



Information gathering template prepared for the Global Education Monitoring Report 2021 - Central and Eastern Europe, the Caucasus and Central Asia - Inclusion and education: All means all.

## Kyrgyzstan

This profile has been commissioned by NEPC as an input for the 2021 regional report on inclusion and education in Central and Eastern Europe, the Caucasus and Central Asia. This version is a working draft and will be subject to further copy-editing. Its content has not been edited nor verified by the GEM Report team. The views and opinions expressed in this paper, including anecdotal evidence from interviews, are those of the interviewees or researchers of this profile and should not be attributed to the Global Education Monitoring Report, to UNESCO or to NEPC. The information in this document was current in June 2020. The profile can be cited with the following reference: "Profile commissioned by NEPC for the Global Education Monitoring Report 2021 - Central and Eastern Europe, the Caucasus and Central Asia - Inclusion and education: All means all". For further information, please contact [gemreport@unesco.org](mailto:gemreport@unesco.org).

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**2021**

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## Introduction

The template for the Profiles was a survey designed to collect information from countries in order to collect structured information to be used as the basis for the GEM Regional Report analysis work.

The survey respondents were specifically requested to not focus exclusively on children with disabilities, but include information on all of the groups considered to be vulnerable to exclusion or at risk of being marginalised, stereotyped or subject to discrimination, including for reasons such as gender, location, poverty, ethnicity, language, beliefs and religion, migration or displacement status, sexual orientation or gender identity expression.

The overall goal for the Profile was that the information provided in relation to each country identifies:

1. challenges (barriers and hinderances) and opportunities (support and ways forward) for the implementation of inclusion in education policies;
2. the ways in which countries monitor inclusion and exclusion in education (at individual and system levels);
3. challenges (barriers and hinderances) and opportunities (support and ways forward) for supporting inclusion in education created by sectors other than education and arrangements needed to co-ordinate work among government sectors, tiers of government and with other stakeholders to overcome overlapping dimensions of exclusion;
4. key policy solutions that are being implemented and key drivers of policy change.

The Profile begins with background information on the people completing the template.

The next section provides a short descriptive overview of the country's system of inclusive education.

This is followed by main sections presenting quantitative and qualitative data linked to each of the seven themes for the report:

- 1.laws and policies;
- 2.governance and finance;
- 3.data;
- 4.curricula, learning materials and assessment;
- 5.teachers and support personnel;
- 6.schools;
- 7.communities, parents and students.

Each section begins with a key guiding question (marked in italic text) that frames the overall information provided.

This is followed by the specific questions on the main issues for the topic that should be answered.

Sections 1 and 2 focus on information relating to legislation and policies.

Section 3 focuses upon available data and the aims and procedures for data collection.

Sections 4 to 7 focus on information relating to policies and policy implementation in practice.

The information provided focuses on compulsory education (i.e. potentially -pre-primary, primary and lower secondary, and possibly upper secondary education). Only specific issues related to inclusion in early childhood education and post-compulsory education were considered when necessary.

## Survey reply and respondents

Has the information in this profile been discussed with and validated by a government representative?

No / Yes

If yes, who and what is their professional capacity, role?

Which other people have been key informants? What is their professional role?

**Nina Bagdasarova** - American University of Central Asia (AUCA)

What was the main challenge during the preparation of the profile?

Please list the 5 most informative sources on inclusion in education (academic papers, policy reviews, evaluation studies etc.) for the country published since 2015 and provide links to the originals:

- 1.
- 2.
- 3.
- 4.
- 5.

If internal, non-public or working documents were used, please add a note here.

## Country system overview

(i) Provide a brief (maximum 1 page) narrative of the country's compulsory educational system. Specifically, provide information about:

- a. the different types of schools, institutions and educational provision within the system and the age range / ISCED levels of learners they cater for
- b. the different authorities responsible for different types of provision etc.
- c. any major external support programmes provided in the past 5 years e.g. bilateral - GIZ (German Society for International Cooperation) and USAID; or multi-lateral e.g. UNICEF, European Union, ADB (Asian Development Bank).

The educational system of the Kyrgyz Republic includes programs of preschool education, general education (primary, main, secondary), as well as vocational education programs (primary vocational, secondary vocational, higher education). There are also organizations of additional education for children and organizations providing adult education (post-graduate education and advanced training and retraining).

In general, more than 100 thousand people work in the education system at all levels; more than 1,8 million people study, which makes up 1/3 of the Kyrgyz population (6,2 million people).

To ensure access to education, 1497 kindergartens operate, which made it possible to reach 26% of children, or in absolute terms, almost 197 thousand children. The pre-school educational program provided children not attending kindergartens with a year (480 hours) of preparation covering 106 thousand children, or almost 100% of children aged 5,5-7 years. All forms of preschool education (state, municipal, departmental and private preschool educational organizations (PEO)) cover 40% of children (2018).

School education is the main link in the education system and includes 3 levels:

- primary general - 1-4 grades (7-10 years);
- main general - 5-9 grades (11-15 years);
- secondary general - 10-11 grades (16-17 years).

There are state, municipal and private schools. In total, 2265 schools with coverage of 1 million 268 thousand in 2018 (or 98,8% of school-age children). The net attendance rate of the main general school at the level of gender disaggregation remains at the level of 50% to 50%.

For children with special needs, there are 18 educational organizations (boarding schools) and 479 inclusive schools that teach children with special educational needs.

There is also an evening (shift) public state school (working youth school) - 5 schools and 25 classes at public state schools, which makes it possible to attend them to children and adults who have not received school education for various reasons. A total of 5,4 thousand people are studying in there (2019).

However, according to the data of the Census of the Kyrgyz Republic in 2009, the number of illiterate citizens aged 15 years and older amounted to 28358 people.

The system of professional education is functioning steadily, which covers the population aged 15-17 years of age with primary vocational education (10,3% in 2018); with secondary vocational education the population aged 17-20 years (22,5% in 2018) and with higher education the population aged 17-24 years (19,6% in 2018).

Based on the Education Development Strategy for 2012–2020 (EDS 2020), reforms are underway aimed at improving the quality of education.

According to the “Regulation on the Ministry of Education and Science of the Kyrgyz Republic” (DG of the KR dated 02.20.2012 No. 119), “1. The Ministry of Education and Science of the Kyrgyz Republic (MES of the KR) is the central executive body conducting state policy and administering education and science and state control over the accessibility and quality of education, ensuring the constitutional right of citizens of the Kyrgyz Republic to education.” The substructures of the MES of the KR are the district and city departments of education (District Departments of Education (DDE)), which are responsible for the administration of local schools and the methodological support of teachers. The Kyrgyz Academy of Education (KAE) and the Republican Institute for Advanced Training and Retraining of Teachers (RIATRT) are also located in the structure of the MES of the KR. KAE is responsible for the methodological support of the education system; RIATRT has under its command 2 regional institutes and 4 regional centers of advanced training.

Since the mid-1990s, the MES of the KR has been constantly working with partner (UNICEF, UNESCO, UN-Women, UN Peacebuilding Fund, ILO, etc.) and donor agencies (Asian Development Bank (school, primary and secondary vocational education), World Bank (preschool and school education), European Union (budget support and education management issues), USAID (school education), GIZ (vocational education).

(ii) Are there specific features of the compulsory education system that impact on inclusion that should be kept in mind when reading the country response?

Area	Yes/No	Description of the feature
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Early tracking of learners into a particular educational pathway	yes	PMPC (psychological-medical pedagogical commissions) work in the Kyrgyz Republic, which make it possible to track students with special educational needs. Still the majority of children come to the commissions in relation to their school education (especially in the regions and remote areas). A very few families obtain necessary knowledge and skills to define child's problem at early stages and request special attention in kindergartens or special educational centers. These commissions' staffs are not always obtaining new methodologies for evaluation of children. Also they usually work by parents' applications and requests. There is not stable system of observation and revealing children with special educational needs at early stages of development. Mostly, the early tracking of SEN learners depends on local NGO activists and parental organizations.
'Double-shift' patterns to the school day (i.e. learners attend fir either a morning or afternoon session)	yes	The number of students engaged in the first shift was 64 percent of the total number of students, and in the second shift - 35 percent. Also, in 161 schools, students study in 3 shifts (32 thousand children). The problem of overcrowded schools affected schools opportunities to accept students with SEN. Still the majority of rural schools do not face this problem but in Bishkek (the capital city of Kyrgyzstan) this problem is extremely acute. Some families with children with SEN have to try private schools that are usually very expensive and many children remain outside regular school system. Overcrowded classrooms also make it difficult to keep tutors and assistants for teachers which also prevent inclusion of children with SEN.
Grade retention		Schools in the issue of leaving students for retention are guided by the "Regulation on the procedure for transferring students to the next grade and the final certification of graduates of 9th and 11th grades" There are no transferring exams in 1-4 grades of the school. Cases of leaving students for retention in primary school are very few. Boys more often being left for retention in primary schools than girls, and more often in rural schools than in urban schools. In main school (5-9 grades), transferring to the next grade is due to passing a transferring exam. Its procedure and requirements are developed by the MES of the KR, but the exam is conducted and evaluated by the schools themselves. Students who receive an unsatisfactory mark (two) in one of the subjects are eligible for re-examination in the fall. Students who fail to complete more than one subject being left for retention. Graduate students can also be left for retention: for example, in 2016 about 500 graduates of 11th grades was left for retention and about 600 graduates of 9th grades. The transfer of students to the next class or being left for retention is made by decision of the Teachers' council. Also, a graduate who has missed 45 or more school days due to illness is given the right, taking into account his desire, by the decision of the school Teachers' council, to repeat the course of study in this grade.
Multiple languages of instruction	yes	In the Kyrgyz Republic, the instruction is conducted in Kyrgyz (state) Russian (official) and Uzbek and Tajik languages. A number of schools (more than 300) have two/three parallel languages of the instruction). Most of Teaching and learning materials for teachers' trainings are in Russian and Kyrgyz languages and students from ethnic minorities groups do not have the same access to quality education as children that are studying in Russian and Kyrgyz
Policies on access to compulsory education in local schools (others ... )		Since Kyrgyzstan is a unitary state, where there is only an administrative-territorial division, local / regional authorities and schools are governed by the republican legislation.

(iii) In the country's system which groups are considered to be vulnerable to exclusion from education? Who has identified these groups as being vulnerable to exclusion?

Vulnerable groups are children with special educational needs (children with disabilities), children from families of internal migrants, as well as children left with relatives from families of external migrants.

Vulnerable groups are also considered to be children from families in difficult situations (for example, orphans who have lost one or both parents).

Article 33 of the Law "On Education" defines children with disabilities as a "special contingent of students" and provides, according to the Law, their protection and education "regardless of age, gender, ethnic and religious affiliation, educational achievement, socio-economic status and takes on the state the support for orphans, as well as children with disabilities." Education for orphans is regulated by the Code of the Kyrgyz Republic "On Children", as well as the Law "On Education" (Article 30), which states that "Education for orphans and children left without parental care (legal representatives) is carried out on the basis of the state support up until their age of majority."

Children from migrant families are most often defined as a "risk group" in reviews and publications on the education system, as well as in internal documents of the MES of the KR.

(iv) Please provide a brief (maximum 1 page) narrative overview of the historical development of inclusion of vulnerable groups in education in the country.

Children with special health needs (children with disabilities) in the Kyrgyz Republic with intact intelligence had the opportunity to receive education at home or in specialized schools (boarding schools). Thus, in the Kyrgyz Republic there are 15 specialized boarding schools (2353 children), 4 special educational schools (548 children), 15 special preschool institutions (1677 children), 4 correctional classes at public state schools (75 children). In 675 general educational institutions, 4075 school children and 2316 preschool children are enrolled. However, there are no official data confirming whether these schools are inclusive, and, accordingly, whether the approaches used in teaching are inclusive or not.

600 children with disabilities are provided with home-based education from the resources of public state schools located in the micro-site where the child lives.

In the Kyrgyz Republic, a micro-site is assigned to each school (a certain territory, children living in it have a pre-emptive right to study at the school, which is located on the micro-site). If, for medical reasons, a child cannot attend the school, teachers come to his/her home. Having mastered the program, the student receives a state certificate.

Children with cancer study at a hospital school at the National Center for Oncology and Hematology of the Kyrgyz Republic.

After school education, children with special educational needs (children with disabilities) can enroll in primary vocational education programs. Currently, they can get professions (work specialties). However, in secondary

vocational education there is only 1 program that allows people with special health needs (hearing impaired) to receive a specialty.

Graduates of general educational institutions and / or organizations of primary and secondary vocational education can receive higher professional education on general terms and/or on preferential terms ((persons with disabilities of groups I and II, persons equated in terms of benefits and guarantees to participants in the war and disabled people of the war, people with disabilities by birth, children with disabilities, orphans and children left without parental care, military personnel laid off, children of persons who died in the events of 2010, persons with the status of kayrylman).

## Section 1: Laws and policies

What is the framework of legislation, policy and guidelines for supporting the development of an inclusive education system?

1.1 Have international/UN conventions/declarations to protect the rights of groups who are potentially vulnerable to discrimination and exclusion been integrated into national and/or regional law?

