	1,9	2,2	2,1	2,3	2,4	2,6	2,2	2,7
For preschool education (somon)	n/a	n/a	n/a	2014183	2410950	n/a	n/a	n/a
% of GDP	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Uzbekistan								
Total for education (% of GDP)	7,3	7,4	7,8	6,8	n/a	n/a	n/a	n/a
For preschool education	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
% of GDP	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Sources:

Ministry of education and science of the Republic of Kazakhstan. Education and science in Kazakhstan: from congress to congress, Astana, 2004, p. 78

Ministry of education of the Republic of Tajikistan. Report on monitoring and implementation of EFA goals. Dushanbe, 2005, p. 18.

State committee for statistics of the Republic of Tajikistan.

Uzbekistan. Country assessment. UN, 2003, p. 67

Report "National programme "Cadre" in action", p. 2.

National statistics committee of the Kyrgyz Republic. Women and education in Kyrgyzstan. Bishkek, 2003, Table 20.

National statistics committee of the Kyrgyz Republic. Education and science of Kyrgyz Republic - 2003, c. 46.

In Kyrgyzstan in 2002 education funding made up 4,5% of GDP, in the overall state budget it was 22,1%. In the structure of expenditures at that period over 87% made up salaries (53,0%), insurance (13,6%), communal services (19,1%), stipends (2,2%).

In Uzbekistan public expenditures for education in 1997 made up 7,3% of GDP with increase to 7,8% in 1999 and decrease in 2000 to 6,8%. In the overall state budget it was 22,4% in 1997, 24,2% in 1999 and 23,2% in 2000.

In Tajikistan during 1998 – 2000 public expenditures on education were low with increase starting with 2001. During the last years the country attracted funds provided by international financial organisations to cover the needs of education and health care (90 mln. USD).

Learning environment.

Under-financing made a serious impact on the learning environment. In Kazakhstan by 2003 only 32% of schools were located in specially designed buildings, 2217 needed repairs and 256 schools needed major repair or reconstruction.

In Tajikistan Ministry of education does not have data on the physical condition of education institutions – such analysis requires additional expenditures which is not available.

In Kyrgyzstan 68,3% of schools need major repair (See Tables 25 and 26 in Annex 5).

Very promising is adoption of strategic documents. In Kazakhstan – it is State programme for education development till 2010. The total amount of funds allocated for its implementation is 330,8 billion tenge. Within the framework of the "Aul Mektebi" (Rural school) programme and the mentioned Programme large scale measures are being undertaken to ensure sustainable development of schools. During 2001 - 2004 there were built 266 new schools, in 936 were

made major repairs. In 2005-2008 it is envisaged to repair and build over 1900 schools, equip classrooms with furniture and learning equipment. For increasing social payments the government in 2005 allocated additionally around 100 billion tenge (over 760 million USD).

The net of boarding schools for children with special needs, family orphanages, youth palaces, rehabilitation centres for orphans, children in difficult circumstances and having special needs is being extended.

In Kyrgyzstan within the “Rural school” Programme were considerably improved conditions in rural schools. According to the information of Ministry of education and culture, the number of school increased from 1794 in 1991 to 2029 in 2003. 583 schools and attachments to existing buildings were constructed with overall 137,5 thousand number of seats. Small school buildings (for 120-240 seats) were built mainly using the funds of sponsors, communities and involving community members (“ashar” method).

In Uzbekistan Cabinet of Ministers with Decree №321 of July, 9, 2004 adopted National State Programme of developing schools for the period of 2004-2009, which also foresees improving of conditions at schools. In Uzbekistan since 1997 were built 578 school buildings and attachments to them for 204 574 seats. The number of classrooms increased by 6 755 (3,1%). 59% of school are located in specially designed buildings. 69,7% have access to drinking water. Unfortunately we don't have any latest data on this country.

In our opinion despite the adoption of the mentioned documents we cannot expect radical changes in this field as in the countries of the region the level of public financing is not up to the level recommended in the Dakar documents - 6% of GDP and does not cover he needs of the sector.

Content of education.

After gaining sovereignty the countries made continuous improvement of the content of education.

In Kazakhstan the national authorities approved curricula and state standards on 34 school subjects. However the content is still input-based and defines what knowledge is to be learned and time needed. Kazakh academy of education is developing a new curriculum based on the outcome-based model and new textbooks are to be developed based on the new curricula.

In Uzbekistan the government also dedicates much attention to developing and implementing a new generation of learning materials and guides. State standards of secondary education were developed, new textbooks published in seven languages.

Information-communication technology.

Intensive development of ICT based education is one of the main priorities of education policy.

In Kazakhstan in accordance with State Programme of Informatisation of the system of secondary education 100% of schools are equipped with computers. The ratio is 44 students per computer in secondary schools, 33 in VET and 32 students in colleges. By 2004 44,1% of secondary schools, 34,8% VET and 51,1% colleges had access to Internet. In 2005 it is planned to increase this indicator to 75%. We should but mention regional disparities in this field as well – in Atyrau oblast there were 24 students per computer, while in South Kazakhstan - 85. 1821 schools have access to Internet, and 893 are in rural areas.

There has been set up a satellite channel for distance education which connected in the single information area over 1000 schools in 6 oblasts and has become an educational channel and centre for demonstration of education and enlightenment films. Distance education is being implemented at all levels, beginning with preschool. In the 3 oblasts a pilot project “Distance education for rural schools of Kazakhstan” is being carried out. All universities have Intranet.

To establish a data base of information education resources and administer a unified infrastructure in the Ministry of education and science there was established Central telecommunication unit linked to telecommunication units of all regional departments of

education. Establishment of information system of monitoring, analysis and management of education institutions is being finalized which will allow to monitor the outcome of reforms and programmes, make corrections if necessary.

In Kyrgyzstan as of beginning of 2003 65 % of schools were equipped with computers. In 1996 there were 606 children per computer, in 2003 – 240. In universities there are 8 700 computers per 199 thousand students, practically all universities are connected to Internet.

Within the framework of programme “Virtual Silk Way” it is planned to provide access to Internet for secondary schools, retrain teachers on using ICT.

As of the beginning of 2001 in Uzbekistan provision of computers increased by 8,5% , number of seats equipped with computers is 57651 (See Table 27 in Annex 5).

Teachers.

All countries take measures to ensure that schools have enough teachers with appropriate qualification. The qualification of teachers is reasonably good (See Table 28). In Tajikistan there is a tendency developing towards increasing the number of teachers with secondary general education (9,5%) and this is a reason for concern. Schools in Uzbekistan have 95% of teachers against the needed number, in Kazakhstan – 98,7%.

For the countries of the region where over half of schools are rural (See Table 31 in Annex 5) quality of education in rural schools is important. In Kazakhstan the number of small schools is increasing, of which almost 96% - are rural. In such schools it is difficult to provide quality of education. The majority of them are located in villages with poor population and in buildings which were not meant for schools and require major repairs. 80% of such schools are rural. Teachers in such schools as a rule have little opportunities to attend qualification up-grade courses, as one teacher works with children of different ages.

There are regional disparities as well. In a number of regions in Kazakhstan small schools make up the majority. In South-Kazakhstan oblast - 85,6%, Akmola - 77%, Kostanai - 73%, Pavlodar – over 72%. Some rural schools don't have enough teachers – on informatics, foreign languages, mathematics, etc.

