

Central Asia Sub-Region EFA Mid-Decade Assessment

Kazakhstan, Kyrgyzstan, Tajikistan, Uzbekistan

Bishkek, September 2009

Central Asia Sub-Region EFA MDA: General Progress

- In 2000-2005 in all CA countries some positive progress to increase access to early childhood education, in Gross Enrolment Ratio (GER) in ECCE programmes has been reached. Compulsory pre-primary education is guaranteed by law in two countries of the region: *Kazakhstan* (1998) and *Tajikistan* (2004).
- All countries of the region have comprehensive legislation on education (*Constitution, Laws on Education*), that provides and guarantees to citizens the right to free compulsory basic education.
- All countries of the region succeed to keep high levels of Gross Enrolment Ratio (GER) in compulsory basic education(89-98%).
- All countries have reached high levels of Gross Intake Rate (GIR) in primary education (from 96.7% to 104.4%), have kept Repetition Rates (RR) low and provided Survival Rate to Grade 5 between 98.7% and 100%.
- After 2000 in all CA countries there is a positive tendency of education expenditure growth both in absolute figure and in GDP

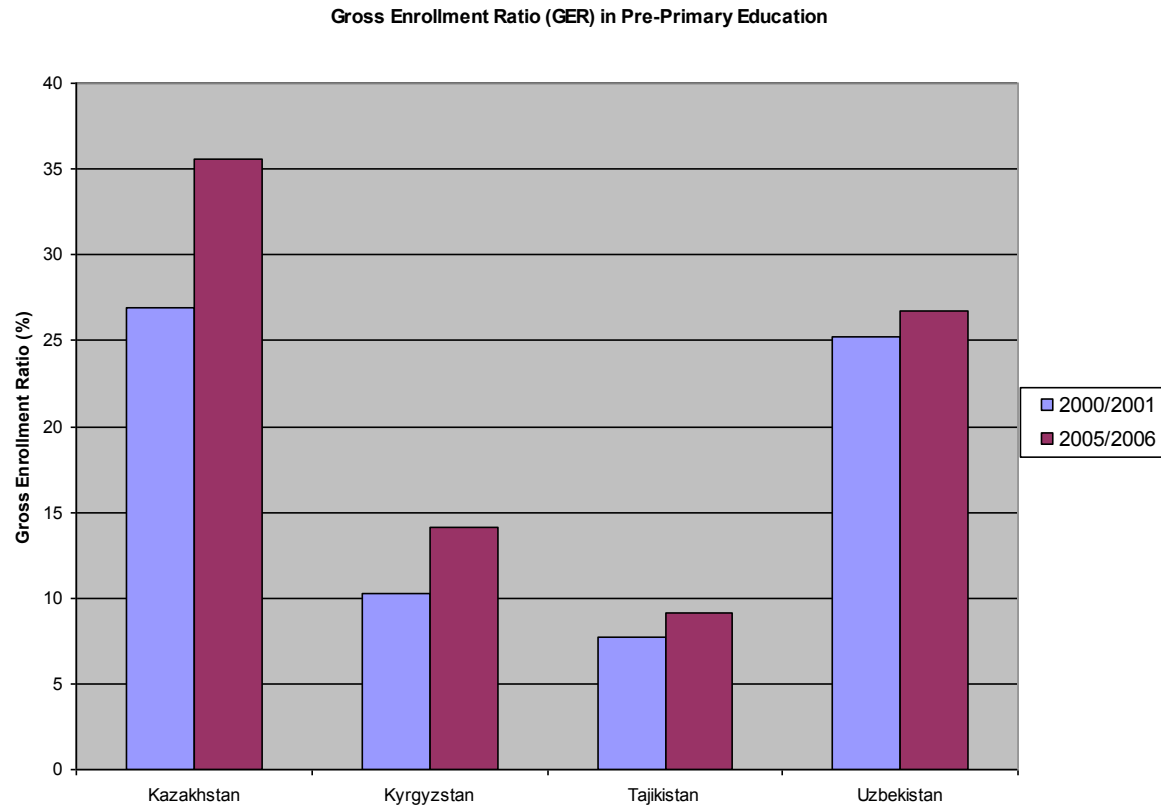
Central Asia Sub-Region EFA MDA

Remaining challenges

Goal One: Early Childhood Care and Education

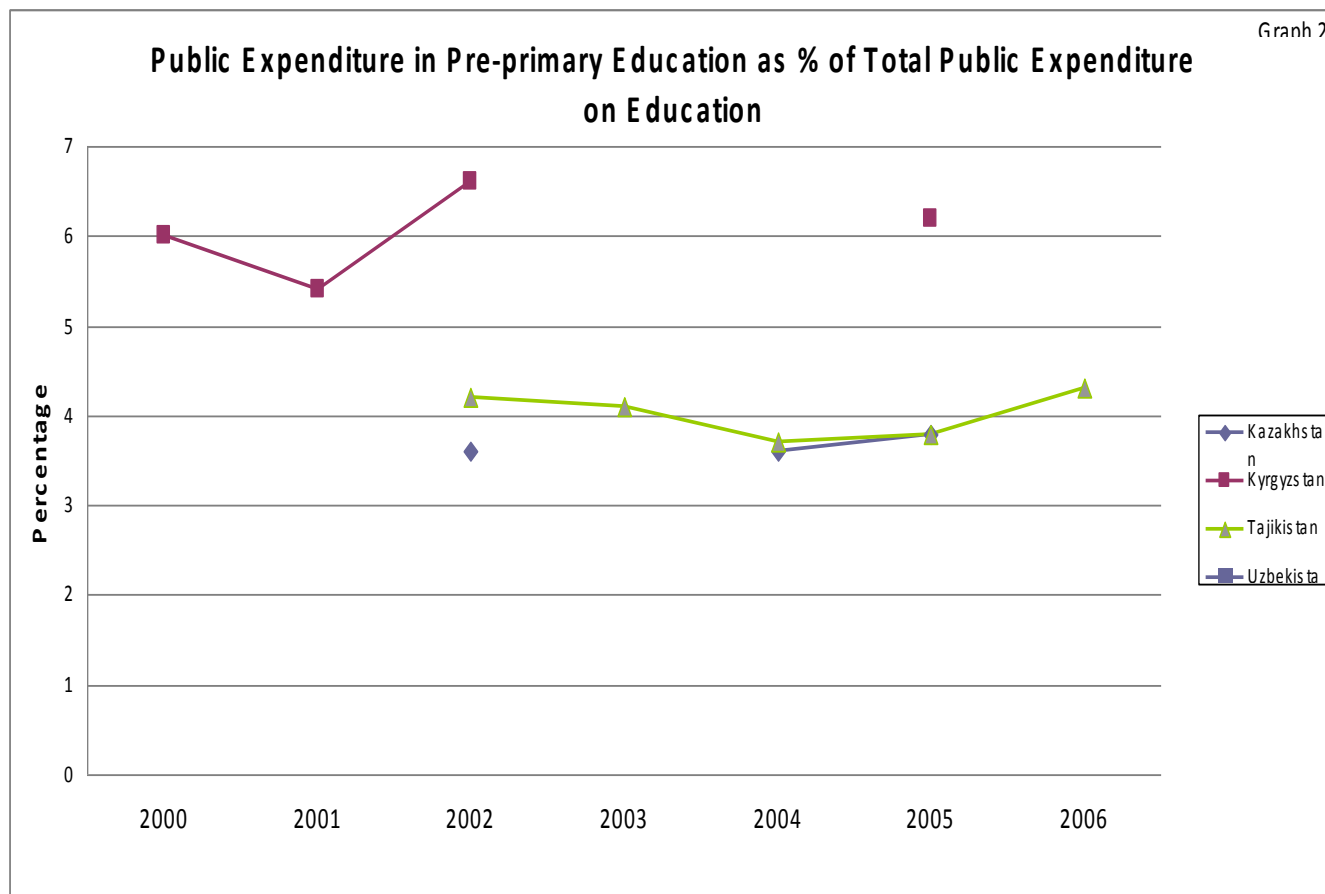
- Access to ECCE programmes is still limited for the majority children in all four countries: GER of children of this age group in 2005 was 9.1% in *Tajikistan*, 14.1% in *Kyrgyzstan*, 26.7% in *Uzbekistan* and 35.6% in *Kazakhstan*
- The limited access to ECCE has more impact on vulnerable groups: children with disabilities, children from poor families, children from families living in remote areas and children from ethnic minorities.
- Lack of holistic approach in ECCE. ECCE programmes focus mostly on children of 3 years old and above, learning needs of children under 3 years are without special attention.
- The increase in fees in pre-primary education significantly constrained access to the ECCE programmes for low income families.