Convention/declaration on	Law	Comments
Child rights (UNCRC)	Constitution of the Kyrgyz Republic The Law of the Kyrgyz Republic "On Education" (2003) The Law of the Kyrgyz Republic "On Preschool Education" (2009) Code of the Kyrgyz Republic "On Children" (2012) Law of the Kyrgyz Republic "On the Basics of Social Services for the Population in the Kyrgyz Republic" dated July 28, 2008 No. 177	Constitution of the Kyrgyz Republic. Article 6. 3. The international treaties that entered into force in the manner prescribed by law, to which the Kyrgyz Republic is a party, as well as generally recognized principles and norms of international law, are an integral part of the legal system of the Kyrgyz Republic. The norms of international human rights treaties have direct effect and priority over the norms of other international treaties. All requirements of the "Convention on the Rights of the Child" and other documents are included in the legislative acts of the Kyrgyz Republic. The right to social services is enshrined in Art. 21 of the Law of the Kyrgyz Republic "On the basics of social services for the population in the Kyrgyz Republic" dated July 28, 2008 No. 177, which stipulates that "children in crisis situations have the right to social assistance in the form of: <ul style="list-style-type: none"> <li>• living in specialized organizations of social services and receiving free social services;</li> <li>• assistance of social services in the search for fiduciaries, foster parents and foster families;</li> <li>• getting an education and profession;</li> <li>• receiving material assistance;</li> <li>• assistance in organizing recreation and summer vacations;</li> <li>• legal assistance;</li> <li>• counseling, individual preventive work."</li> </ul>
Disability (UNCRPD)	Ratification of the Convention on the Rights of Persons with Disabilities Law on the Rights and Guarantees of Persons with Disabilities in the Kyrgyz Republic (2009)	UN Convention on the Rights of Persons with Disabilities (adopted December 13, 2006, signed September 21, 2011) was ratified in the Kyrgyz Republic by the Jogorku Kenesh of the Kyrgyz Republic on February 7, 2019. The Law on the rights and guarantees of people with disabilities provides an interdisciplinary approach to the education of children with disabilities (together with social protection, health care), requires the creation of favorable conditions for them in a general educational organization, and the possibility of studying in special schools or at home according to an individual program.
Gender (Convention on discrimination against women CEDAW)	Law of the Kyrgyz Republic dated August 4, 2008 No. 184 "On State Guarantees of Equal Rights and Equal Opportunities for Men and Women"	The Kyrgyz Republic acceded to the CEDAW Convention by decisions of the Legislative Assembly of the Jogorku Kenesh of the Kyrgyz Republic dated January 25, 1996 No. 320-1 and the Meeting of People's Representatives of the Jogorku Kenesh of the Kyrgyz Republic dated March 6, 1996 П No. 257-1. Entered into force for the Kyrgyz Republic on March 12, 1997.

	Law of the Kyrgyz Republic "On Education" dated April 30, 2003 No. 92	The Law "On State Guarantees ..." stipulates (Article 17) that "People of different genders have equal access to social services and social protection ..."
Ethnicity or language (UN Declaration on Rights of persons belonging to National, ethnic, religious and linguistic minorities)	Law of the Kyrgyz Republic "On Education" dated April 30, 2003 No. 92 Code of the Kyrgyz Republic "On Children" dated July 10, 2012 No. 100	The Kyrgyz Republic cooperates with the OSCE and other international organizations, in particular, to promote multilingual education, in order to realize the rights of national minorities to receive education in their native language and socialize children of national minorities through the study of the state (Kyrgyz) and official (Russian) languages.
Other (e.g. Rights of indigenous people)	No	
...		

1.2 Provide an overview of general education legislation impacting on the inclusion of learners from vulnerable groups:

Name and link	Year and status (enacted, under preparation etc.)	Description of key content
Constitution of the Kyrgyz Republic	2010 Acting	According to the Constitution, the right of everyone to general education is recognized (Article 24) in state educational organizations (Article 45), without being subjected to discrimination on the basis of disability (Article 16)
The Law of the Kyrgyz Republic "On Education"	2003 Acting	The Law "On Education" enshrines the general right to education (Art. 3,) in accordance with the abilities (Art. 4), notes the presence in Kyrgyzstan of general and special education (special organizations, classes, groups) (Articles 12, 33). Art. 3 also enshrines the absence of discrimination on the basis of gender, nationality, language, social and welfare status, disabilities, nature and character of occupation, religion, political and religious beliefs, place of residence and other circumstances. Art. 6 also enshrines the right to study a state, official and one of the international languages, from pre-primary education to main general education, and also enshrines the right to study "in any other language subject to the conditions".
The Law of the Kyrgyz Republic "On Preschool Education"	2009 Acting	The Law "On Preschool Education" defines inclusive education - "education that ensures its accessibility for vulnerable categories of children, including those with special needs, taking into account the creation of conditions for their education" (Article 1).
Code of the Kyrgyz Republic "On Children"	2012 Acting	The Code "On Children" defines the right to education at the place of residence (Article 2), without entrance examinations (Article 3) for children "not able" to receive education in a general educational organization - special education"

1.3 Provide an overview of education policy or guidelines impacting on inclusion of learners from vulnerable groups:

Name and link	Year and status (enacted, under preparation etc.)	Description of key content
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<p>National Strategy for Sustainable Development of the Kyrgyz Republic for the period 2013-2017</p>	<p>Decree of the President of the Kyrgyz Republic “On the National Strategy for Sustainable Development of the Kyrgyz Republic for the period 2013-2017” dated January 21, 2013, УП№11 Completed</p>	<p>Section 4.1. Education and science for sustainable development</p> <p>The main goal of the development of the education system is to ensure, through the effective use of internal and external resources, the development of personal and professional competencies of a person and to provide the state and society with the personnel necessary for sustainable development. For preschool education, the main goal is to increase the psychological and pedagogical readiness of children for school. To ensure equal opportunities for children when entering school, it is necessary to take measures to introduce programs to prepare preschool children for school.</p> <p>At the level of a public state school ... it is necessary to emphasize the revision of the content of school education ... as well as the creation of conditions for the development of information technology, especially in remote schools. It is necessary to create a safe, tolerant and multicultural educational environment in each school, to ensure the inclusiveness of the educational system, taking into account the education of children with special needs and children from vulnerable families.</p> <p>Section 4.4. The formation of the cultural environment, the development of sports and the support of youth initiatives. It is noted that “measures are needed to enhance the accessibility of education for all young people. Therefore, one of the priority areas of activity of educational authorities should be adult education at the formal and informal level.”</p> <p>Section 4.5. “Enhancing the role of the family and gender development”, it is noted that “In recent years, the number of supporters of religious beliefs, customs and traditions has been growing. This is reflected in the increase in the number of early marriages and the birth of children at an early age, which inevitably can lead to a deterioration in the status of women, and limited opportunities for girls to receive education and training.</p> <p>In this regard, it was noted that the implementation of policies aimed at overcoming discrimination should be based on the following principles:</p> <ul style="list-style-type: none"> <li>- Respect for human rights and gender equality;</li> <li>- State guarantees for the protection of the family, childhood, motherhood and fatherhood, the responsibility of parents for raising children.”</li> </ul>
<p>National Development Strategy of the Kyrgyz Republic for 2018 - 2040</p>	<p>Decree of the President of the Kyrgyz Republic “On the National Development Strategy of the Kyrgyz Republic for 2018–2040” dated October 31, 2018, УП № 221.</p>	<p>Section “Qualitative system of education and science” is based on a vision of the education system in which “Every citizen has access to quality education, focused on the upbringing of a harmonious personality, revealing the potential of a person, forming knowledge and competencies that are applicable in practice, allowing him/her to adapt to changes in the world, be competitive and in demand”, for which it is necessary to form a “system of continuing education, taking into account the goals of medical and social inclusion”.</p> <p>In addition, the concept of “inclusive” is widely used in the NDS of the Kyrgyz Republic in relation to economic development, ensuring harmony and stability through “civic inclusiveness and equitable access to resources and development results”, and it is also planned to complete objective 15.2. “Formation of an open digital society”, where “Digital state services and municipal services will be launched</p>

		across the country for citizens and businesses, which will include a digital government and a digital local self-government, a digital parliament and a digital justice system. Digital services in the social sphere — health care and education — will be provided everywhere. It is planned to ensure maximum inclusion for people with special needs”, which implies training in the use of digital content for each person, including those with special health needs.
The Concept for the Development of Education until 2020	Decree of the Government of the Kyrgyz Republic dated March 23, 2012 No. 201 Acting	According to the Concept for the Development of Education in the Kyrgyz Republic until 2020, the structure of the education system in 2020 includes the integration of inclusive education at all levels of education, while maintaining specialized schools for children with disabilities.
Education Development Strategy for 2012-2020	Decree of the Government of the Kyrgyz Republic dated March 23, 2012 No. 201 Acting	The Education Development Strategy sets a target by 2020, - ensure guaranteed access to quality main general education and equal access to other levels of education, depending on the abilities and needs of each person; include inclusive approaches to learning at all levels of education, with a focus on the education of children with special needs and children with disabilities.

1.4 Please describe any specific plans and strategies designed to support inclusion in education (e.g. national strategy on migrant learners):

Name and link	Year and status (approved, under preparation etc.)	Description of the focus
Conducting the annual August and January census of school-age children	Introduced from around the 1960s, held annually without fail	The census is conducted to attract children to study in general educational organizations, prevent juvenile delinquency, and identify out-of-school children. It is carried out by the educational authorities in conjunction with social workers and local self-government officials at the schools' micro-sites. After identifying out-of-school children, a plan is drawn up for the child to return to school / to provide educational opportunities.
The presence in each city and region of the psychological- medical pedagogical commissions (PMPC)	Operating since 2009	PMPC began to work within the framework of the project “Improving Access to Basic General Education for Children with Special Needs” (with ADB support) in 7 pilot districts. Then gradually began to work in all districts. PMPC identify children with special needs that are not covered by education, and determine the possibilities of teaching children in a public state, special school or at home. PMPC also provides support for children with disabilities - as part of a general educational program, the child receives consultations from specialists. Since 2018, Prime Minister M. Abylgaziev, has signed the DG of the KR on home schooling for children, according to which children with disabilities and severe types of diseases from 7 to 18 years of age (1-11 grades), after receiving a PMPC conclusion, have the right to receive education at home. The goal is to protect children's rights to education. As a result, in the 2018-19 school year, 474 children were able to study at home.
Inclusive education within the framework of pre-school preparation for children from 5,5 to 7 years.	The 240 hours program ran from 2011 to 2016. 480 hours program - valid from 2015 to the present	During the implementation of the 240-hour program under the EFCA program, with the support of the Open Society Institute, 3 resource centers for inclusive education were opened in Bishkek, Naryn and Osh. More than 300 children with various disabilities have been trained in these centers. They have already entered a public state school prepared.

Children with disabilities can participate in the 240-hour, and then the 480-hour preschool preparatory program for children.		To implement the 480-hour program, an additional program for the pre-school preparation of children with disabilities has been developed (since 2017)
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1.5 Is there a definition of inclusion in education?

No  No information available  Yes

If yes, please provide the definition and give the official source:

**Inclusive education** is a dynamic process of orientation and response of national educational systems to the diversity of needs of all students by creating conditions for the success of learning and socialization, eliminating any form of segregation of children.

Approved by the Decree of the Government of the Kyrgyz Republic dated July 21, 2014 No. 403, Art. 1

<https://edu.gov.kg/ru/schools/gosudarstvennyj-obrazovatelnyj-standart/>

**Inclusion** - in translation from English means “vklucheniye” (transcription meaning of inclusion in Russian). This document is defined as the inclusion of each student in the educational process and the areas of life of the community/society as a whole, preventing the exclusion of students with special educational needs from educational and socio-cultural life.

<http://cbd.minjust.gov.kg/act/view/ru-ru/14591?cl=ru-ru>

If no, please give further information:

1.6 Is there a definition of vulnerable groups?

No  No information available  Yes

If yes, please provide the definition and give the official source:

Law “On Education”, Art. 33. “Special contingent of students” <http://cbd.minjust.gov.kg/act/view/ru-ru/1216?cl=ru-ru>

If no, please give further information:

1.7 Is there a definition of special educational needs?

No  No information available  Yes

If yes, please provide the definition and give the official source:

**Special educational needs** - the needs of students, the satisfaction of which requires the creation of special conditions and environments, the use of special educational technologies, with the provision of special educational services.

### **The Concept of development of inclusive education in the Kyrgyz Republic for 2019-2023**

<http://cbd.minjust.gov.kg/act/view/ru-ru/14591?cl=ru-ru>

If no, please give further information:

1.8 Please provide information on any future developments planned for inclusion in education.

Currently, the Kyrgyz Republic has developed a draft **Strategy for the Development of Education for 2021-2040**. The draft document identifies inclusive education as one of the cross-cutting thematic lines of planning. Accordingly, in the text of the document, inclusion is included in the description of the current state of the education system, and the following prospects for the development of inclusive education are indicated:

For preschool education:

- Strengthening inclusiveness in the system of preschool education through the development of a training program for specialists/teachers in working with different categories of children, focused on gender sensitivity and developing their potential. This approach, among other, will include the development of a program of interaction with parents for their early orientation in terms of their children's abilities and further development opportunities, as well as a training program for staff of preschool educational organizations in the early psychological and pedagogical diagnosis of children with special needs (early intervention and support services). To this end, a policy of interagency cooperation will be activated with the participation of all interested services, especially the Ministry of Health, the Ministry of Social Development, and the Ministry of Finance. The objective is to expand the coverage of children with special educational needs (children with disabilities) in preschool educational organizations by increasing/creating/providing specialized services in the field, by promoting inclusiveness, supporting private entrepreneurship, investment and providing concessional financing. A program will be developed to include a separate mandatory quota in the electronic queue system in preschool educational organizations for children from low-income families.