All problems listed are pertinent for other countries in the region. For instance, in Kyrgyzstan rural schools make up over 82% of all schools, over 72% of all students study in them and over 72% of teachers work in rural schools. They also have a lack of eachers of informatics, foreign languages, mathematics, chemistry, history, etc.

Rural schools face a problem of increasing non-attendance. Out of the total number of children who don't attend school 69% are rural children. Among the reasons are reported financial difficulties, lack of motivation to study, necessity to help parents and others.

One cannot say that governments are not taking measures to improve the situation. In 2004 Kyrgyzstan Ministry of education initiated a programme “Deposit of young teacher” to sustain young specialists in remote rural schools through opening in banks personal deposits which can be used after three years of work. In 2004 in the framework of this programme 200 specialists were appointed. 30% of teachers (over 23,2 thousand people) attended qualification up-grade courses.

In Kazakhstan the government is using financial incentives, annually increasing salaries and quota for teacher training, allocating grants for rural students, preserving privileges for rural teachers, etc. As mentioned above, the Government annually increases the number of grants (in 2004 – 26 000, in 2005 - 31 500). The grants allocated additionally will be used for teacher training.

Table 28. Qualification of teachers

№	Country	Number of	Including	Have
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		teachers	women	Higher education	Incomplete higher	Secondary professional	Secondary general
1	Kazakhstan (2003-2004)	274 138	218 074	195 857	14 806	60 070	3 405
2	Kyrgyzstan (2002-03)	73 824	57335	n/a	n/a	n/a	n/a
3	Tajikistan (2003-04)	103 174	50190	65633	4801	22897	9843
4	Uzbekistan (2000-01)	451797	296974	n/a	n/a	n/a	n/a

Human development report for 2004. Education for All: the Key Goal for a New Millennium. Kazakhstan 2004, p. 140.

National State Committee for statistics of Kyrgyz Republic. Women and men of the Kyrgyz Republic. Book on gender specific statistics. Bishkek, 2004, p. 43.

Ministry of education of the Republic of Tajikistan. Report on monitoring and implementation of EFA goals. Dushanbe, 2005. p. 32.

Central Asia and Kazakhstan Education Forum. Report of girls' education group for Uzbekistan. April, 2005 r.

Salaries

According to the data, education specialists are still among those whose salaries are not high (See Tables 29A and 29B in Annex 5). In 2003 it varied from 11,2\$ in Tajikistan, 20\$ in Kyrgyzstan and 110\$ in Kazakhstan per month.

Public and private schools

Analysis of the correlation shows that in Kazakhstan, Kyrgyzstan and Tajikistan there are conditions for alternative education institutions, but the number of public schools prevails. The number of private schools is less than 2,8% in Kazakhstan, 0,8% in Kyrgyzstan and 1,3% in Tajikistan. In Uzbekistan there are no private schools (See Table 30 in Annex 5).

Monitoring and assessment of learning achievement.

New approaches to measuring quality of education are in the process of conceptualizing and development. There is no unified system of monitoring learning outcomes at present, therefore it is not possible to compare learning achievements of secondary school students with their peers in other countries. The system of assessment in each country of the region has its own specificities.

In Kazakhstan was introduced a national state external assessment of learning achievements for secondary school graduates. Final examinations at school are combined with admission examinations to universities. Only those graduates who wish to join Kazakhstan higher education institutions participate in them. Beginning with 2003-04 national authorities conduct assessing learning achievements upon completion of each level of school education – primary (grade 4), junior secondary (grade 9) and senior secondary (grade 11).

In Kyrgyzstan external assessment is carried out by a non-state organization. Participation in the examination is not compulsory for all graduates, is not aimed at measuring learning achievements in school disciplines, but abilities to learn. It is not an official ground for admission to higher education institutions. Kyrgyz universities conduct own admission examinations.

In Uzbekistan since 1992 external assessment of learning achievements of secondary school graduates is carried out by State Test Centre subordinated to the Cabinet of Ministers.

In Tajikistan preparation is started to setting up a national system of external assessment. Final examinations at present are conducted by schools on their own.

Importance of external assessment cannot be overestimated. It is helpful to provide a set of unified demands to the level of school graduates, accumulating a data base on the quality of education in various regions. To make it more objective it could be compatible to the data base

of other comparative studies. At the moment CARK countries do not participate in such international programmes like “PISA”, “IALS”, “TIMSS”.

2. Analysis of the regional patterns and progress towards the six EFA goals. Sub-regional variations or specificities. Critical analysis of factors that explain these trends, including policies and strategies that have made significant contribution to progress in the region and have the real potential to sustain progress towards 2015.

Recognition of education as a key factor predetermining sustainable development of a society and therefore necessity for enabling full and comprehensive realization of human potential is common for all countries of the Central Asian region. On the political level all conditions have been created to provide access to quality education for all.

During the last years a priority attention was paid to improving the situation in the field of early childhood care and education (ECCE), including children from poor families, children with special needs and rural children. The countries have made maximum efforts to stabilize the situation and provide access to free and mandatory education and its completion, achieving gender parity in education, promoting access to quality basic education. We can state a considerable progress in achieving 4 out of six Dakar goals, three of which (2, 4 и 5) have been achieved.

In all countries Goal 1 (ECCE) was in the focus of the governments, but measures adopted were not enough to ensure that all children, especially rural poor, had access to this level of education. Increasing access to ECCE, providing equal opportunities to prepare for school is solved through legislative provision of free and compulsory pre-primary education for 5(6)-year old children. In Kazakhstan such preparation was introduced in 1999. In other countries legislative provisions are in progress. For instance, in Tajikistan the legal base of this policy is provided by “National conception of education (2002) and Law of education (2004).

Common for all the four countries is insufficient work aimed at providing full realization of the right of all for quality education (Goal 2) in the context of education of children with special needs and children from poor families. There is no reliable data on the number of children not involved in education or not attending school. A part of children (and each country has its own statistics not compatible to others) drop out. There is no clear policy regarding children with special needs. The choice for inclusive education is indeed attractive, but challenging as it requires significant efforts in many sub-systems of the education sector (adapting the school facilities, learning materials and teaching aids, developing teachers’ qualifications, etc.). On the other hand, segregated education of such children under the current conditions is not efficient. The dilemma remains pertinent for all countries.

Rural schools are not in equal position with urban schools. They are funded from the local budgets. Therefore their material base and methodological provision depends on the economic and social situation in individual regions. Rural schools don’t have enough equipment, furniture, teaching and learning materials, and qualified teachers, in particular, in specific school disciplines. For the lack of teachers the level of learning achievements of rural children does not meet the requirements of state standards. Teachers in small schools have limited access to ICT, information, less opportunities to upgrading their qualification. Salaries in education is lagging behind that in industry turn-over of staff is high. All these factors make a negative impact on the quality of education in rural areas.

In all countries access to higher education is decreasing, especially for rural people. In Uzbekistan evening and by correspondence forms were eliminated at all levels of the formal system of education. Higher education in the countries is chargeable (above 80%) and is not accessible for all. Measures taken by governments are not enough.

The ways to solving the problems and achieving the goals in the four countries have certain, sometimes considerable variations.

In particular, in achieving Goal 2, as has been mentioned above, in Kazakhstan the level of investments are increasing to improve access to and the quality of ECCE.