Gross Enrollment Ratio (GER) in Pre-Primary Education



Source: UIS database

Public Expenditure in Pre-Primary Education as % of Total Public Expenditure on Education



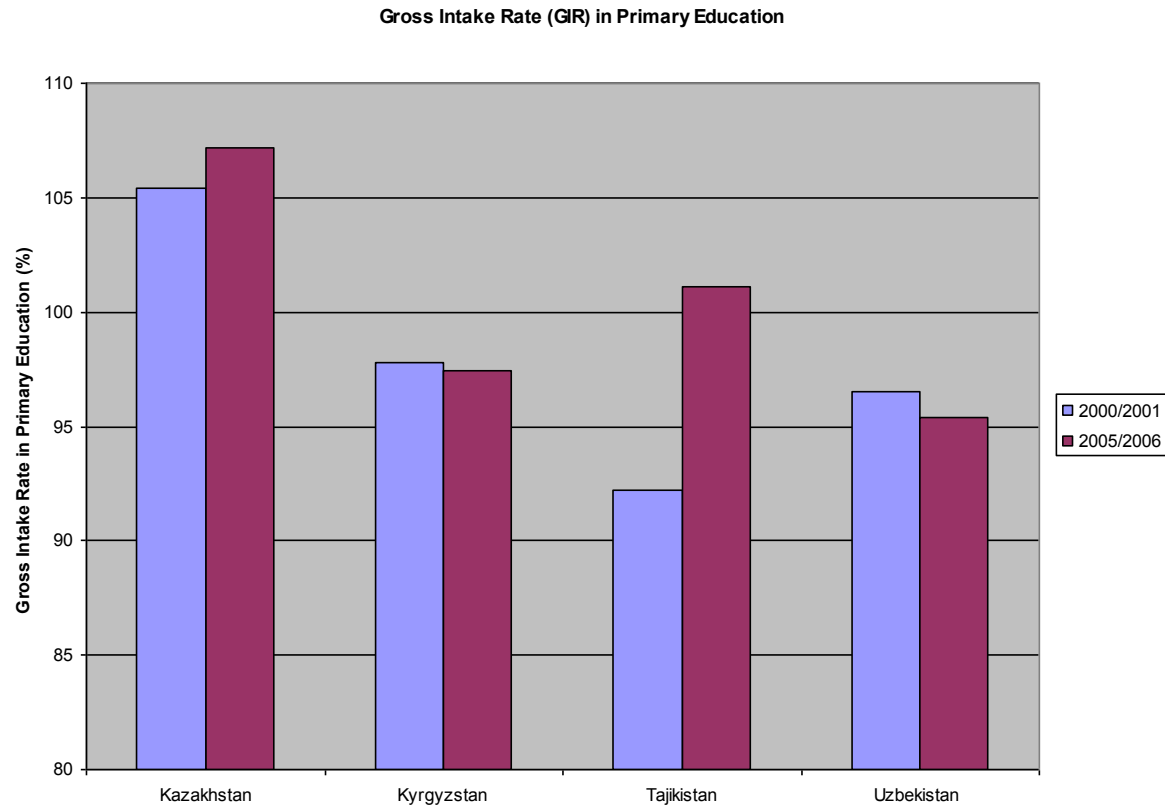
Source: UIS database

Goal Two: Universal Basic Education

In CA countries the Constitution guarantees compulsory and free of charge education :