For school education:

- Another priority is the widespread adoption of inclusive education principles. As this direction is realized, inclusive education will be integrated as one of the most important elements of the "New School - School of the Future" in 300 schools of the country. In this regard, and also in order to ensure the implementation of the Concept of development of inclusive education, the following objectives will be ensured:

Ensure the availability of education for children with disabilities, while maintaining both specialized schools and expanding the number and geography of schools providing inclusive education, and ensuring the introduction of a standard for equipping schools to meet the needs of children with disabilities;

Develop conditions, including conceptual and regulatory documents, to support different categories of children (social inclusion), including talented children, children from low-income families, as well as the principles of gender equality of access to education;

Regularly carry out advanced training for teachers working with children with disabilities and extensive information campaigns for parents (public) about the importance of inclusive education.

1.9 Please provide information on any reports, evaluations and/or reviews of legislation and/or policy relating to inclusion in education, since 2015. This could include official and parallel reports on UNCRPD etc.

The gender and inclusive dimension of education in Kyrgyzstan: an analytical review. - Bishkek:2016

[https://monitoring.edu.kg/wp-content/uploads/2016/11/gender\\_model.pdf](https://monitoring.edu.kg/wp-content/uploads/2016/11/gender_model.pdf)

Bagdasarova N., Orozova R. The evaluation On evaluation of OSF-supported projects implemented by the Eurasia Foundation of Central Asia (EFCA) in Kyrgyzstan – Bishkek, 2017

1.10 What are the perceived main challenges (barriers and hindrances) and opportunities (support and ways forward) for inclusion in education in relation to laws and policies in the country?

The regulatory framework includes the basic requirements for the inclusion of children with disabilities in the learning process. At the same time, the very concept of “barriers to education” is not clearly defined; little attention is paid to the adoption of by-laws regulating specific issues of the inclusion of children in education.

## Section 2: Governance and finance

How far are inclusive principles underpinning policies at national and local levels effectively supported by governance and financing mechanisms?

2.1 Is there formal collaboration across ministries on inclusion in education?

No  No information available  Yes

If yes, in which areas does this take place and who is involved?

Area	Yes/No	Description: what mechanism, who is involved and how
Policy development, implementation and coordination	Yes	The presence of strategic documents in each of these ministries that are consistent with each other as part of the approval process by the Government of the Kyrgyz Republic. Also, within the framework of the EU budget assistance for the Ministry of Education and Science and the Ministry of Social Development, one of the indicators is the joint activity of transferring children without parental care from boarding schools to families.
Identification of needs / referral for services	Yes	Ministry of Education, Ministry of Health, Ministry of Labor and Social Development through PMPC
Data sharing	Yes	Working groups. Formal requests for specific issues. Transition to electronic data exchange ("Tynduk" system) (currently)
Monitoring and evaluation	Yes	Implementation of strategic priorities is monitored once a quarter. Information on the implementation of the objectives is sent to the Office of the Government of the Kyrgyz Republic.
Quality assurance and accountability	Yes	Presence of nurses in the staff of PEOs
(others ...)		

If no, please give further information:

2.2 Are there shared responsibilities between central and local governments on inclusion in education?

No  No information available  Yes

If yes, in which areas does this take place and who is involved?

The Ministry of Education and Science, the Ministry of Labor and Social Development, the Ministry of Health, local self-governments (LSG) and regional structures and subordinate organizations of each ministry.

Area	Yes/No	Description: who is involved and how
Policy development, implementation and coordination	Yes	Within the framework of strategies for the development of education of state bodies and local self-governments
Identification of needs / referral for services	Yes	District PMPC, for which local authorities are obliged to ensure the possibility of the commission's work
Data sharing	Yes	Ministries, local self-governments, regional structures (MES - district departments of education (DDE), Ministry of Health - feldsher-midwife points and district polyclinics / hospitals, All three bodies – PMPC.

Monitoring and evaluation	No	
Quality assurance and accountability	No	
(others ...)		

If no, please give further information:

Monitoring and evaluation are only being formed. Only in 2017 the Ministry of Education conducted the first (pilot) review of the education sector, which was used to refine the methodology. Monitoring was carried out only in the area of responsibility of the Ministry of Education and Science.

Problem groups were identified - children with disabilities, orphans, youth of the NEET group (not studying and not working after compulsory 9<sup>th</sup> grade). A number of strategies have been proposed for working with these groups. Some of them were included in the draft Strategy for the Development of Education until 2040.

The regional structures of the MES - DDE regularly report to the Ministry; however, there are no joint reports with the local self-governments or regional bodies of other ministries. Weak communication between various local structures, which makes it difficult to achieve high quality services.

2.3 Are non-governmental organisations and/or associations involved in governance processes?

No  No information available  Yes

If yes, please describe their involvement:

NGOs participate in the development of the education development strategy, including those working in the field of protecting the rights of children and in the field of supporting children with disabilities. Also, in the development of regulatory legal acts, representatives of NGOs are invited.

MES together with NGOs (for example, the Soros Foundation-Kyrgyzstan), organize competitions to support organizations working with children with disabilities or with children in difficult situations.

Inclusion issues are also considered by the Public Council of the Ministry of Education and Science and the Coordinating Council for Education Standards and Quality, which consist of representatives of the education system, experts and representatives of NGOs. The recommendations given by these Councils are considered at the board of the Ministry of Education and Science and affect the decision making.

If no, please give further information:

2.4 Are there any accountability mechanisms to promote the inclusion of learners from vulnerable groups?

No  No information available  Yes

If yes, what is the focus of the mechanisms?

Providing education for children with special health needs and children from families in difficult situations.

Area	Yes/No	Description of the focus/actors involved (e.g. state/non state)
Appeal process for rights violations	No	

School inspection	Yes	Its role is played by the social teacher of the school. In case of violation of the rights of the child (non-attendance, not providing educational services), he works together with the local self-government and the police.
Other quality assurance processes (e.g. standards for teaching, support services etc)	Yes	Education standards are available at the PEO level (State Standard for Preschool Education (2012), Education and Development Standards for children from 0 to 3 and from 3 to 7 years old (2012 - 2015). Since 2016, the inclusive education program has been integrated into the program for preparing children for the “Nariste” school. The development of this program will allow 23,8% of children under 5 years of age who develop with deviations in terms of health, education and psychosocial well-being to be involved in the preschool education. At the school level - State educational standard of general school education (2014) and subject standards (2015). In 2019, the Concept and Program for the Development of Inclusive Education in the Kyrgyz Republic was approved (DG of the KR No. 360 dated July 19, 2019).
Monitoring and evaluation (e.g. data collection on attendance, participation, achievement, funding)	Yes	Attendance monitoring is conducted by class teachers, as well as social teachers. According to the instructions, a 10-day pass is the basis for informing local authorities about the child’s problems and the development of a plan for him/her to return to school. Achievement folders (portfolios) are widespread that allow students to present their achievements in their studies and social activities.
(others ...)		

If no, please give further information:

2.5 Please describe the general mechanisms for funding schools. Give details on: which institutions provide funding; what they provide; how they provide it and to whom, which mechanisms they use to allocate resources; and their respective roles and responsibilities.

In the Kyrgyz Republic, there are two budget levels: republican and local.

There are three types of schools in the Kyrgyz Republic:

- public schools (of republican subordination) (mainly boarding schools, including sports schools, schools for children with tuberculosis, etc.). They are fully funded from the republican budget.
- municipal schools.

Local authorities are responsible and finance the infrastructure (maintenance of buildings and structures, repairs); the republican budget provides funds for the payment of salaries to teachers, administration and staff of educational organizations, utilities and social fund.

Public schools and municipal schools are financed based on the minimum standard of budget financing, which is updated annually and is a grant from the budget, the size of which depends on the number of students attending school. The funds allocated for one child are the same throughout the country and amount to 18 thousand som per year. (It is determined by the Decree of the Government of the Kyrgyz Republic “On minimum standards for budget

financing of educational institutions of the Kyrgyz Republic” dated September 20, 2011 No. 563. Based on it, the “Scale of standards for budget financing of educational institutions” is determined))

If children with disabilities are studying at the school, the funds for these children goes to schools in triple size.

- private schools. All costs are paid by the parents. State does not finance private schools.

Public schools and municipal schools are also entitled to have Public Funds and/or Board of Trustees. These structures are independent of schools and are managed by elected committees. They have the right to attract parents' money (on a voluntary basis), as well as to raise funds from any other sources not prohibited by the legislation of the Kyrgyz Republic. The activities of public funds are regulated by the Civil Code and the Law of the Kyrgyz Republic “On Non-Profit Organizations”, the activities of a Board of Trustees by the Law “On a Board of Trustees” (2014) and the Model Regulation “On a Board of Trustees in state and municipal educational institutions of the Kyrgyz Republic”.

Funds raised by Public Funds and/or Board of Trustees are used to pay teachers (up to 60%), as well as to the needs of the school (repair, creation of a comprehensive educational space, security). Of these funds, children with disabilities or children from families in difficult situations can also be supported (buying clothes, shoes for children, allocating material support to the family).

Control over the spending of funds of a Board of Trustees is carried out by the Accounts Chamber and an independent audit (when invited by the school).

Funding mechanisms	Description of who, what, to whom and how
Republican budget	Salary of all teachers, utilities and social fund (except for Bishkek city) Also, financing based on the minimum standard of budget financing of all schools of the Republic (except for private) School annual renovation financing
Local budget	Financing of capital repairs of schools in the jurisdictional territory (often - with the support of the republican budget and / or international assistance – Mercy Corps, etc.). Have the right to provide financial support to teachers, as well as children from families in difficult situations, and / or with disabilities.
...	

According to the Article 44-1 “**Public hearing of the report on the spending of funds by state educational organizations**” of the Law “On Education” of the Kyrgyz Republic, “State educational organizations annually until August 1 of the year following the reporting year are required to hold a public hearing on the spending of extra-budgetary funds received from sources, not contrary to the legislation of the Kyrgyz Republic.

Participants in the educational process of the educational organization, representatives of the civil sector and all interested parties can participate in public hearings.”

2.6 Do schools have flexibility to use funding allocations to support the inclusion of learners from vulnerable groups?

No  No information available  Yes

If yes, please describe the flexibility:

The minimum standard of budget financing for children who have health problems, but are enrolled in public state schools, is allocated at a rate of 3 times more than for other children.

Schools can cooperate with local authorities and receive subsidies from the local budget (mainly - to equip and create conditions for learning), which can provide better conditions for children with disabilities.

A school has the right to attract donor and sponsor assistance - from any sources that do not contradict the norms of the legislation of the Kyrgyz Republic.

If no, please give further information:

2.7 Please describe the specific mechanisms for funding the inclusion of vulnerable learners and their families in education (e.g. benefits, cash transfers, scholarships). Give details on: which institutions provide funding; what they provide; how they provide it and to whom, which mechanisms they use to allocate resources; and their respective roles and responsibilities.

At the state level, families in difficult situations receive benefits for children, which are appointed by the Ministry of Labor and Social Development.

In accordance with the Law of the Kyrgyz Republic "On state benefits in the Kyrgyz Republic" dated July 28, 2017 No. 163, the following people have the right to a monthly allowance:

"Yi-bulege kemek" - monthly benefits to support low-income families with children under 16 years old - for each child, if the total average per capita income of the family does not exceed 900 som.

Social benefits are received by:

- children with disabilities under 18 years of age,
- children in case of loss of one or both parents - until they reach the age of 18. But if the child is a full-time student, the allowance is issued until they reach the age of 23,
- children born to mothers living with HIV / AIDS –until they reach the age of 18 months,
- children living with HIV / AIDS - before they reach the age of 18,

From January 1, 2019, state began to pay benefits to parents for caring for children with disabilities - 4900 som. A child must undergo PMPC so that the child needs stable care.

An application for the assignment of benefits to low-income families with children is submitted to the social protection authorities at the place of residence or to local authorities.

2.8 Please provide information (main conclusions, reference and a link if available) on any recent reports, evaluations and/or reviews, since 2015 of funding and resourcing relating to inclusive education.

Analytical review “Financing of the education sector in the Kyrgyz Republic”. - Kyrgyzstan: 2016

(<https://monitoring.edu.kg>)

2.9 Overall, what are the perceived main challenges (barriers and hinderances) and opportunities (support and ways forward) for inclusion in education in relation to governance and finance issues in the country?

The main barriers are underfinancing of the education sector (the minimum standard of the budget financing is provided by 87.7%). Also, the problem is created by the fact that more than 80% of the districts are subsidized, i.e. receives additional funds from the republican budget, which makes it difficult to provide conditions for children with disabilities (for example, building ramps, creating a safe and inclusive learning environment, etc.)

Opportunities for solving problems - for example, in the development of public-private partnerships.

## Section 3: Data

What data on inclusion in education is available to understand if progress is being made towards equitable learning opportunities for all learners?

3.1 Please indicate if the following frameworks are in place, provide a link and give a brief description of their aims and focus:

Framework	Yes / No	Description
For monitoring and evaluating the implementation of national-level inclusion in education policy	No	In Kyrgyzstan, the implementation of strategic documents is being monitored. Monitoring of the education sector went on a pilot basis, then it is planned to be carried out regularly.
For quality assurance across all levels of the system (national, regional, school)	Yes	Since 2006, the NAEAS - a national assessment of the educational achievements of students is conducted. Every year, according to the schedule established by the Ministry of Education and Science, the city and district departments of education (CED/DED) conduct knowledge tests at the school level.
Providing guidance on the use of a range of different data sources for evaluation and self-review at different levels (national, regional, school)	Yes	In the 2017-2018 academic year, the MES of the KR accredited educational organizations implementing programs of main and secondary general education using new procedures and tools for assessing the quality of education, developed taking into account international practice. They include a self-assessment plan for educational organizations and assessment standards by independent experts. Also in 2017 in Kyrgyzstan, for the first time, an analysis of the education sector was carried out on the basis of an adapted methodology - "METHODOLOGICAL GUIDANCE FOR THE ANALYSIS OF THE EDUCATION SECTOR" (Bishkek: 2017), which also involves a combination of self-assessment and an independent assessment of all levels of education in the Kyrgyz Republic.