In Kyrgyzstan and Uzbekistan the approaches to solving the problem are based on the situation in the country. The emphasis here is made on developing private preschool institutions, extending the number of multi-grade and community kindergartens, public centres, centres for early childhood development, preparatory access courses in schools, Sunday schools, as well as implementation of 100-hour programme for preparing children of preschool age to school using the internal resources of education system during summer time, etc.

In Tajikistan priority attention is paid to providing compulsory pre-primary training for all 6-year old children. To make sure that this objective is achieved Ministry is planning to include its financing in the public budget. Along with that to achieve EFA goals Tajikistan needs significant external assistance.

The approaches to adult education also differ. In Kazakhstan and Kyrgyzstan measures are being adopted to providing access to training programmes and acquiring life skills (Goal 3) and increasing functional literacy among adults, ensuring access to basic and continuing education through both formal and non-formal programmes (Goal 4). In Tajikistan and Uzbekistan adult education is viewed in a more narrow, mainly as system of formal education. In the documents related to adult education attention is primarily focused on improving qualification of teachers.

The existing infrastructure and availability of diversity of training providers in formal education allows satisfying the demand for training programmes. However one of the obstacles is limitation of paying capacity of the population. A problem still common for all the four countries is adult education in terms of providing access to life skills training through non-formal education. In the political thinking formal education is still prevailing. Non-formal and informal education and learning though developed in the countries do not receive official recognition and this seriously limits opportunities of people to acquire skills they need and have it certified by public authorities.

So far in non-formal education some dynamics are being observed in Kazakhstan where provision of access to life skills programmes has been formulated as a state priority and mechanisms for their recognition are foreseen through establishing national and regional centres.

In Kyrgyzstan legislative acts have been adopted in the field of adult education, but mechanism of their implementation is not yet developed.

The documents available, or rather their non-availability, allow us to make a cautious conclusion that in Uzbekistan and Tajikistan development of non-formal sector is not a priority and is being implemented on the level of individual projects and programmes supported primarily by international agencies

We can state a certain difference between the countries as far as issues of quality are concerned (Goal 6). In Kazakhstan the government is undertaking serious measures aimed at setting up a national system of quality assurance, developing required infrastructure and equipping it, elaboration of quality indicators and efficient methodology for measuring learning outcomes at completing key stages of education. It needs further elaboration based on international experience.

In the other three countries quantitative indicators are mainly being used. In Kyrgyzstan and Uzbekistan systems of external assessment are in operation, in Tajikistan the system is being developed. Unfortunately, non-availability of common indicators does not allow comparative analysis of learning achievements.

There is a big difference between the structure of the statistics in the countries on school attendance. There is no common methodology and adequate mechanisms allowing monitoring school attendance and reflecting the actual situation in this area and reasons of non-attendance.

5. Status of EFA plans in the region.

EFA goals have received a strong political support of the government. Issues of human resource development, increasing access to education for all citizens, enabling people acquire modern life skills through the system of both formal and non-formal education are a constituent part of not only national education strategies, but also are reflected in the programmes of the overall socio-economic development of countries. They run all through a number of most important documents – Strategy of country development, programmes for poverty and unemployment reduction, Rural development programmes, annual Messages of Presidents to the people, National plans of action towards improving women’ situation and implementing youth policy, drugs and HIV/AIDs prevention, etc.

Have they been finalised in all the countries in the region as requested by the Dakar Framework for Action deadline of end 2002?

The Kyrgyzstan EFA Plan was approved by the Decree of the Government of Kyrgyz Republic №504 on June, 30, 2002.

In Kazakhstan – by the Order of the Minister of education and science № 193 on April, 1, 2003.

In Uzbekistan – by the Order of Minister of public education in 2004.

In Tajikistan the Draft EFA Plan was prepared by the working group by the end of 2004, but it has not yet been approved by the Ministry or other government body and so far not published.

Are they a stand-alone document or are they part of the overall education strategies?

In developing EFA National Action Plans all CARK countries followed UNESCO recommendations⁹ and did their best to integrate the planned activities in the existing frameworks of strategy, policy and action at the country level, thus ensuring that NAP is embedded into the national process of development planning, closer integrated with measures aimed at human resource development, poverty reduction and acceleration of socio-economic development.

In Kazakhstan this is State Programme “Education” and State Programme on education development for 2005-2010, Strategy of Kazakhstan Development till 2030, Programme for poverty reduction, Strategy of industrial innovative development of the country, etc.

In Kyrgyzstan – State strategic plan “Complex foundations of development”, Conception of education development in Kyrgyz Republic till 2010, Programme “Acces to education (Zhetkinchek)”, National Education programme “Bilim”, National Programme for poverty reduction “Araket”, etc.

In Uzbekistan - “National Programme for Training Cadre” till 2005 and further which was approved by Parliament of Uzbekistan on August, 29, 1997 and National State Programme of developing schools for the period of 2004-2009 adopted by Parliament Decree №321 of July, 9, 2004.

In Tajikistan – “Law of education” (2004), Programme of socio-economic development of Republic of Tajikistan for 2001-2005, Strategy of poverty reduction in Republic of Tajikistan (2002), respective Government Decrees, etc.

To conclude we can state that in all CARK countries EFA NAP is not a “stand-alone”, isolated document. National Action Plans of all the four countries are a part of the strategy of education development, but along with that they are viewed in a wider context as a part of the overall strategy of developing human resources. Such a status has its own strengths and

⁹ Education for all. Preparation of national plans of actions. Country guidelines. UNESCO, Paris, 2000.

weaknesses. On the one hand, their integration with other important documents strengthens their status on the national level. For instance, in Kazakhstan implementation of EFA goals was the theme of the National Human Development Report in 2004. The Report was presented with the involvement of members of the Parliament and Senate, leadership of ministries and national agencies. Activities were planned to ensure that all citizens could enjoy their right for education. Awareness of Government officials was raised on EFA issues. It is also important that due to such integration EFA principles become a part of the overall strategy of education reform and development. On the other hand, for the reason that activities on EFA implementation are a part of other national plans and programmes, it is difficult to cost them and analyse their implementation.

To what extent do they reflect each of the EFA goals?

In **Kazakhstan** all EFA NAP goals correspond to Dakar goals. The NAP goals can be subdivided into two groups: priority and the so called “standing” ones, i.e. those that should not be missed to avoid worsening of the situation in various areas. In particular, realization of Goals 5 and 2 is guaranteed by the Constitution to all citizens and measures need to be taken to maintain the situation stable. Among the most priority for Kazakhstan goals that need more efforts be made are four (Goals 1, 3, 4 and 6).

In the **Kyrgyzstan** EFA NAP six goals are defined as priority ones, of which three reflect the DFA goals and are similar to Goals 2, 5, 6. Goals 3 and 4 have not been clearly reflected, but the Matrix of actions contains the activities aimed at implementing these goals as well.

In EFA NAP of **Uzbekistan** the 5 defined goals are a modified version of the six DFA goals. One – Goal 5 – is not indicated as a separate goal as it is considered to be not topical for this country. It is underlined in point III.8 “Gender Issues” that “in accordance with Constitution and laws of the Republic of Uzbekistan” law on education is equally guaranteed to all citizens of the country regardless of sex. Boys and girls have equal rights for education of all levels and forms. Discrimination by sex is prohibited and prosecuted by law. Therefore, in the field of education of the republic there are no gender problems. However there are problems related to providing appropriate conditions for girls’ education – facilities, medical services, appropriate equipment and furniture, uniform, inventory, etc.”. Along with such a preamble in a modified way it is present in the NAP as well (in addition to Goal 2 – EFA NAP of RU, p. 78).

