



## THE NATIONAL CONSULTATIONS REPORT OF THE KYRGYZ REPUBLIC

### 1. NATIONAL TES CONSULTATION PROCESS

**Convenor's Name:** Mambetkunov Ulanbek Esenbekovich, Deputy Minister of Education and Science of the Kyrgyz Republic

**Number of consultations** (if more than one consultation takes place): 1

#### Basic information on all the consultation (s) convened

Date(s)	June 22, 2022
Titles(s)	The National Consultations
Types (e.g. National/Subnational)	National
Geographic Focus	Novotel, Bishkek, Kyrgyz Republic
Number of Participants for each consultation	116
Language used	Russian, Kyrgyz, English

#### Total number of participants:

Age of participants:	
6	0 - 17
30	18 - 29
69	30 - 59
11	60+

Gender of Participants:	
26	Male
90	Female
0	Prefer not to say

Number of Participants from each Sector:				
35	Education	5	Nutrition	
14	Child Protection		8	Communication
3	Health		9	Information Technology
11	Labor		14	Social Protection
5	Environment		5	Water, Sanitation, and Hygiene
7	Finance		Other (please explain)	

Number of participants from each Stakeholder Group:	
20	- Teachers, educators, facilitators, and professors
17	- Youth and students (including children and adolescents)
9	- School leaders
2	- City and local government representatives



5	- Parents and caregivers
3	- Small/medium enterprises/unions
0	- Large national companies
0	- Members of Parliament
0	- Multinational corporations
2	- Local authorities
5	- Government and local institutions
13	- Public servants
1	- Regional economic communities
10	- Local Non-Governmental Organizations
7	- International and/or Regional financial institutions
13	- International Non-Governmental Organizations
0	- Indigenous peoples and community leaders
7	- Scientific community, academic, universities, and research institutes
2	- Media
0	- Other (please explain)

## 2. PRINCIPLES OF INTERACTION

How did you organize the consultation to ensure the following principles of national consultations?	
	<p><b>- A whole-of-government approach:</b></p> <p>National Consultations were conducted with the active involvement of The Ministry of Education and Science of the Kyrgyz Republic, a member of The Cabinet of Ministers of the Kyrgyz Republic (Government of the Kyrgyz Republic), and the team of the UN Resident Coordinator in the Kyrgyz Republic. This collaboration ensured government bodies, business representatives, youth members, civil society and international organizations were able to take part in the process and share their visions for the future.</p>
	<p><b>- Inclusion and equality:</b></p> <p>Based on the principles of inclusiveness and equality, teachers, civil servants, scientists, representatives of business and youth groups, as well as members of different civil society organizations actively took part in the National Consultations.</p>
	<p><b>- Focusing on youth as ‘agents of change’</b></p> <p>Youth representatives made a valuable contribution to the work of the National Consultations. In addition, an online poll was organized to hear from young people regarding the educational challenges and ways forward in the Kyrgyz Republic. The survey solicited responses from 1694 young people (879 female, 665 male), comprising adolescents and youth from all regions, to determine the levels of education in the country, provide information on the learning crisis after COVID-19, and to inform advocacy linked</p>



	to the Global Learning Advocacy Priority to ensure that the voices of children and youth are heard on the global stage.
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### 3. CONSULTATION FOCUS AND OUTCOMES

*What was/were the main area(s) of focus of the national consultation(s), based on the TES five thematic action tracks\* and the issues outlined in the Discussion Papers and the Futures of Education Briefing Notes?*

The National consultations in the Kyrgyz Republic covered each of the five thematic areas based on the vision, principles, and proposals offered by the Secretary-General in the "Our Common Agenda" report:

1. Inclusive, equitable, safe schools that care about student health
2. Learning and skills for life, work, and sustainable development
3. Teacher training, systematic professional development, and advanced training
4. Digital Learning
5. Financing education

**What are the main outcomes regarding the five key components\* of the national consultation(s)?**

As a result of the National Consultations guided by five main thematic areas, the following obligations of the Kyrgyz Republic were formulated and developed jointly with representatives of a civil society:

**Inclusive, equitable, safe schools that care about student health:**

- The Kyrgyz Republic aims to ensure inclusive and equitable quality education for all. Comprehensive support is to be provided for the following priorities: ensuring access to early and preschool-age learning with relevant legislative changes; providing distance learning for those unable to go to school even after the pandemic; offering multiple inclusive learning pathways to children and youth with special educational needs; providing psychological support for children, parents and teachers in need; addressing issues on student health through water, sanitation and hygiene and hot meals; and strengthening EMIS data collection, analysis, visualization and use for education planning to tackle the existing gender, geographical and socio-economic disparities in access to learning opportunities.

**Learning and skills for life, work and sustainable development:**

- The Kyrgyz Republic aims to leverage expertise and resources in improving student learning outcomes at all levels of education. This includes strengthening children's foundational literacy and numeracy skills; implementing the content of the latest generation of standards and textbooks; strengthening digital and information literacy; providing opportunities for the development of the 21st-century skills relevant to real-life



environments, and; ensuring participation and opportunities for youth in decision-making in formal and non-formal education for sustainable development settings.

### **Teacher training, systematic professional development and advanced training:**

- The Kyrgyz Republic aims to provide preschools, schools, and universities with high-quality teaching personnel. To that end, further assistance is to be provided to improving the quality of teaching in educational institutions that train teachers in pedagogy skills and subject content; to advancing innovative reforms in content and teaching methods; to support the professional development of teachers and their career pathways; to further train school personnel on safeguarding children in school settings; and to increase the effectiveness of the teaching profession, especially after the completion of advanced training.

### **Digital learning:**

- The Kyrgyz Republic aims to build and upgrade effective digital learning platforms; ensure the automation of licensing and accreditation processes; equip schools with the latest technology for full-fledged “Electronic Schools”, which will enable children with disabilities or children living abroad to enjoy school education using relevant learning materials regardless of where they are physically located; develop and monitor teachers’ digital skills and literacy; ensure e-safety for students and teachers; and advance digital transformation in education for greater inclusiveness and equity.

### **Financing education:**

- The Kyrgyz Republic aims to make sustainable financial investments in the education system; increase the domestic resource allocation to education and ensuring the efficient use, including the growth of an appropriate GDP percentage, given the high demographic rates; ensure investment in education stimulates returns to improved learning achievements of students; ensure the involvement of parents and communities in the activities of the educational organization for the clear and transparent financing of education; switch financing to the personalized allocation of funds for educational organizations of all types and ownership forms, and increase the financing of applied university science in full whilst giving priority to innovations that contribute to the development of human resources for high-quality and competitive education.

### **The results of the online poll (U-report) also made it possible to draw the following additional conclusions :**

1. 30% of respondents understand that inclusive education is when children study together, regardless of their health status;
2. 36% of respondents support 12-year education, 22% expressed a neutral attitude;
3. 92% of respondents believe that the state should provide more support to ensure all children get basic reading and math skills at primary school.
4. 80% of respondents believe there is a global learning crisis.
5. 69% of respondents answered that primary school prepared them well enough for secondary school, 21% that it did not prepare them well enough, 11% did not know for sure, and 2% answered that they did not go to primary school.



6. The respondents believe that school education should provide:

- numeracy and literacy skills - 4%
- general knowledge of all sectors - 16%
- deep knowledge in several disciplines - 15%
- professional knowledge for future life - 23%
- communications, time management and other life skills - 19%
- IT and digital skills - 11%
- knowledge in project management and business - 7%

*For reference: the distribution of respondents by level of education: - 7% - primary education, 21% - incomplete secondary education, 28% - complete secondary education, 36% - university students, 7% - vocational training, 1% - no education.*

Thus, it appears that national consultations should identify changes in legislation, and that planning, and budgeting needed to restore the learning process, return to the full implementation of SDG-4, and rethink the prospects for education in the future.