3.2 What data is collected on learners from vulnerable groups, how and why?

In Kyrgyzstan, a "social passport" is used for families in difficult situations, including those with children with special educational needs (with disabilities), migrant parents, etc. Benefits and other types of assistance that the family receives are also recorded in a social passport, including - allowances for children. A social passport is filled in by local self-governments.

The school also annually compiles a list of children from vulnerable groups for each class (by class teachers, social educators). The data is aggregated by the school administration and transferred to the district education department. From there, the information is sent to the Ministry of Education and Science. This data is used to provide children in need, including assistance in preparing for school (textbooks, stationery, etc.)

The registration of children living in families in difficult life situations is also carried out by the regional branches of the Ministry of Labor and Social Development.

To provide targeted assistance to children from vulnerable groups, the PIN code for children has been adopted in the Kyrgyz Republic since 2016. Currently, it is assigned to the child automatically at birth registration. For children who were born before 2016, parents receive a PIN code (consistently, until the child reaches the age of 18). The PIN code is issued by the Government Registration Service .

Currently, the Ministry of Education and Science has prepared the Education Management Information System (EMIS), where there is a group of indicators on children from vulnerable groups. The form is filled in at the school level. In the future, the EMIS data will be available to interested government agencies and, together with the SRS database, will provide targeted assistance to each child from vulnerable groups and his/her family.

3.3 Please provide the available data relating to all learners in the compulsory education system and where they are enrolled for their education.

All questions can be answered using the country's own data sources as far as possible. Alternatively, the data can be provided from publicly available international sources e.g. UIS: <http://data.uis.unesco.org/index.aspx?queryid=216> or UOE: [https://ec.europa.eu/eurostat/statistics-explained/index.php/Main\\_Page](https://ec.europa.eu/eurostat/statistics-explained/index.php/Main_Page)

Please give a clear reference to the Source in the column provided.

Compulsory education in the Kyrgyz Republic -

- primary general - 1-4 grades;

- main general - 5-9 grades;

More than 60% of graduates of 9<sup>th</sup> grade continue their studies, receiving secondary general education - 10-11<sup>th</sup> grades in a state public school, and another 15% - in organizations of primary vocational education, receiving, along with the certificate, a certificate of professional qualification.

#### **The number of children and students by type of organization (person)**

	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
General educational organizations	1 091 260	1 175 780	1 222 661	1 268 068	1 311 478
Primary (1 - 4 grades)	9 048	10 494	12 205	12 331	12 475
Main (1 - 9 grades)	35 771	37 358	38 388	39 433	42 044

General (1 - 11 grades)	1 043 356	1 124 816	1 168 877	1 212 974	1 253 569
For children with special needs	3 085	3 112	3 191	3 330	3 390

The indicator “For children with special needs” indicates the number of children enrolled in specialized schools of various types.

National Statistical Committee of the Kyrgyz Republic. Open data. Education.

<http://www.stat.kg/ru/opendata/category/282/>

In the Learners column, as far as possible:

- provide actual numbers as far as possible and not estimates.
- only use 0 when the data is zero.
- use M to indicate missing data.
- use NA to indicate the question is Not Applicable (i.e. the country does not have that type of provision).

All questions refer to ALL learners in the education system, not just those formally identified as belonging to a group that is vulnerable to exclusion.

Please provide notes to clarify any issues with the data and include a specific note on the calendar year and/or school year the data refers to.

Data on learner access to compulsory education	Learners	Notes	Source
(i) What is the potential population of learners for the compulsory education system in the country (i.e. how many children are in the country that should, by law, be in some form of compulsory education)?	Total: 1284533 people Male: 655308 people Female: 629225 people		National Statistical Committee of the Kyrgyz Republic. Open data. Education <a href="http://www.stat.kg/ru/opendata/category/3291/">http://www.stat.kg/ru/opendata/category/3291/</a> men <a href="http://www.stat.kg/ru/opendata/category/3292/">http://www.stat.kg/ru/opendata/category/3292/</a> women
(ii) How many learners are enrolled in all forms of education (i.e. educational settings maintained by the	Total: 1 268 000 people Male: M Female: M	The National Statistical Committee does not	National Statistical Committee of the Kyrgyz Republic. Open data. Education <a href="http://www.stat.kg/ru/">http://www.stat.kg/ru/</a>

ministry of education or by other authorities such as health, welfare or labour ministries)?		provide breakdowns by gender.	
(iii) How many learners are out of any form of education (who by law should be in some form of education)?	Total: M Male: M Female: M	According to the annual August and January censuses of school-age children, on average 1,500 children do not attend schools.	
(iv) How many learners are enrolled in mainstream schools (i.e. all learners, not just those with recognised needs or from vulnerable groups)?	Total: M Male: M Female: M	About 100 thousand people are enrolled in schools annually	
(v) How many learners are enrolled in mainstream schools and spend the majority of their time (i.e. at least 80% or 4 days of the week) in inclusive groups/classes with their peers?	Total: M Male: M Female: M	No information	
(vi) How many learners are enrolled in mainstream schools and spend the majority of their time (i.e. at least 80% or 4 days of the week) in separate, special groups/classes, away from their peers?	Total: M Male: M Female: M	No information	
(vii) How many learners are enrolled in totally separate, special units and/or schools, away from their peers?	Total: 3390 people Male: Female:		Operational data of the MES of the KR

Source: National Statistical Committee of the Kyrgyz Republic. Open data. Education.

<http://www.stat.kg/ru/opendata/category/282/>

3.4 Please provide information (main conclusions, reference and a link if available) on any recent reports, evaluations and/or reviews, since 2015 of data collection and monitoring for inclusion in education.

Working children in the Kyrgyz Republic. Survey of child labor 2014-2015 – Bishkek:2016

<http://www.stat.kg/media/publicationarchive/45776369-a0eb-401e-bc2c-01ee276b7274.pdf>

Overview of the system for assessing the quality of education in the Kyrgyz Republic (SAQE): from a conceptual framework to quality management tools. - Bishkek:2016

<https://erasmusplus.kg/wp-content/uploads/2015/02/review-ru.pdf>

Gender and inclusive measuring of education in the Kyrgyz Republic. Analytical review / Z.I. Kochorbaeva, N.P. Prigoda, S. Orestis - Bishkek, 2016

[https://monitoring.edu.kg/wp-content/uploads/2016/11/analit\\_gender.pdf](https://monitoring.edu.kg/wp-content/uploads/2016/11/analit_gender.pdf)

Bagdasarova N., Orozova R. The evaluation On evaluation of OSF-supported projects implemented by the Eurasia Foundation of Central Asia (EFCA) in Kyrgyzstan – Bishkek, 2017

3.5 Overall, what are the perceived main challenges (barriers and hinderances) and opportunities (support and ways forward) for inclusion in education in relation to data collection issues in the country?

Among the main problems is the lack of documents of children, especially children with disabilities.

Another problem is migration (internal and external), when children remain in the families of relatives, which can lead to non-attendance of schools.

Also, children who speak languages on which education is not provided are less likely to attend and more often drop out of school.

## Section 4: Curricula, learning materials and assessments

*To what extent are curricula, learning materials and different assessment processes and procedures adapted to the principles of inclusive education?*

### 4.1 Curriculum

a. Does the curriculum content include and represent all learners?

No  No information available  Partially  Yes

If yes or partially, please provide a description and available links, including to underpinning values and principles.

In 2014, the State educational standard of general school education of the Kyrgyz Republic (DG of the KR No. 403 dated July 21, 2014 <https://edu.gov.kg/ru/schools/gosudarstvennyj-obrazovatelnyj-standart/>) was adopted on the basis of competencies, in which for the first time in the regulatory documents of the Kyrgyz Republic the concept of “inclusive education” adapted for Kyrgyzstan has appeared, based on the definition of UNESCO, adopted in 2008.

On the basis of the State Standard, subject standards were developed for all 7 educational areas (approved by Orders of the Ministry of Education and Science of September 08 and September 15, 2015). These standards are mandatory for all general educational organizations, regardless of ownership and type. Including for more than 400 schools in which children with disabilities study along with children without disabilities, as well as for boarding schools in which children with disabilities study.

To make preschool education more inclusive, since 2017, a preschool education program for children with disabilities has been successfully piloted.

If no, please give further information:

b. Does the process of curriculum development involve the participation and contribution of different stakeholders?

No  No information available  Yes

If yes, please provide information on stakeholder involvement.

When developing standards, the MES of the KR by its order creates working groups (for each of the 7 educational areas of the curriculum), which include: employees of the MES of the KR, representatives of the school administration (head teachers, principals), subject teachers, representatives of NGOs and the donor community, as well as independent experts.

In addition, the draft standards are submitted for discussion by the wide pedagogical community (in the methodological training of teachers in August, which is held annually and in which 20-22 thousand teachers participate). Amendments and recommendations made by educators are included in the document.

If no, please give further information:

c. Is there guidance/procedures for schools to ensure that the curriculum content takes account of all learners (e.g. using flexibility to address differences due to gender, culture, religions, the ethnicities/nations living in the country, their history and culture, differences related to disability and socio-economic background, LGBT community).

No  No information available  Yes

If yes, please give a description and examples of this flexibility.

The State Standard states that the objectives of education are:

11. Objectives of education:

- mastering the fundamental core of scientific and practical achievements of mankind, pedagogically adapted in accordance with the age characteristics of students;
- the formation of civic culture, tolerance, the ability to assert their rights with the goal of successful socialization; ...
- ensuring social inclusion and equal rights to education for every child.

In accordance with this, subject standards and programs and textbooks developed on their basis contain a requirement of anti-discrimination in relation to any groups and gender equality, which are checked due to the presence of anti-discrimination and gender expertise. In 2008, 2011, 2015, such examinations were conducted in pilot mode. In 2019, the MEs of the KR with the support of UN-Women, UNICEF and the Agency for Social Technologies developed and approved, by the Order of the Minister, the Regulation "On the Procedure for Conducting Anti-Discrimination and Gender Examination of Teaching and Methodological Complexes", as well as a package of methodological materials for experts. Since 2020, the conduct of these examinations becomes mandatory.

Accordingly, when revising subject standards (from 2021), indicators will be used to track the inclusion of medical and social inclusion issues and the reflection of the diversity of the country and the world (gender, multilingualism, multiculturalism, etc.) in the educational content and visual presentation of the material.

If no, please give further information:

d. If individual education plans (IEPs) are used, please describe the procedure for developing (who is involved and how), what they focus on (specific curriculum areas; cross curricular competences; support strategies etc.) and how IEPs are implemented, used across the school?

According to the Law "On Education" (Article 14 "Forms of Education") "Educational programs are mastered taking into account the needs and capabilities of students in the following forms: full-time, part-time (evening and shift),

part-time, externship, as well as family and individual education including home at preschool, school, and extracurricular levels”.

Article 27 “Rights and Obligations of Parents (Legal Representatives)” of the Law “On Education” states that:

“Parents (legal representatives) have the right in exceptional cases to give the child primary general, basic general and secondary general education in the family. A child who is educated in the family, has a right with his/her positive certification by the decision of the parents (legal representatives) to continue education at an educational organization at any stage of education”.

For children who study at home, a school or a family forms an individual training program. Such training is provided in accordance with the “Regulation on the organization of individual home-based training for children” approved by the Decree of the Government of the Kyrgyz Republic of October 15, 2018 No. 477 (<http://cbd.minjust.gov.kg/act/view/ru-ru / 12642>).

According to the Regulation, “The organization of individual home-based training for children (hereinafter referred to as home-based training) is carried out by a general educational organization for students in grades 1–11 aged 7 to 18 years old, who belong to the category of children with disabilities and severe diseases.”

In order to switch to individual education, parents must submit an application and conclusion of psychological-medical pedagogical commission to the educational organization or a certificate from the medical and control commission of a healthcare organization about determining / withdrawing a student to study at home in coordination with the territorial state educational department.

On this basis, the school develops an IEP for a child for 1 year. Then, parents must provide the PMPC conclusion that the child needs to continue individual training at home.

An agreement on the organization of home-based training is concluded between the general educational organization and parents, indicating the duration and form of education according to medical indications, in a form approved by the Ministry of Education.

Then the school issues an order that defines for the child a class in which he/she will study and an IEP, curriculum, calendar and thematic planning and timetable for studying at home; responsible persons and teachers are appointed to carry out the educational process, with the distribution of hours in subjects.

The control over the organization of the educational process is assigned to the deputy director of the school for educational work.

Each teacher keeps a journal of studies with the student, in which the date of the lesson is written down, the topic and content of the material studied, the number of hours, homework assessment and marks are recorded.

In the absence of the possibility for teachers of the general educational organization to organize training at home, the director has the right, within the framework of the salary fund, to attract other teachers on a contract basis.

At the request of (written application) and at the expense of the parents, an in-depth (extended) study of any subject of the curriculum for home-based training can be carried out, as well as study of subjects not included in the curriculum for home-based training.

A general educational organization can organize distance (computer) education of older children at home.