As for EFA NAP of Tajikistan – it has not been published and it was not possible to get it.

The remaining obstacles in achieving EFA in the region? What are the key challenges still associated with achievement of the EFA goals in this region?

Progress is observed in achieving all six EFA goals. There are practically no problems in providing access to free mandatory basic education and its completion (Goal 2). Gender parity in education is achieved as maintained stable (Goal 5). Literacy level of population is high, youth literacy in the traditional understanding is almost 100% (Goal 4).

There are difficulties in implementing Goal 3. This objective is in the focus of all strategic documents for human resource development, but more adequate measures are still to be taken. For CARK countries the challenge is development of a sound system of continuing education based on the lifelong learning principles.

To achieve Goal 1 (ECCE) with account of specific situation in individual countries the governments have achieved some progress, but much to be done to satisfy the existing demand in ECCE programmes.

In implementing Goal 6 the progress made so far is not even in all countries. More consistently, taking into account international tendencies in this field is being developed a system of quality assurance at all levels of education – from preschool to higher - in Kazakhstan. In Kyrgyzstan and Uzbekistan the governments have started this process based on the system of

external assessment of learning achievements, through improving quantitative indicators (in particular, improving school facilities, staff training, etc.). In Tajikistan approaches to achieving Goal 6 is in the process of rethinking and conceptualizing.

Among the most urgent problems common for all countries, can be mentioned the following ones:

- Pent-up demand for ECCE programmes. The growth is only a recovery increase. Preschool programmes coverage has not yet reached the level of 1990 and is far behind the need.

- Provision of access to free mandatory quality education is not accompanied by adequate measures to retain the cohort and reduce drop-out. No adequate mechanisms exist for monitoring school attendance, make unbiased analysis of the real situation and facilitate objective conclusions on non-attendance and drop-out.

- Insufficient resource provision of the system of education. In none of the CARK countries has not been achieved the level of funding recommended in Dakar.

- Lack of common understanding on quality of education, non-availability of indicators for its monitoring.

- Underestimation of the potential of non-formal education. EFA National Action Plans, especially the planned activities, are mainly targeted to transformations in the field of formal education.

- Lack of clear policy aimed at integration of children with special needs in the strategic documents and in real life.

- Life skills training is primarily chargeable and this limits availability of these programmes for youth and adults. Community based education is not in the focus of any state structure.

- Decreasing access to higher education for poor and rural poor.

- Lack of transparency, compatibility and reliability of statistical data in the region.

We can say that the potential of the six EFA goals in the CARK countries has not been exhausted. The range of research and practical tasks in promoting EFA in the countries of the region urges all parties who have stake in education forward for further activities in this area.

ANNEX 1. Preschool education

Table 1A. Evolution of preschool institutions

Country	Uzbekistan	Kazakhstan				
		1990	1995	2000	2004	
Number of children (1-6)	n/a	2225111	1857718	1394333	1298104	
Male	n/a	1125994	946126	713974	665239	
Female	n/a	1099117	911592	680359	632865	
Urban	n/a	1145710	893168	665356	659279	
Rural	n/a	1079401	964550	728977	638825	
Number of children enrolled in preschool institutions	n/a	1067814	407191	270421	306428	
Male	n/a	...	214461	139706	158014	
Female	n/a	...	192730	130715	148414	
Urban	n/a	676584	291470	167962	197100	
Rural	n/a	391230	115721	102459	109328	
Proportion of percentage of children enrolled in preschool institutions	n/a	48,0	21,9	19,4	23,6	
Male	n/a	...	22,7	19,6	23,8	
Female	n/a	...	21,1	19,2	23,5	
Urban	n/a	59,1	32,6	25,2	29,9	
Rural	n/a	36,2	12,0	14,1	17,1	
Country	Kyrgyzstan	Tajikistan				
		1990	1995	2001	2002	2003
Number of children (1-6)	n/a	n/a	n/a			
Male	n/a	n/a	n/a	n/a	n/a	n/a
Female	n/a	n/a	n/a	n/a	n/a	n/a
Urban	n/a	n/a	n/a	n/a	n/a	n/a
Rural	n/a	n/a	n/a	n/a	n/a	n/a
Number of children enrolled in preschool education	n/a	n/a	n/a	57812	59763	62950
Male	n/a	n/a	n/a	31113	31277	33207
Female	n/a	n/a	n/a	26699	28486	29743
Urban	n/a	n/a	n/a	48468	48894	52038
Rural	n/a	n/a	n/a	15007	10869	10912
Proportion of percentage of children enrolled by preschool education	n/a	n/a	n/a	n/a	n/a	n/a

Male	n/a	n/a	n/a	n/a	n/a	n/a
Female	n/a	n/a	n/a	n/a	n/a	n/a
Urban	n/a	n/a	n/a	n/a	n/a	n/a
Rural	n/a	n/a	n/a	n/a	n/a	n/a

Sources:

Agency for statistics of the Republic of Kazakhstan (end of 2004) including institutions of all forms of ownership.
Ministry of education of Republic of Tajikistan. Status of preschool education in the Republic of Tajikistan. Dushanbe, 2004.

Table 1B. Evolution of number of preschool institutions in 1990-2004 in Kazakhstan

Kazakhstan	Number of preschool institutions			Number of children			As % of total number of children at the age of 1-6 years	Number of seats	Number of children per 100 seats
	Total	Urban	Rural	Total	Urban	Rural			
1990	8743	3802	4941	1067814	676584	391230	48	926714	115
1991	8881	3886	4995	1023099	646306	376793	46,5	953845	107
1992	8578	3743	4835	868303	552104	316199	40,3	925620	94
1993	8053	3430	4623	747405	471092	276313	35,9	854374	88
1995	5058	2292	2766	407191	291470	115721	21,9	552296	74
1999	1102	859	243	124401	112785	11616	7,9	153743	81
2000	1089	912	177	133217	123872	9345	9,0	158179	84,2
2001	1103	886	217	140350	127999	12351	10,3	163043	86,1
2002	1095	874	221	147489	134087	13402	11,2	164286	89,8
2003	1106	871	235	156542	141749	14793	11,9	165711	95,9
2004*	1195	878	317	175907	154818	21089	20,7	165711	99,0

Sources:

State committee of the Republic of Kazakhstan for statistics and analysis. Education and culture in the Republic of Kazakhstan. Almaty, Kazinformcentre, 1994. p. 68.

Agency for statistics of the Republic of Kazakhstan, Education in the Republic of Kazakhstan. Almaty, 2002, p. 44-47

Agency for statistics of the Republic of Kazakhstan. Education in the Republic of Kazakhstan. Almaty, 2004

Ministry of education and science of the Republic of Kazakhstan. Status of preschool education in the Republic of Kazakhstan. Astana, 2004, p. 21

* (Data for the beginning of 2004)

Table 1C. Evolution of preschool institutions in Kyrgyzstan

Year	Number of preschool institutions	Number of children	Number of teachers	Number of seats	Number of children per 100 seats
1990	1 604	190 100	n/a	n/a	n/a
1993	998	92 245	7 296	106 422	87
1994	639	58 922	4 172	71 543	82
1995	456	46 114	3 044	60 588	76
1996	449	47 343	2 903	58 763	81
1997	423	46 067	2 722	56 085	82
1998	418	46 601	2 605	54 393	86
1999	420	45 004	2 482	54 659	82
2000	410	45 340	2 476	54 027	75
2001	402	44 669	2 406	53 737	83
2002	411	45 662	2 385	54 246	76
2003	416	46 003	2 260	53 409	82

Source: Ministry of education and culture of the Kyrgyz Republic. Status of preschool education in the Kyrgyz Republic. Bishkek, 2004, p.16.

Table 1D. Evolution of preschool institutions in Tajikistan

Year	Number of preschool institutions	Urban	Rural	Number of children (000).	Urban	Rural	Female	Urban	Rural	Children per 100 seats
1991	944	553	391	141,5	106,8	34,7	...	...	...	121
1992	822	551	271	115,4	91,8	23,5	...	...	...	101
1993	792	545	247	114,4	91,7	22,6	...	...	...	105
1994	790	545	245	108,9	86,6	22,3	...	...	...	100
1995	555	406	149	78	64,6	13,4	20,5	15,1	5,6	90
1996	601	461	140	71,3	51,7	14,2	32,3	25,6	6,8	93
1997	562	406	156	61,6	49,2	12,5	26,8	21,0	5,8	90
1998	562	425	137	56,0	44,2	11,9	23,8	15,3	8,5	82
1999	523	387	136	51,6	42,1	9,5	23,3	19,6	3,7	77
2000	502	378	124	53,4	44,1	9,3	24,0	19,5	4,5	77
2001	501	375	126	57,8	48,5	9,3	26,7	22,1	4,5	82
2002	496	637	129	59,8	48,9	10,8	28,5	23,0	5,5	85
2003	494	354	140	63,0	52,1	10,9	29,7	24,2	5,5	91

Sources:

Ministry of education of the Republic of Tajikistan. Report on monitoring and implementation of EFA goals. Dushanbe, 2005.

State committee for statistics of the Republic of Tajikistan, web site: www.stat.tj

Table 1E. Evolution of preschool institutions in 1997-2001 in Uzbekistan

Uzbekistan	1994	1995	1996	1997	1998	1999	2000	2001
Public preschool institutions	9273	8913	8464	8133	7546	6911	6742	6704
Private preschool institutions	-	-	-	-	-	-	1	9
Enrollment of children (%)				19,5	17,6	16,1	16,2	18,2

Sources:

Report "National programme for training cadre in action", Tashkent, 2001, section «Preschool education».

Report on the findings of the EMIS mission to Uzbekistan – 2005. Asian Development Bank, IN 241-02, p. 18

Table 6. Public and private preschool institutions

Country	Number of public preschool institutions	Number of children	Number of private preschool institutions	Number of children
Kazakhstan (2004)	967* (87,4%)	140542	135 (12,2%)	15180
Kyrgyzstan**	416	46 003	5 (0,9%)	341
Tajikistan (2004)	494	63 000	n/a	n/a
Uzbekistan (2001)	6704	624 652	9	n/a

*includes only permanent preschool institutions

Ministry of education and culture of Kyrgyz Republic. Status of preschool education in Kyrgyzstan, , p. 17

Table 7. Correction preschool institutions

Year	Total	Disabilities					
		Hearing	Speech	Eyesight	Intellectual	Locomotor system	Other
Kazakhstan 2000							
preschool institutions	41	1	14	13	8	3	2
Number of children	8820	211	4701	2269	836	198	605
2001							
preschool institutions	44	1	15	14	6	4	4
Number of children	9115	166	4579	2348	701	238	1083
2002							
preschool institutions	47	1	18	14	6	4	4
Number of children	9105	149	5251	2317	640	246	502

children							
2003							
preschool institutions	45	1	18	14	5	3	4
Number of children	9742	148	5760	2539	599	207	489
Normal preschool institutions with correction groups	112	n/a	n/a	n/a	n/a	n/a	n/a
Kyrgyzstan	24	n/a	n/a	n/a	n/a	n/a	n/a
Tajikistan	19533	n/a	n/a	n/a	n/a	n/a	n/a
Uzbekistan (2002)	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Source:

Human development report for 2004. Education for All: the Key Goal for a New Millennium. Kazakhstan 2004, p. 62

Ministry of education and culture of the Kyrgyz Republic. Status of preschool education in the Kyrgyz Republic, Bishkek, 2004, p. 14

Uzbekistan. Country assessment. UN. 2003. p. 71

Table 8. Natural growth of population

Country	1999	2000	2001	2002	2003
Kazakhstan	4,7	4,9	5,0	5,2	6,2
Kyrgyzstan	14,6	12,8	13,2	13,1	13,8
Tajikistan	25,6	22,3	22,1	22,5	22,0
Uzbekistan	17,0	15,8	15,1	n/a	n/a

Source: Demographical yearbook for Kazakhstan-2004, p. 305

ANNEX 2. Primary and secondary education.

Table 9A. Enrollment in education in Kazakhstan

Year	Total number of school age (7-11 years old)			Attend school			Rural-urban		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
2003-04	1293771	659880	633891	1327972	677228	650744	632136/ 695836	323119/ 354109	309017/ 341727
2002-03	1359959	693108	666851	1970020	1290765	679255	658712/ 1311308	336331/ 954434	322381/ 356874
2001-02	1416150	721726	694424	1437944	732882	705062	682988/ 754956	348795/ 384087	334193/ 370869
2000-01	1466348	746886	719462	1479577	753532	726045	723121/ 756456	368966/ 384566	354155/ 371890
1999-00	1527242	776806	750436	1522370	769034	753336	727503/ 794867	366459/ 402575	361044/ 392292

Source: Agency for statistics Of the Republic of Kazakhstan.

Table 9B. Net enrollment (age 7-11) in Kazakhstan

Country	Children (age 7-11)			Number of children enrolled			% of children (age 7-11) enrolled		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
Kazakhstan (2003/04)	1293771	659880	633891	1327972	677228	650744	102,6	102,6	102,6

Source: Agency for statistics Of the Republic of Kazakhstan.

Table 9C. Enrollment in Kyrgyzstan, Tajikistan and Uzbekistan

Country	Number of children of the age-group corresponding to the national regulation			Number of children of the age group enrolled by education			% of children of the age group enrolled in education		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
Kyrgyzstan (2003-2004)									
Net enrollment in grades 1-4	571116	298483	281633	470746	240208	230538	96,6	97,7	95,6
Net enrollment in grades 5-11							86,7	85,4	88,5
Tajikistan (2003-04)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Uzbekistan									
Enrollment in basic education (2003)*							97%	n/a	n/a
Expert' data on Uzbekistan									
grades 1-4 (2001-02)							78%	79	77
grades 5-9							94%	100	77

Sources:

Ministry of education and science of the Republic of Kazakhstan. Country report "Education For All -2000". Almaty, 2000, p. 108.

Ministry of education and culture of Kyrgyz Republic. Report on implementation of EFA goals in the Republic of Kyrgyzstan. Bishkek, 2005, p. 7.