The child receives the same knowledge as his/her peers studying directly in the classroom; The result of studying the program should be subject competencies, enshrined in the standard, and key (interdisciplinary competencies), which are approved by the State educational standard.

In order to control the level of studying according to the State educational standard by children studying at home, they pass quarter and year control tests organized by teachers of the school in the presence of the class teacher of the class in which the child is studying.

The decision to transfer children to the next class is made by the pedagogical council of the general educational organization.

Interim, state (final) certification of students is carried out in accordance with the Regulation on the state (final) certification of graduates and the procedure for transferring students to the next grade, approved by the Ministry of Education, in conditions that exclude a negative impact on the child's health.

An IEP is implemented in those schools on which micro-site there are children in need of home-based training.

In exceptional cases, students who graduate from 10<sup>th</sup> grade have the right to complete the 10<sup>th</sup> and 11<sup>th</sup> grade programs in one year (externship), for which an individual educational program is being developed.

Usually this right is used by gifted children or children from families who plan to move to another country, etc.

Externship conducts a school with the permission of the Ministry of Education on the basis of an IEP. In this case, students at the end of the year will also pass the State final certification, receiving a state-issued certificate of education.

However, all students studying for various reasons at home or through externship pass the transfer and final exams at the school according to the usual program.

In reality, the parties involved into IEPs development are responsible teachers and parents.

There is a minimal experience of implementation of IEPs in Kyrgyzstan in inclusive classes. Mostly the IEPs for children with SEN are practiced within classes piloting various inclusive education projects. In these cases besides responsible teachers and parents the special pedagogues and tutors might be involved (depending on the model of inclusion that is piloting). Quite often the parents (mostly mothers) are in the roles of tutors or teacher's assistants that help teachers in the classroom. Still this experience is not described at the level that would allow to implement IEPs as regular part of inclusive education.

All individual interests of students are realized through additional education (in public or private organizations).

e. Are there different curricula or programmes for specific groups of learners at risk of exclusion (e.g. ethnic minorities or minority language groups)

No  No information available  Yes

If yes, please give a description of the main characteristics/organisation.

In accordance with the needs and prospects of the economic and social development of the republic, a need has formed in society for improving the quality of language education: mastering the state and official languages, improving the conditions for teaching in native languages, as well as studying foreign languages.

In this regard, since the beginning of the 2000s, preparations have been going on (conceptual, methodological) for introducing multilingual education. Since 2010, the project has been going on in pilot schools. Since 2015, the introduction of multilingual education in schools in Kyrgyzstan begins. Currently:

- Multilingual education programs are implemented throughout Kyrgyzstan (with the exception of the Talas region)
- The program is implemented in two directions - improving the quality of teaching a second language and increasing proficiency in it/them through content and language integrated learning (CLIL), as well as improving the teaching of the mother tongue for schools with minority languages.
- In the 171 pilot classes, the target language is Kyrgyz, in 207 - Russian, in 17 - two target languages, in 19 pilot classes of the Zhetigen school in Osh region - Russian and English.
- Programs have been introduced in 28 schools where instruction is in minority languages (Uzbek, Tajik), in which the target languages of the programs are Kyrgyz and Russian. Participation in multilingual education programs allows schools with instruction in minority languages to give graduates a great opportunity to realize themselves both in continuing their education - through participation in General Republican Testing (GRT) and the labor market, as well as fulfilling their civic responsibilities.
- The analysis of the results shows that when using a multilingual (bilingual) approach and appropriate language instruction, students show results on average 30% higher than in classes with traditional language instruction in the same subject.

If no, please give further information:

#### 4.2 Learning materials

a. Is there autonomy for schools and teachers to select learning material/textbooks etc?

No  No information available  Yes

If yes, please give a description.

If no, please give further information:

There is no autonomy in the choice of textbooks. Annually, the MES of the KR publishes the “List of textbooks recommended by the Ministry of Education and Science of the Kyrgyz Republic for the ... school year”, which is mandatory for schools. (<https://edu.gov.kg/ru/schools/school-books/>)

However, teachers are relatively free to choose teaching material. As part of the implementation of the mandatory (state) program, the materials that are developed by the teacher himself, colleagues can be used, or obtained from the Internet. If a teacher works according to an adapted or original program, then most of the materials he/she will develop himself/herself.

b. Are there policies to ensure the availability of textbooks/materials that promote the inclusion of learners from different vulnerable groups? (e.g. resources relevant to different ethnic groups etc.)

No  No information available  Yes

If yes, please give a description.

In the Kyrgyz Republic, training in preschool educational institutions is conducted in three languages (Kyrgyz, Russian, Uzbek); in schools - in four languages (Kyrgyz, Russian, Uzbek, Tajik).

To ensure the learning process, textbooks are published in these 4 languages. The textbooks are identical; they are written in the state (Kyrgyz) or official (Russian) languages and translated into Uzbek and Tajik. Also, schools with Uzbek and Tajik languages of instruction partially use textbooks from Uzbekistan and Tajikistan, jointly adapted by these countries and Kyrgyzstan to the standards and programs of schools in the Kyrgyz Republic. This process is organized by the Ministry of Education of these countries.

The new Methodology of Antidiscrimination and Gender Expertise (ADGE) was adopted by Ministry of Education and Science in September of 2019. This expertise is now mandatory for all newly developed textbooks and teaching/learning materials. This document includes procedures and indicators for the proper expertise as well as educational outcomes for students that are now required in the scope of gender and social inclusion. An approval of this document was a real breakthrough in the renovation of policies within this scope. All the authors of new textbooks will go through the trainings on antidiscrimination and gender issues and all publishing houses will have to provide new textbooks with proper ADGE conducted by independent experts. The new policy is to implemented because most of financial obligations about expertise will be on business structures (publishing houses) and teachers' preparation is becoming a part or regular teacher training process.

In a course of approbation of the indicators of this Methodology about 60 textbooks were reviewed.

According to the results of the recent Antidiscrimination and Gender Expertise of 60 textbooks a representation of people from vulnerable groups in the textbooks is very poor. Moreover there are wrong and discriminating representations of some groups of people (ethnic minorities, women, and children). There are a very few pictures with children with disabilities (2 pictures for all reviewed textbooks). After completion of the expertise the Internet platform for teachers' training on gender and social inclusion issues was developed by support of UN Women

agency. The training platform contains 2 modules: (1) for general knowledge on gender and antidiscrimination in education and (2) for methodological knowledge and tools for teachers that teach History, Social Science and Humanities.

Thus new policy in the scope of social inclusion was successfully introduced and teachers and teachers' training institutions (pre-service and on-service) will start having methodological support for changing studying process. At the same time the new generation of Curricula and textbooks will be developed according to ADGE requirements.

Also the new National Concept on Inclusive Education was developed and adopted by government in 2019. It contains principals and models that will be implemented in Kyrgyzstan in nearest decade. The new ways of evaluation of children with SEN and their adjustment in regular schools are described in the Concept in order to guide policymakers, methodologists and school for better and faster implementation of inclusive education in the country. At the same time the financial issues of implementation of the Concept are problematic because there is not enough budget support for necessary changes in infrastructures and additional staff for inclusive schools.

The several projects on inclusive education have been conducted for decades by support of various donors, first of all: Save the children, Soros Foundation Kyrgyzstan and Open Society Institute (New York-Budapest). Within these projects several models of inclusion and the number of methodological materials were developed. Still most of these projects are at the piloting stage and do not penetrate the country or even regional level. The /// schools and local communities have been involved in these piloting since 2005.

A lot of activities are going on in the scope of multicultural and multilingual education according to the National Concept of Multicultural and Multilingual Education adopted in 2008.

- The 68 schools in all country regions including urban and rural areas are piloting the various models of multilingual education. Children in these schools are studying subjects in two-four languages in order to obtain necessary command in State (Kyrgyz) and Russian (Official) languages to continue their education and be successful at the labour market. At the same time they keep the opportunity to study mother tongues (in many cases keep the native language in the primary school at least). This practice is one of the most powerful instruments of social inclusion for ethnic minorities implemented in Kyrgyzstan for now.

Materials for teachers and children of national minorities are available that can improve the quality of education:

- A bulletin on multilingual and multicultural education "Dialogue" is published in 5 languages of the peoples of Central Asia and in Russian, and a website (<http://resource.net>) is maintained, where both theoretical and practical issues of the development of multiculturalism and multilingualism are considered. A teacher can find methodological recommendations and lesson developments on the website.
- Educational-methodological complexes in Kyrgyz language as the second for schools with the Uzbek language of instruction developed and published;
- Publicly available courses for independent study of the state language developed in electronic form;

- An electronic Kyrgyz language training course (levels B1 and B2) was developed for subject teachers working in multilingual education programs;
- An intensive Kyrgyz language course was developed for high school students from schools with the Uzbek language of instruction. This course, designed for 2 years - grades 10 and 11 - allows students to improve their knowledge of the state and/or official language, including - preparing for GRT, which is required for admission to higher education institutions.
- Materials for conducting lessons and class hours on the issues of creating a healthy lifestyle, creating a “school without violence”, developing life skills of children in multicultural communities have also been developed and are actively used in schools.

If no, please give further information:

c. Is there guidance/procedures to help schools to make learning materials accessible for all learners? (e.g. Braille/large print for learners with visual impairment, materials in other languages).

No  No information available  Yes

If yes, please give a description.

In the spring of 2016, the Ministry of Education and Science of the Kyrgyz Republic held competitive bidding for the replication of textbooks for students of 1-11 grades of special schools for the blind using the Braille method.

Based on the results of the competitive bidding process (the announcement number on the ESP portal is 16041510684871), the Ministry concluded an agreement No. 7/09-8 of May 18, 2016 with IE Meshechko on the replication of textbooks for students of 1-11 grades of special schools for the blind using the Braille method.

According to the contract and the acceptance certificate dated August 3, 2016, IE Meshechko delivered the above-mentioned published 13 types of textbooks in the amount of 195 sets (885 books) to the republican boarding school for blind and visually impaired children in Bishkek. Of these, 13 textbooks in the amount of 65 sets (275 books) were transferred to a boarding school for blind and visually impaired children in Osh.

Also, audio-sound equipment for 5 million soms (2018) was purchased for the Kara-Suu boarding school for deaf children in the Osh region and the Republican specialized boarding school for deaf children in Bishkek.

<http://kabar.kg/news/minobrazovaniia-kr-zakupit-novye-uchebniki-i-audiotekhniku-dlia-spetcializirovannykh-shkol/>

If no, please give further information:

d. Is ICT used to improve access to materials for vulnerable groups?

No  No information available  Yes

If yes, please give a description.

Currently, 99,8% of schools in Kyrgyzstan have access to the Internet and use it in the learning process.

The National Open Educational Resources Repository ([www.lib.kg](http://www.lib.kg)) operates, where more than 800 school textbooks and teaching materials are already available, which are available for any type of electronic device (computers, tablets, phones).

Electronic platforms for children from grades 1 to 9 (grade 1-4 - iBilim (<http://ibilim.kg/kyr/index.html>) and grade 5-9 - "Bilim Bulagy" (<http://bb.edu.gov.kg/index.php/%D0%93%D0%BB%D0%B0%D0%B2%D0%BD%D0%B0%D1%8F>)) have been created and are available on the Internet, which host electronic resources for the subjects of the school curriculum. They are also located on the servers of 61 schools in all regions of Kyrgyzstan in order to be available offline.

The presence of the Internet in schools, as well as the ability to use electronic materials from any electronic device, allows children from vulnerable groups to use them.

If no, please give further information:

e. Are there specific financial and practical resources available for textbooks/materials/ICT for different vulnerable groups?

No  No information available  Yes

If yes, please give a description.

If no, please give further information:

The state allocates annually 120 million som for the publication of textbooks. This amount includes the publication of textbooks for all students of the Kyrgyz Republic. However, donor funds may be raised to publish/additionally publish textbooks/training materials for various vulnerable groups.

#### 4.3 Assessment

a. Is there a national/local assessment framework that includes all learners?

No  No information available  Yes

If yes, please give a description.

In the Kyrgyz Republic, there is a system of transfer and final exams at the national level. Transfer exams are held in main and secondary school: graduation exams - after graduating from 9<sup>th</sup> grade and 11<sup>th</sup> grade. According to the results of the exams, the student receives a certificate of completion of 9 grades, after grade 11 - a certificate of secondary education.

There is no local assessment framework system.

The Ministry of Education and Science annually determines the state final certification of students by its Order.

<https://edu.gov.kg/ru/schools/itogovaya-gosudarstvennaya-attestaciya/>

If no, please give further information:

b. Is there guidance for teachers on how to use curriculum-based assessment to identify all learning needs in the classroom?

No  No information available  Yes

If yes, please give a description.

If no, please give further information:

In the Kyrgyz Republic, there are methodological recommendations for specific aspects and/or topics of conducting classes, the assessment process, etc.

For example, Assessment of student learning outcomes. Methodological manual / comp. R. Kh. Shakirov, A.A. Burkitova, O.I. Dudkina. B.: "Bilim", 2012.

[http://www.tverobr.ru/data/docs/171116\\_3.pdf](http://www.tverobr.ru/data/docs/171116_3.pdf)

There are also recommendations for improving the quality of education based on the results of sample National Assessments of Student Educational Achievements (NASEA), which were carried out in Kyrgyzstan for 4th and 8th grades (2007-2018). The results of these assessments with recommendations are available on the website of the Center for Assessment in Education and Training Methods (CAETM).

<http://www.testing.kg/ru/nashi-proekty/noodu/nacionalnoe-ocenivanie-obrazovatelnyh-dostizhenij-uchaschihsja-v-kyrgyzstane.html>

But there are no recommendations on the use of assessment results to determine the learning needs of different groups of children.

c. Is there guidance/procedures on providing access to tests/examinations when learners need additional support/reasonable adjustments? (e.g. adapted materials, extra time etc.)

No  No information available  Yes

If yes, please give a description.

If no, please give further information:

Students from vulnerable groups take exams on a common basis. However, for health reasons, a student may be exempted from exams. In this case, the final grades in the certificate are given to him/her on the basis of the current grades obtained during the training.

"The Regulation on the organization of individual home-based training for children", approved by Decree of the Government of the Kyrgyz Republic of October 15, 2018 No. 477 (<http://cbd.minjust.gov.kg/act/view/ru-ru/12642>).

d. Are there specific arrangements and/or formal procedures to support the assessment of the specific needs of learners who need additional support in their learning? (e.g. those with disabilities)

No  No information available  Yes

If yes, please give a description, including clear information on the focus of needs identification procedures and who is involved in the procedures (learners, parents, professionals):

Specialists of PMPC participate in determining the needs of children in training. During the examinations, problems of children are identified (impaired mental function, problems with hearing, sight, etc.), after which a recommendation is given for teaching children in a general secondary school (inclusive), or in a specialized school (boarding school).

Order of the Ministry of Education and Science No. 423/1 of July 10, 2008 "On approval of instructional materials on the admission of children with disabilities to educational institutions of the Kyrgyz Republic"

[http://ardi.kg/ru/usefull/laws/prikaz\\_minobrazovania\\_2008/](http://ardi.kg/ru/usefull/laws/prikaz_minobrazovania_2008/)

If no, please give further information:

e. Is ICT used in the assessment of vulnerable groups?

No  No information available  Yes

If yes, please give a description.

If no, please give further information:

Currently, the Education Management Information System is in test mode. Remote technologies for teaching students in schools are not used. However, since the academic year 2020/21, in 30 schools, distance learning and student assessment technologies should be piloted.

4.4 Please provide information (main conclusions, reference and a link if available) on any recent reports, studies, evaluations and/or reviews, since 2015 relating to issues around curricula, learning materials and assessment processes.

In Kyrgyzstan, a number of studies were conducted on the quality problems of textbooks and teaching materials, their distribution mechanisms, and assessment processes.

The study of textbooks was carried out by interviewing teachers, as well as studying the legal framework of the Kyrgyz Republic on instructions for the distribution of textbooks, previous studies, official reports (form D-10). The study showed that in quantitative and qualitative terms, more than half of teachers have claims for textbooks (for the content of textbooks, printing performance, visual order). In addition, the availability of textbooks in the languages of instruction is uneven, and, for example, in schools with the Uzbek language of instruction, the availability of textbooks varies - within the range of "60% and lower" - 42.9%; within the range of "61 - 70%" - 42.9%; within the range of "71 - 80%" - 14.3%; within the range of "81 - 90%" and "91 - 100%" - 0%. As a result of the study, recommendations were formed on a number of aspects: a clear consolidation of responsibility for the

Ministry of Education and Science, publishers and other participants in the development, testing and publication of textbooks; regular training of authors and potential authors of textbooks; develop tools for assessing the quality of textbooks for regular assessment and the ability to compare its results, etc.

Study on the distribution of textbooks in the Kyrgyz Republic. <https://edu.gov.kg/media/files/e86dcce3-64a7-4b13-a1b0-43984e8744fd.pdf>

The Guide describes the current situation with monitoring and evaluation in the education system, as well as specific recommendations for improving this system through the development and implementation of its new elements. The difficulty with the formation of a monitoring and evaluation system in the field of education lies in the fact that currently there are no uniform standards and norms for its implementation at the national level, and therefore work on the implementation of monitoring and evaluation in the field of education is being conducted in a pilot mode. In order to make monitoring and evaluation an important part of the education system, the Guide provides material related to results-based management, due to the fact that monitoring and evaluation are used within the framework of this management concept. It also considers cases from various countries, the experience of which can be used in Kyrgyzstan.

Guide to the creation and development of a national model for monitoring and evaluation in the field of education / Tretyakova T., Marchenko L., Boyko E., Kosheleva N., Petersone B. Bishkek: 2017

<https://monitoring.edu.kg/wp-content/uploads/2017/07/rukovodstvo.pdf>

4.5 Overall, what are the perceived main challenges (barriers and hinderances) and opportunities (support and ways forward) for inclusion in education in relation to curricula, learning materials and assessment processes in the country?

Lack of a sufficient number of specialists in the field of inclusive education, capable of developing high-level programs, training materials (including textbooks).

Lack of funds for the development and publication of training materials.

Lack of technical capacity to publish books in Kyrgyzstan, for example, in Braille.

Opportunities for improving the quality of educational materials for various groups of children:

Development of the necessary regulatory framework for the development of inclusive education by the Ministry of Education and Science of the Kyrgyz Republic for the implementation of the Concept of development of inclusive education and the Program of development of inclusive education in the Kyrgyz Republic for 2019-2023

(<http://cbd.minjust.gov.kg/act/view/ru-ru/14591>); <http://cbd.minjust.gov.kg/act/view/ru-ru/14592>

Actualization of the potential of the Interuniversity laboratory of inclusive education of the faculty of pedagogy of KSU named after I. Arabaev.

([http://arabaev.kg/fp/index.php?option=bashy&id\\_blok=488?place=choice&from&fa=%D0%98%D0%BD%D1%84%D0%BE%D1%80%D0%BC%D0%B0%D1%86%D0%B8%D0%B8%20%D0%BE%20%D0%A4%D0%9F](http://arabaev.kg/fp/index.php?option=bashy&id_blok=488?place=choice&from&fa=%D0%98%D0%BD%D1%84%D0%BE%D1%80%D0%BC%D0%B0%D1%86%D0%B8%D0%B8%20%D0%BE%20%D0%A4%D0%9F)),  
<https://www.facebook.com/Inclusive.education.KG/posts/1845352769068257/>

Increasing the capacity of teachers of preschool and school education on the basis of the Republican Institute for Advanced Studies and Retraining of Teachers (<http://ripk.kg/ru/>), where the following courses are developed:

Theory and practice of tutors of boarding schools and orphanages;

Theory and practice of a school psychologist;

Theory and practice of a school social teacher;

<http://ripk.kg/ru/ppsgo>

And also on the basis of the Institute for Advanced Studies and Retraining of the KSU named after I. Arabaev, where at the Department of Psychological, Pedagogical and Humanitarian Sciences retraining in the direction of “Speech Therapy” is conducted

[http://arabaev.kg/ipk/?option=bashy&id\\_blok=460?place=choice&from&fa](http://arabaev.kg/ipk/?option=bashy&id_blok=460?place=choice&from&fa)

Training at the above-mentioned sites of potential and existing authors of textbooks to reflect in their content and an illustrative series of different groups of children; conducting anti-discrimination and gender expertise of normative legal acts and educational materials in the education sector.

The development of a system of formative assessment, which will make it possible to objectively evaluate the progress of each child in studying the program.

## Section 5: Teachers and support personnel

How are staff in schools prepared to accommodate students of all abilities and backgrounds, in terms of their initial training, continuing professional development and their attitudes to inclusion?

5.1 Please list type of staff, their numbers and required level of education for the position in different type of educational institutions

Type of staff	Number	Required education	Comment
<b>Mainstream schools</b>			
Professional staff (psychologists, pedagogues, social pedagogues, speech and other types of therapists)	78552 teachers	Higher. Undergraduate (4 years) or specialty (5 years)	Primary school teachers - more than 17 thousand people. Other teachers can work in both primary and high school.
Teacher Assistants (specify role and add rows as required)			The position of assistant teacher in educational institutions of the Kyrgyz Republic is absent.
<i>Others (please specify and add rows as required)</i>			
<b>Special schools</b>			
Teachers	No information	Secondary vocational (elementary school teacher) Higher. Undergraduate (4 years) or specialty (5 years)	
Professional staff (psychologists, pedagogues, social pedagogues, speech and other types of therapists)	No information	Higher. Undergraduate (4 years) or specialty (5 years)	
Teacher Assistants (specify role and add rows as required)	No information		The position of assistant teacher in educational institutions of the Kyrgyz Republic is absent.
<i>Others (please specify and add rows as required)</i>			
<b>Other institutions offering education if they exist (i.e. children's homes, young offenders institutions etc).</b>			
Teachers	No information	Specialized secondary or higher education. Courses of the Ministry of Labor and Social Development.	
Professional staff (psychologists, pedagogues, social pedagogues, speech and other types of therapists)	No information	Secondary vocational (elementary school teacher) Higher. Undergraduate (4 years) or specialty (5 years)	

Teacher Assistants (specify role and add rows as required)			The position of assistant teacher in educational institutions of the Kyrgyz Republic is absent.
Others (please specify and add rows as required)			

5.2 Please indicate if education/training on inclusion in education is available for the following groups of professionals.

Type of staff	Yes	No	No information	If yes please state if pre- or in-service, mandatory or optional, who provides education/training and summary of content
Head teachers/School directors	x			Academy of Management under the President of the Kyrgyz Republic, Master's program "Public Administration in the Social Sphere" - for the administration of schools, employees of the RayOO and GorOO. Inclusion issues are considered as part of general management courses.  Optional.
Teachers	x			Pre-school education workers are trained at four universities (named after Arabaev, BSU, Jala-Abad University and Osh Humanitarian and Pedagogical Institute), as well as at a number of colleges located in the regions. Inclusion issues are included as a separate topic in general subjects. There are no separate courses.  At the university named after I. Arabaev, the direction 550000 "Pedagogical education" is being implemented in the specialty "Logopedics", "Oligophrenopedagogy", "Surdopedagogy" and the direction 530000 "Humanities" in the specialty "Psychology", where the course on inclusion is taught. Also at the faculty of "Social Work" the specialty "Social Work" is taught at the undergraduate and graduate levels.  At the the university named after I. Arabaev also operates the Institute of Advanced Training and Retraining named after. M.R.

			<p>Rakhimova. Advanced training and retraining are carried out in a number of areas: Department of Psychology and Pedagogy and the Humanities (including social work, preschool education methods and pedagogical therapy).</p> <p>Since 2019, a teacher advanced training course on inclusive education has been held at RIATRT.</p> <p>Several universities train psychologists - For example, the Kyrgyz-Russian Slavic University - Since 2011, the Department of Psychology has been preparing bachelors in the direction of 37.03.01; 530300 Psychology, profiles:</p> <p>“Social Psychology”</p> <p>“Developmental Psychology”</p> <p>“Labor psychology and organizational psychology”.</p> <p>The department has a sponsored orphanage in which students work as volunteers.</p> <p>The profession “Psychologist” and “Social teacher” can be obtained at the Bishkek Humanities University at the Social and Pedagogical Faculty, where there are 3 departments that train specialists in the fields of “Sociology”, “Social Work” (including “Social Pedagogy”), “Political Science” and “Psychology” (including “Speech Therapy”). On April 4, 2016, on the basis of this faculty, the National Center for Advanced Training and Retraining of Specialists of the Ministry of Labor and Social Development of the Kyrgyz Republic was opened, whose goal is to improve the skills of social workers in social work.</p>
Teacher Assistants			The position of assistant teacher in educational institutions of the Kyrgyz Republic is absent.
Professional Staff		x	

Inspectors			x	They can improve their qualifications at the trainings conducted by the Soros Foundation-Kyrgyzstan, UNICEF, other non-governmental and / or international organizations.  Optional
Teacher Trainers	x			Courses for the training of trainers (trainers for trainers) are conducted mainly by non-governmental and / or international organizations.
Others (please list add rows as required)				

5.3 Is education and training of teachers aligned with national policy goals on inclusive education?

No  No information available  Yes

If yes, please give a description.

If no, please give further information:

Students studying in pedagogical specialties according to the State educational standard have a compulsory course on inclusion, but they do not do internship on this issue and do not have sufficient competence in the field of inclusive education.

5.4 With respect to the main initial teacher education programmes, describe how inclusion in education is addressed in it (i.e. requirement for number of academic credits under European Credit Transfer and Accumulation System (ECTS), subjects and topics covered, focus etc).

According to the state educational standard of higher professional education (550000 pedagogical areas - 550700 pedagogy, academic degree: bachelor) among the professional competencies of students:

- able to create optimal conditions for the educational process in accordance with the principles of student-centered education and sustainable development (healthy lifestyle, protection of nature and rational use of natural resources and energy, cultural diversity, inclusion, etc.) (PC-3);

- able to integrate children with disabilities and implement inclusive education in primary school (PC-27);

For specialties "Surdopedagogy", "Logopedics", "Oligophrenopedagogy", which are implemented at the university named after I. Arabaev, according to the basic part of the curriculum (psychological and pedagogical unit, methodology), students must take the course "Inclusive Education" (4 credits). The variable part - 72 credits, where

courses related to physiology, psychological diagnostics, etc. are studied, as well as the methodology of working with children with hearing impairment, speech, etc.

Students of these specialties are also required to undergo 4 types of internships - Adaptation and teaching internship (school day or day in kindergarten) - 4 credits; psychological-medical-pedagogical internship - 3 credits; Professional base internship - 5 credits; Professional field-specific internship -16 credits.

Since the course “Inclusive Education” is located in the basic part of the curriculum, all students are required to attend it (4 credits). A number of issues related to visual and hearing impairment in children are also considered in the course “Age-related anatomy, physiology and hygiene” (2 credits).