Uzbekistan. Country assessment. UN. 2003. pp. 24 and 71

Table 9D. Enrollment by gender

Country	Gross number of children in day-time general secondary schools	Including		rural/urban		
		male	female	total	male	female
Kazakhstan (2003-04)	3044667	1542281	1502386	1427170/ 1617497	727613/ 814668	699557/ 802829
Primary education (grade1-4)	1079598	552702	526896	513767/ 565831	263465/ 289237	250302/ 276594
Junior secondary education (grades 5-9)	1489465	761626	727839	681321/ 808144	349508/ 412118	331813/ 396026
Secondary education (grades 10-11(12))	475604	227953	247651	232082/ 243522	114640/ 113313	117442/ 130209
Kyrgyzstan (2002-2003)	1164031	585800	578231	n/a	n/a	n/a
(grades 1-4)	452689	229696	222993	n/a	n/a	n/a
Tajikistan (2003-04)	1641700	n/a	n/a	n/a	n/a	n/a
Uzbekistan	n/a	n/a	n/a	n/a	n/a	n/a

Sources:

Agency for statistics Of the Republic of Kazakhstan. Statistical yearbook. 2004.

National State Committee for statistics of Kyrgyz Republic. Women and men of the Kyrgyz Republic. Book on gender specific statistics. Bishkek, 2004.

Ministry of education of the Republic of Tajikistan. Report on monitoring and implementation of EFA goals. Dushanbe, 2005. p. 35

Table 10. Education of minorities

	Kazakhstan (2002)	Kyrgyzstan (2002)	Tajikistan (2004)	Uzbekistan (2001)
Total number of schools	8408	2052	3701	9802
Total number of children	3 084 953	1 167200	1641700	6017600 (including children with special needs)
State language	3677 schools	1321	3701	8327
	1631478 students (55,3% of total number)	736 800 (63,5%)	1230766 (74,1%)	5184400 (87%)
Russian	2403	143	1570 grades	805
	1326472 (41%)	266 900 (23%)	36726 (2,2%) /15741 female	321200 (5,5%)
Uzbek	82	141	18403 grades	-
	83 205	154 200 (13,3%)	374145 (22,65%) /184502 female	-
Tajik	3	2	-	329
	2683	3000 (0,2%)	-	135400 (2,0%)
Kyrgyz	-	-	841 grades	58
	-	-	13686 (0,82%) /6724 female	17100 (0,4%)
Uigur	13	-	-	-
	21 698 (...%)	-	-	-
Kazakh	-	-	-	591
	-	-	-	167000 (2,5%)
Karakalpak	-	-	-	375
	-	-	-	156 000 (2,4%)
Turkmen	-	-	150 grades	63
	-	-	2949 (0,17%) /1459 female	15 500 (0,2%)
Other languages	2	n/a	-	1
Enrolled	126	n/a	-	100

Sources:

Agency for statistics Of the Republic of Kazakhstan. Education in the Republic of Kazakhstan. 2002, pp. 61-62

Key indicators of development of education system in Kyrgyz Republic in 1991-2001.

Ministry of education of the Republic of Tajikistan. Report on monitoring and implementation of EFA goals. Dushanbe, 2005.

Report "National programme for training cadres in action", Tashkent, 2001.

National Plan of Action " Education for all in Uzbekistan", Tashkent, 2004, p. 65.

Table 11. Education of children with special needs (schools)

Year	Total	Disabilities					Other
		Hearing	Speech	Eye sight	Intellectual	Locomotor system	
Kazakhstan							
Schools (1993)	125	20	5	6	93	2	-
Number of children	21190	2721	809	799	16 637	226	-
1994	128	20	7	9	90	2	-
Number of children	19215	2554	995	768	14589	209	-
2000	87	n/a	n/a	n/a	n/a	n/a	-
Number of children	16010	n/a	n/a	n/a	n/a	n/a	-
2004	103	n/a	n/a	n/a	n/a	n/a	-
Number of children	22800	n/a	n/a	n/a	n/a	n/a	-
Tajikistan (1991)							
1995	14	n/a	n/a	n/a	n/a	n/a	n/a
1995	12	n/a	n/a	n/a	n/a	n/a	n/a
2004	11	n/a	n/a	n/a	n/a	n/a	n/a
Kyrgyzstan							
1991	28	3	1	1	20	1	2
Number of children	5164	860	252	252	3465	135	200
1995	15	3	1	1	9	-	1
Number of children	2406	685	220	166	984	-	351
2002	19	3	1	1	13	-	1
Number of children	3329	738	276	214	1765	-	336
Uzbekistan*							
Number of children in schools and boarding schools	132 269	n/a	n/a	n/a	n/a	n/a	n/a
Number of children educated at home	20 573	n/a	n/a	n/a	n/a	n/a	n/a
Number of children educated at home	7141	n/a	n/a	n/a	n/a	n/a	n/a
In orphanages	400	n/a	n/a	n/a	n/a	n/a	n/a
Special boarding schools under Ministry of health care	19 000	n/a	n/a	n/a	n/a	n/a	n/a

Source:

Agency for statistics of the Republic of Kazakhstan. Web site and bulletin «Education and culture in the Republic of Kazakhstan», 1994, p. 41.

Key indicators of the development of education system in Kyrgyz Republic in 1991-2001. Annex to analytical report, Table 8.

Table 12. Children from poor families

Kazakhstan	Number of children from poor families who received assistance			
	Including			
	Received assistance	targeted social	“Vseobuch” Fund	(Universal Education)
	Number of children	Amount of facilities	Number of children	Amount allocated for assistance
2001			n/a	535 400 000 tenge
2002			n/a	664 800 000
2003	339990		2 935 891800	838 500 000
2004	614 000			1 025 400 000
Kyrgyzstan (Expenditures on meals as part of education budget)				
2002	n/a	137,3 million som	n/a	n/a
Tajikistan (01.01.2004)	305202	6 597 747 somoni (assistance for 6-15 year old children, whose families live below poverty line)	-	-
UN Programme of school' nutrition (1999-2003)	367000	n/a	-	-
Uzbekistan	n/a			n/a

Sources:

Agency for statistics Of the Republic of Kazakhstan. Statistical book “Life level of population”, Almaty, 2004., p. 192

Ministry of education and science of the Republic of Kazakhstan. “Education and science of the Republic of Kazakhstan: from congress to congress”. Astana, 2004, p. 27.

Ministry of education of the Republic of Tajikistan. Report on monitoring and implementation of EFA goals. Dushanbe, 2005. p. 6.

Table 13. Text-books for general secondary schools.

Kazakhstan	1997	1998	1999	2000	2001	2002	2003	2004
Development of text-books (titles)	n/a	n/a	n/a	n/a	220	1072	-	n/a
Publishing of pilot editions (titles)	n/a	n/a	n/a	n/a	-	220	1072	n/a
Testing	n/a	n/a	n/a	n/a	138	144	366	n/a
Publishing of mass editions (titles)	n/a	n/a	n/a	n/a	134	138	144	n/a
Kyrgyzstan (titles)	13	15	32	32	22	n/a	160	65
Number of copies	258000	326000	651000	588000	588000	n/a	2 188 000	1 067 000
Uzbekistan (titles)					360			
number of copies	n/a	20180000	16170000	17720000	26800000	n/a	n/a	n/a
Tajikistan (titles)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	100

Sources:

Ministry of education and science of the Republic of Kazakhstan. "Education and science of the Republic of Kazakhstan: from congress to congress" Astana, 2004, p. 52.