However, among the internships of students studying in other pedagogical specialties, there is no special internship for working with children with disabilities, which makes their knowledge purely theoretical.

### **Inclusive education**

The purpose of the discipline	To acquaint students with the basic principles of the theory of inclusive and integrated learning, the conceptual apparatus, scientific and methodological provisions, highlight modeling schemes and give ideas about integrated learning as an important socio-cultural phenomenon of general and special education.
<b>Content of the discipline</b>	
Unit 1.	<p>Conceptual foundations of inclusive education for children with disabilities.</p> <p>Educational policy on the implementation of the right to education for children with disabilities.</p> <p>Basic principles and patterns of teaching and personal development.</p> <p>Basic principles of inclusive education.</p> <p>Pedagogical communication.</p> <p>Teacher in an inclusive class.</p> <p>Competencies of teachers of an inclusive school.</p> <p>Pedagogical technologies of inclusive education.</p>
Unit 2	Children with special educational needs.

	<p>Children with hearing impairment in a public state school. Children with mental retardation in a public state school.</p> <p>Children with developmental delay in a public state school.</p> <p>Children with visual impairment in a public state school.</p> <p>Children with speech impairment in a public state school.</p> <p>Children with musculoskeletal disorders in a public state school.</p> <p>Organization of psychological and pedagogical support of inclusive education.</p>
Formable competencies (special competencies)	<ul style="list-style-type: none"> <li>- possession of scientifically-based modern technologies of training and development, including ICT, readiness to use them in correctional work (SC-2);</li> <li>- use of modern technologies in diagnostics, counseling and education, readiness for analytical and prognostic activity in speech therapy practice (SC-3).</li> </ul>
Names of subjects required for the development of this discipline	Input competencies – GC-3, GC-4, to varying degrees of retention.
<b>Knowledge and skills resulting from the study of the discipline</b>	
Should know:	<ul style="list-style-type: none"> <li>- current trends in the development of psychological and pedagogical concepts in the system of education of people with disabilities;</li> <li>- the content of the main stages of ontogenesis of the psychophysical development of the individual;</li> <li>- general methodological aspects of training people with disabilities: goals, objectives, principles, methods, organizational forms, and corrective orientation;</li> <li>- the conceptual framework of inclusive education for children with disabilities;</li> <li>- the regulatory framework of inclusive education;</li> <li>- types of special schools and classes.</li> </ul>

Be able to:	<ul style="list-style-type: none"> <li>- determine the individual characteristics of a child in his/her educational activities;</li> <li>- identify the state of health of children with disabilities;</li> <li>- draw up a summary of the lesson for the class of integrated education of children with disabilities.</li> </ul>
Have skills:	<ul style="list-style-type: none"> <li>- interpersonal skills;</li> <li>- the basics of using various means of communication in different types of professional activity;</li> <li>- an algorithm for a systematic approach to the inclusion of a child with disabilities in the educational process.</li> </ul>
Used tools and software	<p>Digital library:</p> <ul style="list-style-type: none"> <li>- training programs in electronic form,</li> <li>- electronic textbooks.</li> </ul> <p>This discipline is provided with:</p> <ul style="list-style-type: none"> <li>- information technology,</li> <li>- an electronic course of lectures,</li> <li>- necessary equipment for lectures and presentations.</li> </ul>
Forms of intermediate control of knowledge	Test and oral assignments
Forms of final control of knowledge	Pass-fail exam -5 <sup>th</sup> term; exam -6 <sup>th</sup> term

5.5 Please provide information (main conclusions, reference and a link if available) on any recent reports, evaluations and/or reviews, since 2015 relating to initial teacher education and/or professional development issues.

Methodological guide for social educators of the Kyrgyz Republic.

Date of publication: 02/03/2018

<http://meerim-bulagy.com/statii/post/metodicheskoye-rukovodstvo-dlya-sotsialnykh-pedagogov-kyrgyzskoy-respubliki>

5.6 Overall, what are the perceived main challenges (barriers and hinderances) and opportunities (support and ways forward) for inclusion in education in relation to teachers and support personnel in the country?

Low salary level.

The predominance of theoretical material over the formation of practical skills during the training period.

Opportunities for the development of inclusive education may be associated with:

- Raising the awareness of teachers about inclusive education and its importance within the framework of university training, retraining and advanced training;
- Using the incentive part of the salary to encourage teachers who work with children with disabilities;
- Including the indicator - work with children with disabilities - during the certification of teachers (will begin from 2020/21 academic year).

## Section 6: Schools

*How does the work of schools, school management and leadership impact on access, participation and provision of equitable opportunities for all learners?*

6.1 Who is excluded from attending any form of school?

Please give reasons for this group being excluded from attending school and describe any form of alternative provision made for them?

According to the Constitution of the Kyrgyz Republic (Article 45)

“1. Everyone has the right to education.

2. Main general education is compulsory.

Everyone has the right to receive free main and secondary education in state educational institutions”.

The Law “On Education” also speaks of the right of every citizen of Kyrgyzstan to education, “regardless of gender, nationality, language, social and welfare status, disabilities, nature and character of occupation, religion, political and religious beliefs, place of residence and other circumstances.

Citizens of other states and stateless persons on the territory of the Kyrgyz Republic receive education in accordance with the legislation of the Kyrgyz Republic”.

At the legislative level, main general education (1–9 grades) is mandatory.

These standards are also enshrined in the Education Development Strategy for 2012-2020 (EDS 2020) and three Action Plans for its implementation. In the Action Plan for 2018-2020 on implementation of the EDS 2020, inclusive education has been recognized as a common approach at all levels of education. Among the objectives of the Strategy - to promote inclusive education, while maintaining specialized schools for children with special needs. The conditions for the development of inclusive education are created through the development of new curricula, units and advanced training programs for teachers working in special schools and mainstream schools implementing the program of inclusive education.

6.2 Are there issues around the over- and under-representation of different vulnerable groups in different school settings?

No  No information available  Yes

If yes, please give a description and provide any data/evidence that is available

If no, please give further information:

6.3 Please give details on the main admissions criteria for schools.

Law “On Education”, Art. 16. “School education is the main link in the education system and includes 3 levels:

- primary general - 1-4 grades;
- main general - 5-9 grades;
- secondary general - 10-11 grades.

Primary general education, main general education, secondary general education are mandatory levels of education for all citizens of the Kyrgyz Republic. The state ensures the exercise of citizens' right to receive free secondary general education at state and municipal educational institutions at the level of the state and municipal educational standards.

School education provides the knowledge, skills, practical skills and development corresponding to its levels that are sufficient for the active work of the individual in society, and serves as the basis for mastering the profession and qualifications.

As a rule, the age of admission to school is 6-7 years, the duration of education in each class is at least one academic year.”

The decision that secondary general education will be compulsory was made by the Jogorku Kenesh of the Kyrgyz Republic in 2019. The norm will begin to operate from the academic year 2021/22.

There are no additional criteria. Moreover, according to Art. 19 “Social Protection of Preschool Children” of the Law “On Preschool Education”,

“6. Testing of preschool children upon admission to general educational organizations is not allowed.”

Thus, each child has the right to enter a general educational organization, the only criterion is the achievement of a certain age.

Most children go to school at the age of 7, but at the request of the parents and the child him/herself, this age can be 6,5. In some cases (often related to internal migration), children go to school at the age of 7,5-8.

Currently, there is an electronic school entry in the cities of Bishkek, Osh, Jalal-Abad, Kyzyl-Kiya, Kara-Balta and Tokmak, which allows parents to enroll their children in school regardless of their location from February to July. If parents for some reason did not manage to enroll their child in school, in August they can do this by coming to school. (Automated information system to enroll children into the first grade of the state and municipal educational institutions of the city of Bishkek <http://mektep.edu.gov.kg/>)

In other settlements, enrollment in the school begins in June and ends after August 20 in a school’s building.

Admission to the first grade is subject to the following documents:

- statements of parents (legal representatives) addressed to the head of the educational organization;
- medical records of the established sample (F-26, F-63);
- copies of a birth certificate;
- copies of a passport of one of the parents (legal representatives);
- a document establishing the child's place of residence (if the child's actual place of residence and the place of registration indicated in a passport of one of the parents (legal representatives) do not match);
- health certificates at the time of admission to school.

<https://edu.gov.kg/ru/schools/save-schools/priyom-obuchayushihsya-v-1-klass/>

If a child does not have documents, parents (legal representatives) need to contact the SRS to restore them. If, for some reason, obtaining a birth certificate is not possible, parents should contact the Commission for Children at local state administrations, city halls of the city of residence with a request for assistance in the restoration/receipt of a document.

a. Highlight any issues with the national polices.

The regulatory framework is sufficient to ensure the right of every child to education. However, in large cities, due to the insufficient number of schools, classes can be crowded, and children are forced to study in two, and sometimes in three shifts. Class overcrowding can also lead to a decrease in the quality of education. However, these problems apply equally to all children.

Electronic enroll to the school is possible only if all documents are available that must be scanned/photographed and attached to the application. If the child does not have documents, accepting the application is impossible and it is necessary to restore them and parents may not have time to submit an application to the school in which they would like to educate the child.

In addition, an application can only be submitted from a personal e-mail, to which parents must have access. For some parents, especially low-income families, often with children with disabilities, this can be a problem.

In 2018, the coordinator of the "Accessible School" project Elmira Asrandieva noted the difficulties that arose when enrolling children in 20 pilot schools located in new buildings of the capital, where there are many children from vulnerable families and children of migrant parents: "Basically, there are problems regarding legal addresses for children who enter the first grade. In some local territorial administrations, the boundaries of micro-sites are not defined, somewhere there are houses without addresses, and somewhere, on the contrary, with two addresses. There were problems issuing certificates of residence. In the housing estates (novostroykas), as you know, there are a lot of tenants living without a residence permit."

"One of the conditions for electronic enrolling is the availability of email. Some parents do not have it, they do not even know how to use a computer and Internet applications. The consultants of our project provided assistance in

such basic matters. We presented people with a whole package of documents, including phone numbers of places they can call (SRS, public service centers, addresses of free legal aid). There were also problems when preschoolers did not have a birth certificate. In such cases, we sent them to the support departments for families and children at the district departments of social development”, - she added. There were questions of a different nature. “There are educational institutions with one language of instruction, for example, Russian, and some parents want to send their children to schools with the Kyrgyz language of instruction or vice versa. Therefore, they have to look for them not in the micro-site, but somewhere in another area,” said Elmira Asrandieva.

July, 11 2019

[https://24.kg/obschestvo/123177\\_neumeyut\\_polzovatsya\\_kompyuterom\\_cho\\_meshaet\\_elektronnoy\\_zapisi\\_vshkolu/](https://24.kg/obschestvo/123177_neumeyut_polzovatsya_kompyuterom_cho_meshaet_elektronnoy_zapisi_vshkolu/)

b. Where schools set their own admissions criteria, please outline any impact on inclusion.

According to the “Temporary Regulation on the Gymnasium School”, these schools have the right to set entrance exams for children who want to study in those, since the program of such (status) schools includes more subjects and involves in-depth study of one / several subjects. Examples are the author's physical and mathematical school-lyceum No. 61 named after Yakir of Bishkek; school-gymnasium No. 70 of Bishkek, which has three areas of profilisation - natural science, humanitarian, environmental; environmental and economic lyceum No. 65 of Bishkek; gymnasium schools and lyceums in Osh, Jalal-Abad, etc.

Although all children are accepted to the 1<sup>st</sup> grade without exams, they go to the 5<sup>th</sup> grade after testing.

Requirements for admission to the gymnasium and certification of students:

22. The rules for student enrollment are established by the founder and enshrined in the charter of the gymnasium.

23. Admission to the 1<sup>st</sup> grade of the gymnasium is carried out for all children of 6-7 years old who are to be educated, living in the territory assigned to the gymnasium, on the basis of their applications and medical certificates of the established form without entrance examinations, cash and other fees.

24. Admission to the 5<sup>th</sup> grade of the gymnasium is made at the request of all comers from any general educational organizations who have successfully completed primary school and passed testing.

25. For admission of students to the 5<sup>th</sup> grade of the gymnasium, a selection committee is created from among the teachers of the gymnasium, representatives of the regional public administration body for education, doctors and psychologists, whose composition is approved by the order of the director of the gymnasium.

<https://edu.gov.kg/ru/standarts/license-certification/vremennoe-polozhenie-o-shkole-gimnazii/>

Temporary regulation on the gymnasium school. Approved by order of the Ministry of Education and Science of the Kyrgyz Republic dated August 2, 2014 No. 585\1.

In this case, children with mental problems, as well as many children with disabilities, will not be able to get education in these schools.

6.4 Please provide information on the different forms of support that are available to learners in schools.

a. Inclusive pedagogy, personalised learning and universal design approaches

No  No information available  Yes

If yes, please give a description.

The Code of the Kyrgyz Republic “On Children” confirms the right to education for all children depending on the place of residence (Article 10.2), declaring illegal any restriction of access to general education (Article 10.3) and pre-school education (Article 10.5). For students with disabilities, orphans and children left without parental care, the Code provides for the creation of special conditions, including through special groups, classes and/or centers where free education and training is provided (Article 10.6).

Within the framework of the PEAKS project, USAID and Save the children published the manual “Guide to the creation of an inclusive school”, which is the basis for the work of inclusive schools in the Kyrgyz Republic. The guide describes an inclusive culture, inclusive policy and inclusive practice, which allow to build an individual educational path for a child with disabilities.