Ministry of education and culture of Kyrgyz Republic. Report on implementation of EFA goals in Kyrgyzstan. Bishkek, 2005, p. 17.

Ministry of education of the Republic of Tajikistan. Report on monitoring and implementation of EFA goals. Dushanbe, 2005.

Report "National programme for training cadres in action", Tashkent, 2001.

Annex 3. Adult education.

Table 16. Evening schools

Kazakhstan	1991-92	1995-96	1999-00	2000-01	2001-02	2002-03	2003-04	2004
Number of evening schools	266	107	31	44	48	47	66	n/a
Number of students	79000	31800	24300	25500	24600	24500	27000	n/a
Kyrgyzstan Number of evening schools	n/a	n/a	5	4	4	4	4	8
Evening classes in day-time schools	n/a	n/a	n/a	n/a	n/a	n/a	25	29
Tajikistan (evening schools)	50	45	40	47	46	45	44	n/a
number of students	15200	12700	14400	17400	19500	17300	18300	

Sources: Agency for statistics Of the Republic of Kazakhstan. "Education in the Republic of Kazakhstan", statistical bulletin, p.76.

Agency for statistics Of the Republic of Kazakhstan. Life level of population. Statistical bulletin, Almaty, 2004, p. 230.

Ministry of education and culture of Kyrgyz Republic. Report on implementation of EFA goals in Kyrgyzstan. Bishkek, 2005, p. 17.

National statistical committee of the Kyrgyz Republic. "Kyrgyzstan in figures" Bishkek, 2004. p.226

State committee for statistics of the Republic of Tajikistan. Web site: www.stat.tj, Table «Education institutions».

Table 17. Higher and secondary special institutions

1990/91	Kazakhstan				Kyrgyzstan		Tajikistan		Uzbekistan	
	HEI	Incl. private	SSES	Incl. private	HEI	Incl. private	SSES	Incl. private	HEI	Incl. private
Number	55	n/a	247	n/a	n/a	n/a	13	n/a		
Number of students	287,4	n/a	247,6	n/a	n/a	n/a	69,3	n/a	15,2%*	n/a
1994/95		n/a						n/a		n/a
Institutions	69	n/a	251				22	n/a	n/a	n/a
Students	266,7	n/a	214,3				73,3	n/a	n/a	n/a
2000/01										
Institutions	170	112	293	117	45	15	30	n/a	61 (6,6%)*	n/a
Students	440,7	126,9	168,2	46,8	188,8	14341	77,7	n/a	167 000	n/a
2001/02								n/a		n/a
Institutions	185	126	318	138	48	16	31	n/a	61	n/a
Students	514,7	182,5	196,2	60,4	207,4	15513	84,3	n/a	184 000	n/a
2003/04					2002-03		2003-04		2002	
Institutions	180	134	357	179	46	15	35	n/a	61	n/a
Students	658,1	297,9	250,9	88,7	199,1	14245	107,6	n/a	196 000	n/a

Sources:

Education and culture in the Republic of Kazakhstan. State committee of the Republic of Kazakhstan for statistics and analysis, Almaty, Kazinformcentre, 1994.

Statistical yearbook of Kazakhstan, 2004. Agency for statistics of the Republic of Kazakhstan, 2004, p. 104.

Uzbekistan. Country assessment. UN. 2003, p. 70

Report on the findings of the EMIS mission to Uzbekistan. ADB - 2005

State committee for statistics of the Republic of Tajikistan. Web site: www.stat.tj

Table 18. Distribution of training programmes (%)

	Kazakhstan	Kyrgyzstan	Tajikistan	Uzbekistan
Working with target institutions/groups	63	21	46	67
National/International legislation	33	17	39	52
Research methods, monitoring and assessment	25	8	46	48
Psychology / sociology	42	38	11	84
Training methods	100	71	86	57
Management	13	25	25	39
Basics, theory, history of adult education	29	29	11	36
Community development	25	8	68	39
Gender equality, promotion of women	17	4	61	24
Continuing education / vocational education	42	21	8	21
«Help yourself» and similar	-	-	11	21
Work with mass media	-	8	25	18
Health, hygiene, nutrition	-	-	18	18
Family planning	-	4	18	15
Income generation and employability	-	-	12	15
Agriculture, rural economy	-	-	46	12
Environment, rehabilitation of natural resources	13	4	7	6
Computer literacy, computer graphics and	+	+	+	+

design				
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Source: Institute for international cooperation of the German adult education association. Research on training trainers for adult education. 2005.

Table 20A. Literacy in Kazakhstan

%

9-49 year old						15 +					
1989			1999			1989			1999		
Total in the country											
Total	male	female	оба пола	male	female	Total	male	female	Total	male	female
99,7	99,7	99,7	99,9	99,9	99,9	97,5	99,1	96,1	99,5	99,8	99,3
Urban											
99,8	99,8	99,8	99,9	99,9	99,9	98,1	99,4	97,0	99,6	99,8	99,5
Rural											
99,7	99,7	99,7	99,8	99,8	99,9	96,6	98,6	94,7	99,3	99,7	99,0

Source: Agency for statistics Of the Republic of Kazakhstan. Population of the Republic of Kazakhstan by education level. 1999 census. Almaty, 2000., p. 228.

Table 20B. Literacy of population in Kazakhstan (15+)

%

	1989			1999		
	Total	male	female	Total	male	female
Total	97,5	99,1	96,1	99,5	99,8	99,3
including:						
Urban population	98,1	99,4	97,0	99,6	99,8	99,5
Rural population	96,6	98,6	94,7	99,3	99,7	99,0

Source:

Agency for statistics Of the Republic of Kazakhstan. Population of the Republic of Kazakhstan by education level. 1999 census. Almaty, 2000., p. 228.

Annex 4. Gender.

Table 23. Enrollment in education by gender

Country	Total number of students in day-time secondary schools	Including		Urban/rural		
		Boys	Girls	Total	Boys	Girls
Kazakhstan (2003-04)	3044667	1542281 (50,7%)	1502386 (49,3%)	1427170/ 1617497	727613/8 14668	699557/8 02829
Primary education (grades 1-4)	1079598	552702	526896	513767/5 65831	263465/2 89237	250302/2 76594
Junior secondary	1489465	761626	727839	681321/8 08144	349508/4 12118	331813/3 96026

(grades 5-9)						
Secondary education (grades 10-11(12))	475604	227953	247651	232082/243522	114640/113313	117442/130209
Kyrgyzstan (2002-03)	1164031	585800	578231	1164031	337500	826531
Tajikistan (2003-04)	1660	878600	763100	n/a	n/a	n/a
Uzbekistan	n/a	n/a	n/a	n/a	n/a	n/a

Sources:

Statistical yearbook of Kazakhstan, 2004. Agency for statistics of the Republic of Kazakhstan.

State committee for statistics of the Kyrgyz Republic. Education and science in the Kyrgyz Republic, 2003.

Ministry of education of the Republic of Tajikistan. Report on monitoring and implementation of EFA goals. Dushanbe, 2005. p. 35

Table 23A. Population by gender (age 7-11) in Kyrgyzstan (end of 2003)

Total population			Urban population			Rural population		
Total	Male	Female	Total	Male	Female	Total	Male	Female
571116	289483 (50,7%)	281633 (49,3%)	160176	80862	79314	410940	208621	202319

Estimated data. Prepared based on Demographic year book of Kyrgyz Republic, 1999-2003. Bishkek, 2004, p. 65.