With the support of the Soros Foundation-Kyrgyzstan, 8 projects were supported, thanks to which:

In the pilot schools, the Psychological –Medical- Pedagogical Support Services operate on an ongoing basis;

The range of services provided in Resource centers of inclusive education has been expanded;

A pedagogical practice program: “School Day” (inclusive education component) has been developed and disseminated;

Subject programs in 8 main subjects, related normative documents as part of the development of an inclusive approach to teaching and developing children with special educational needs on the basis of primary general education were created and approved by the MES of the KR.

School administrations and teachers mastered the skills of teaching and evaluating students in an inclusive class.

Also, teachers in whose classes children with Down syndrome study, in 2018 received the Methodological Guide “Student with Down Syndrome”, as well as the “Handbook” for the teacher and tutor, which will help them in their work, including building a system of a child support.

In Bishkek, the number of schools that have correctional classes has increased. There are 289 children with disabilities studying. They work in six capital's schools: No. 3, 11, 19, 59, 37, 60. In addition, in 2019, a correctional class was opened at school No. 10 in Balykchi. The goal of correctional classes is to provide alternative educational services for children with disabilities to prevent children from entering boarding schools.

If no, please give further information:

b. counselling and mentoring possibilities

No  No information available  Yes

If yes, please give a description.

December 16, 2016 on the basis of KSU named after Arababaev, for the first time in Central Asia, the Inclusive Education Laboratory was opened.

The section "Inclusive Education" of the Educational and Methodological Complex (EMD) was developed for the discipline: "Pedagogy" for students of pedagogical direction in all pedagogical profiles: preschool education, primary education, teachers of specialized subjects (30 hours).

A program, training module and textbooks for the standard advanced training course "Inclusive Education" for practicing teachers of the Kyrgyz Republic were developed (72 hours).

In 2017 and 2018, two International Summer School on Inclusive Education were held in Kyrgyzstan. The schools were conducted with support of American University of Central Asia (AUCA) that provided courses on special pedagogical skills for students at Psychology Department. Although University does not provide students with specific degree, many AUCA alumni are working in the field of special education with children with SEN (mostly within NGOs and private educational centers).

The topics of the Summer School concerned one of the key problems of promoting inclusion in education: changing the existing system for developing individual educational programs based on assessing the educational needs of children, as well as psychological and pedagogical support for children with special educational needs in the educational process.

Schools' participants (80 specialists each year) got acquainted with international experience in introducing mechanisms for assessing individual and special educational needs of a child, organizational structures, human resources and competencies that are necessary for an inclusive school teacher to successfully socialize children with special educational needs.

If no, please give further information:

c. input from specialist teachers/therapists

No  No information available  Yes

If yes, please give a description.

If no, please give further information:

d. input from learning support assistants

No  No information available  Yes

If yes, please give a description.

If no, please give further information:

e. availability of ICT / assistive technology

No  No information available  Yes

If yes, please give a description.

Currently, 99.8% of schools in Kyrgyzstan have access to the Internet and use it in the learning process.

The National Open Educational Resources Repository ([www.lib.kg](http://www.lib.kg)) operates, where more than 800 school textbooks and teaching materials are already available, which are available for any type of electronic device (computers, tablets, phones).

Electronic platforms for children from 1 to 9 grade (1-4 grade - iBilim and 5-9 grade - "Bilim Bulagy") have been created and are available on the Internet, which host electronic resources for the subjects of the school curriculum. They are also located on the servers of 61 schools in all regions of Kyrgyzstan, to also be available offline.

The presence of the Internet in schools, as well as the ability to use electronic materials from any electronic device, allows children from vulnerable groups to use them.

If no, please give further information:

f. Please describe any other forms of support available.

6.5 Please give a description of the strategies in place for practically supporting mainstream school staff teams to increase their capacity to be inclusive and to improve access, participation and achievement for all learners.

Strategy	Description of the focus
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Advanced training of working teachers in the state system of advanced training Developed and implemented the course “Inclusive Education” in RIATRT. <a href="http://ripk.kg/ru/faq">http://ripk.kg/ru/faq</a>  Field courses are held - Ysyk-Ata district of the Chui region <a href="http://kabar.kg/news/uchitelia-issyk-atinskogo-raiona-proidut-povyshenie-kvalifikacii-v-sfere-inkluzivnogo-obrazovaniia/">http://kabar.kg/news/uchitelia-issyk-atinskogo-raiona-proidut-povyshenie-kvalifikacii-v-sfere-inkluzivnogo-obrazovaniia/</a>	Adaptation of children with disabilities in the learning process in a public state school. Methods of teaching children with disabilities: reading, writing and other subjects.
Advanced training of teachers within the framework of projects (Trainings are supported by the Soros Foundation-Kyrgyzstan, UNICEF, NGOs of the Kyrgyz Republic)	Adaptation of children with disabilities in the learning process in a public state school. Methods of teaching children with disabilities: reading, writing and other subjects. Work with various categories of children (Down's syndrome, autism spectrum disorders, hearing impaired or visually impaired children, etc.)
Exchange of experience (holding round tables, seminars, visits to pilot schools)	Disseminating the experience of teachers working in inclusive schools

6.6 Please provide information regarding school buildings and infrastructure.

a. Are there schools that face infrastructure issues that are barriers to inclusion?

No  No information available  Yes

If yes, please give a description and provide information on what barriers, how they are monitored and any data/evidence that is available.

The Government of the Kyrgyz Republic and local self-governments are striving to improve the situation. Thus, in Bishkek in 2020, ramps will be built at the entrances to 51 schools and 37 kindergartens.

However, in the whole country, only about 8% of schools have the necessary infrastructure for children with disabilities (such as ramps).

If no, please give further information:

b. Are there strategies and/or initiatives to improve school buildings and infrastructure?

No  No information available  Yes

If yes, please describe the strategies, their aim and focus.

Strategy	Description of the focus
Changing the design and estimate documentation for construction.	In all architectural and planning conditions (APC), mandatory conditions are laid to create an accessible environment for people with limited mobility.
The inclusion of the concept of “educational environment” in	Providing an educational environment with such characteristics as safe, affordable, educational in all

regulatory documents, including Sanitary rules and regulations (SanPiN).	educational institutions in accordance with the requirements of SanPiN.
The signing of a memorandum between the ME “Bishkekglavarchitektura” and the public fund “Kelechek Plus” on October 10, 2019	Public control over the construction of the objects of social infrastructure

If no, please give further information:

6.7 Please provide information (main conclusions, reference and a link if available) from any recent reports, systematic evaluations and/or reviews, since 2015 of the school system, potentially drawing on information from school inspections and / or school self-review work.

Not available

6.9 Overall, what are the perceived main challenges (barriers and hinderances) and opportunities (support and ways forward) for inclusion in education in relation to schools in the country?

Underfinancing of the education system, which leads to the absence of ramps and a barrier-free environment inside the school.

Opportunities - using the budget support mechanism to provide financing for inclusive education.

Work within the framework of public-private partnership for the construction and repair of schools with the creation of a safe, barrier-free and psychologically comfortable environment for teaching children with disabilities.

## Section 7: Communities, parents and students

*How far does the wider school community support learners to access and benefit from education opportunities?*

7.1 Have there been any campaigns to raise awareness of inclusion in education at national or local level?

No  No information available  Yes

If yes, please give a description.

As part of the preparations for the adoption of the Convention on the Rights of Persons with Disabilities. For example, April 12, 2019 - A round table in Bishkek to discuss a plan of priority measures for implementing the Convention ([kabar.kg/news/v-bi-ishkeke-obsudili-prava-lovz-i-sozdanie-infrastruktury-dlia-nikh](http://kabar.kg/news/v-bi-ishkeke-obsudili-prava-lovz-i-sozdanie-infrastruktury-dlia-nikh)), events of ARDI - associations of parents of children with disabilities ([www.ardi.kg](http://www.ardi.kg)), etc.

If no, please give further information:

7.2 Does legislation/policy support parental involvement in schools?

No  No information available  Yes

If yes, please give a description.

The Law "On Education" (Article 27) "Rights and Obligations of Parents (Legal Representatives)" states that:

"Parents (legal representatives) of young children have the right:

- choose the forms of education, types of educational organizations, as well as give a child an education in the family (in special, exceptional cases);
- send the child to educational organizations at any stage of education to continue his/her studies;
- demand compliance with the student's rights to receive education within the framework of state educational standards."

According to the Model "Regulation on a general educational organization" (approved by the DG pf the KR dated 12.09.2011 No. 541), clause 4.36 - "the participants of the educational process in a general educational organization are students, teachers (hereinafter teachers), parents (legal representatives) of students". In clause 4.51 it is noted that parents have the right to "participate in the management of a general educational organization in the form specified in the Charter."

In clause 5.61. it is indicated that "The forms of co-management in a general educational organization are General meeting, Teacher's council, Board of trustees, Parent committee, student self-government and other councils."

The activities of Parent committees (class, school) are determined in the Charter of the organization. The activities of a Board of Trustees are determined by the Law “On the Board of Trustees” and the Regulation “On the Board of Trustees in a general educational organization”.

The Parents' Committee at its meetings decides on supporting children from vulnerable groups, organizing events for children (holidays, trips, excursions, sports, career guidance, etc.), financial issues (for example, school security), etc. The Board of Trustees, which may also include parents, is involved in raising funds from extra-budgetary sources and conducting mandatory annual public hearings on the report on spending money by state educational organizations (Law “On Education”, Art. 44-1).

If a preschool organization or school operates under the Step by step program, then parents are encouraged to participate in the organization of educational activities of students in the classroom.

In schools operating according to standard plans, the parent (legal representative) has the right to attend any lessons in the class where the child is studying, and discuss with the teacher the results of the child’s education.

If no, please give further information:

7.3 Does legislation/policy support collaboration between schools and stakeholders in their local communities (e.g. services/employers)?

No  No information available  Yes

If yes, please give a description.

The laws “On Education” (2003) and “On Local Self-Government” (2011) regulate the activities of local authorities in relation to educational organizations located on their territory.

In particular, local self-governments are obliged to provide “pre-school education, school and vocational education in accordance with state educational standards”, as well as (20.5.4) “provide buildings and other facilities for the provision of services in the field of school, preschool and vocational education and health.”

The interaction of educational organizations and local authorities also extends to raising extra-budgetary funds for educational organizations; work with school graduates in organizing school support, submitting joint applications for grants from international organizations, attracting businessmen to support the education system through public-private partnerships, etc. Career guidance is also being conducted in conjunction with organizations/firms located in a specific area.

If no, please give further information:

7.4 Does legislation/policy support the development of learning communities in local/regional areas e.g. support for schools to work together; involvement with universities, support services to provide research evidence and development of innovative practice?

No  No information available  Yes

If yes, please give a description.

If no, please give further information:

In the Kyrgyz Republic, the concept of a “cluster school” is used in practice - a school, which is the center for several nearby educational organizations. The cluster school (usually located in the district center) provides advanced training for teachers in schools belonging to the cluster, creates and distributes teaching materials for teachers, and distributes electronic materials for students from its server, etc.

However, the concept of a “cluster school” and the functions of such schools are not defined in the legislation, and the quality of the work of such a school is usually determined by the initiative of the administration and teachers.

Until 2016, Kyrgyzstan had experience in the formation of educational circles (Batken and Naryn, in pilot mode), when all educational organizations located in each region were united in one educational circle. The circles were supervised by regional universities. However, the cooperation mechanisms were not worked out, and the pilot did not receive the development.

7.5 Does legislation/policy set out a role for NGOs, DPOs, or other organisations representing vulnerable groups?

No  No information available  Yes

If yes, please describe the role. Specify which non-governmental actors are particularly active in inclusion in education and how they operate.

Among the most active organizations are the Association of parents of children with disabilities (ARDI), the League of Defenders of the Rights of the Child (working with children from dysfunctional families), and the “Generation Insan” - protecting the rights of children with problems with the law. The organization operates in Bishkek, Chui, Osh and Jalal-Abad regions. Rehabilitation programs, training and activities aimed at their employment, are offered. The Public Foundation “Family for Every Child” operates in the south of the republic (Osh, Jalal-Abad and Batken regions). The Foundation provides social and psychological assistance to orphans, provides their education, return children to their families to biological parents or relatives, if possible. The Center for the Protection of Children has been operating since 1998, the main objectives are to protect the rights and interests of street children from 6 to 18 years old, return to school and socialize them. Since 2014, the “Roza Otunbayeva Initiative” Foundation has been implementing the “Kindergartens on Jailoo” project to create equal access to preschool education for such a vulnerable category as livestock breeders who are high in the mountains (in Jailoo) for grazing in summer, etc.

If no, please give further information:

7.6 Please provide information (main conclusions, reference and a link if available) from any recent reports, systematic evaluations and/or reviews, since 2015 of parental and wider community involvement in the work of schools.

No information available on relevant reports.

7.7 Overall, what are the perceived main challenges (barriers and hinderances) and opportunities (support and ways forward) for inclusion in education in relation to communities, parents and students in the country?

The problem is public opinion, which does not always support the co-education of children without disabilities and children with disabilities in the same schools.

Lack of knowledge by many parents of children with disabilities about children's rights to education.

Lack of a broad and regular information campaign on the importance of inclusive education.

Support may be the training of teachers (in advanced training courses) on the "Inclusive Education" course and the change in organizational culture in schools, creating an enabling environment for children with disabilities.

Support can also be wider media coverage of specific examples of the success of children/people with disabilities.

Joint activities of schools, local authorities, school graduates, sponsors to create a barrier-free environment for children with disabilities in schools.