Annex 5. Quality of education.

Table 25. School facilities

Country, year	Status			
	Designed as school buildings	Not designed as school buildings	Need major repairs	need repair
Kazakhstan 2003	32%	3238 schools	256 schools	2217 schools
Kyrgyzstan (2002)	55,6%	44,4%	n/a	68,3%
Tajikistan	n/a	n/a	n/a	n/a
Uzbekistan (2001)	59%	n/a	n/a	n/a

Source: Ministry of education and science of the Republic of Kazakhstan . "Education and science of the Republic of Kazakhstan: from congress to congress" Astana 2004, p.29

National statistical committee of the Kyrgyz Republic. Education and science in the Kyrgyz Republic – 2003, Bishkek, p. 69

Table 26. Construction of school buildings

Kazakhstan	Number of schools	Number of seats
Total:	196	754 000
2001	61	18 700
2002	67	25 300
2003	68	31 400
Kyrgyzstan		
(2004)	93 schools and attachments to schools	22 700
Uzbekistan (1997-2001)	578 schools and attachments to schools	204 574
Tajikistan	n/a	n/a

Sources:

Ministry of education and science of the Republic of Kazakhstan . “Education and science of the Republic of Kazakhstan: from congress to congress” Astana 2004, p. 28.

Ministry of education and culture of Kyrgyz Republic. Report on implementation of EFA goals in Kyrgyzstan. Bishkek, 2005, p. 17.

Ministry of education of the Republic of Tajikistan. Report on monitoring and implementation of EFA goals. Dushanbe, 2005. p. 35

Report “National programme for training cadres in action”, Tashkent, 2001.

Table 27. Computers

Country	Schools		Computerized schools		Number of computers	Students per computer	Connected to Internet	
	Total	rural	Total	rural			total	rural
Kazakhstan (2003)	7982	6182	7957 (%)	6157	53562	57	1441	729
Kyrgyzstan (2003)	n/a	n/a	1327 (%)	n/a	9041*	240	n/a	n/a
Tajikistan	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Uzbekistan	n/a	n/a	46,6%	n/a	57651	n/a	n/a	n/a

Sources:

“Human development report -2004. Education for All: the Key Goal for a New Millennium”. Kazakhstan 2004.

National statistical committee of the Kyrgyz Republic. Education and science in the Kyrgyz Republic – 2003, Bishkek.

Report “National programme for training cadres in action”, Tashkent, 2001.

Table 29A. Average monthly salary

Indicator	1999	2000	2001	2002	2003	2004
Kazakhstan						
Average monthly salary in Kazakhstan, tenge	11864	14374	17303	20323	23128	29050
Equivalent in USD	99,3	101,1	117,9	132,6	160,4	223,5
Average monthly salary in education sector, tenge	8149	8512	9937	12863	14406	17939
Ratio of average monthly salary in education to average monthly salary in the country, %	68,7	59,2	57,4	63,3	62,3	61,7
Tajikistan						
Average monthly salary in education sector (somoni)	7,62	11,56	17,3	25,6	34,42	
Equivalent in USD					11,28	
Average monthly salary in Tajikistan	11,61	15,57	23,5	32,55	46,76	
Equivalent in USD	9,4	8,5	9,9	11,8	15,3	
Kyrgyzstan						
Average monthly salary in education sector (som)	n/a	715,1	866,1	976,4	n/a	
Public form of ownership		685,7	836,4	948,7	n/a	
Private form of ownership		1604,4	1630,0	1693,8	n/a	
Average monthly salary in Kyrgyzstan (som)	1050	1227	1455,1	1684,4	1921,7	
Equivalent in USD	26,9	25,7	30	35,9	44	
Uzbekistan	n/a	n/a	n/a	n/a	n/a	n/a

Sources: Agency for statistics of the Republic of Kazakhstan. Life level of population. Statistical bulletin-2004, p. 270.

Ministry of education and science of the Republic of Kazakhstan. "Education and science of the Republic of Kazakhstan: from congress to congress" Astana 2004.

Ministry of education and culture of Kyrgyz Republic. Report on implementation of EFA goals in Kyrgyzstan. Bishkek, 2005.

Ministry of education of the Republic of Tajikistan. Report on monitoring and implementation of EFA goals. Dushanbe, 2005.

Report "National programme for training cadres in action", Tashkent, 2001.

Table 29B. Average monthly salary in Uzbekistan

Uzbekistan	1995	1996	1997	1998	1999
Average monthly salary in education sector (equivalent in USD)	24,9	38,5	37,0	39,17	n/a
Average monthly salary in Uzbekistan	n/a	n/a	n/a	n/a	7134 sum
Equivalent in USD	38,7	51,6	55,7	57,34	57,2

Sources:

Uzbekistan. Country assessment. UN. 2003, p. 68

Agency for statistics of the Republic of Kazakhstan. Life level of population. Statistical bulletin-2004, p. 270.

Table 30. Public and private schools

	Total number of day-time general secondary schools	Number of students	Number of public day-time general secondary schools	Number of students	Number of private day-time general secondary schools	Number of students
Kazakhstan						
2000	8290	3177800	8091	3101400	199	16400
2001	8309	3247400	8153	3229100	156	18300
2002	8408	3085000	8240	3063700	168	21300
2003	8334	3115000	8160	3093700	174	21300
2004	8254	3044700	8092	3022980	155	19955
Kyrgyzstan						
2000	2005	1120500	n/a	n/a	29	n/a
2001	2048	1121600	n/a	n/a	31	n/a
2002	2052	1167200	n/a	n/a	20	n/a
2003	2073	1154493	2048	1149963	25	4530
Tajikistan						
2000	3559	1464512	3551	1464900	8	1012
2002	3691	1569752	3649	1560000	42	9752
2003	3732	1632224	3684	1619400	48	12824
2004	3751	1655829	3694	1641700	50	14129
Uzbekistan (2001)	9802	5996700	n/a	n/a	n/a	n/a
2002	9788	6057700	n/a	n/a	n/a	n/a
2003	9799	6309100	n/a	n/a	n/a	n/a

Sources: Agency for statistics of the Republic of Kazakhstan , Statistical bulletin -2003, 2004.

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Table 31. Number of secondary schools with breakdown by rural and urban areas

	Number of schools (000)	Urban	Rural
Kazakhstan (public schools)			
1999/00	8091	1921	6170
2000/01	8153	1902	6251
2001/02	8240	2015	6225
2002/03	8160	2016	6144
2003/04	8092	1985	6107
Kyrgyzstan (including private)			
1999/00	1985	348	1637
2000/01	2005	353	1652
2001/02	2048	368	1680
2002/03	2052	369	1683
2003/04	2073	-	-
Tajikistan			
1999/00	3551	n/a	n/a
2000/01	3557	n/a	n/a
2001/02	3649	n/a	n/a
2002/03	3684	n/a	n/a
2003/04	3701	n/a	n/a
2004-2005	3775	n/a	n/a
Uzbekistan			
1999/00	9849	2130	7719
2000/01	9802	2116	7686
2001/02	n/a	n/a	n/a
2002/2003	n/a	n/a	n/a

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