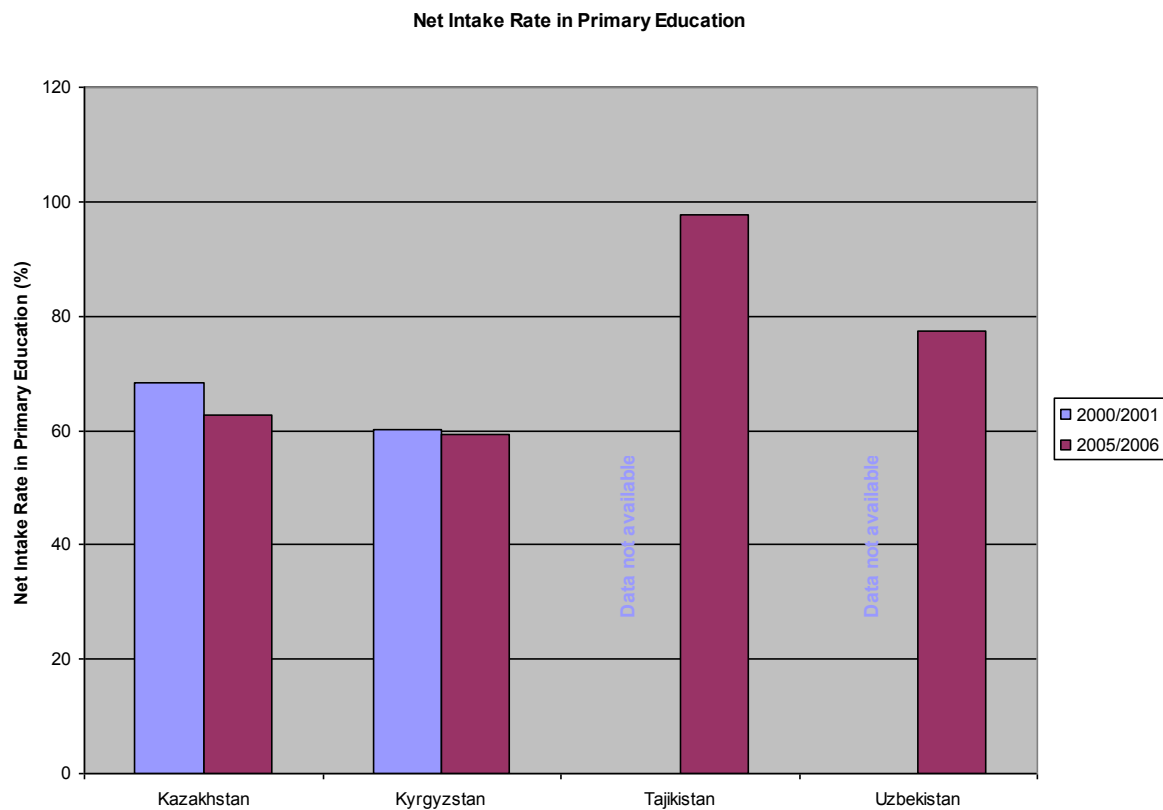
- In Kazakhstan, Kyrgyzstan, Uzbekistan – primary, basic and secondary education: 1-11(12) grades;
- In Tajikistan – primary and basic education:
1-9 grades

Gross Intake Rate (GIR) in Primary Education



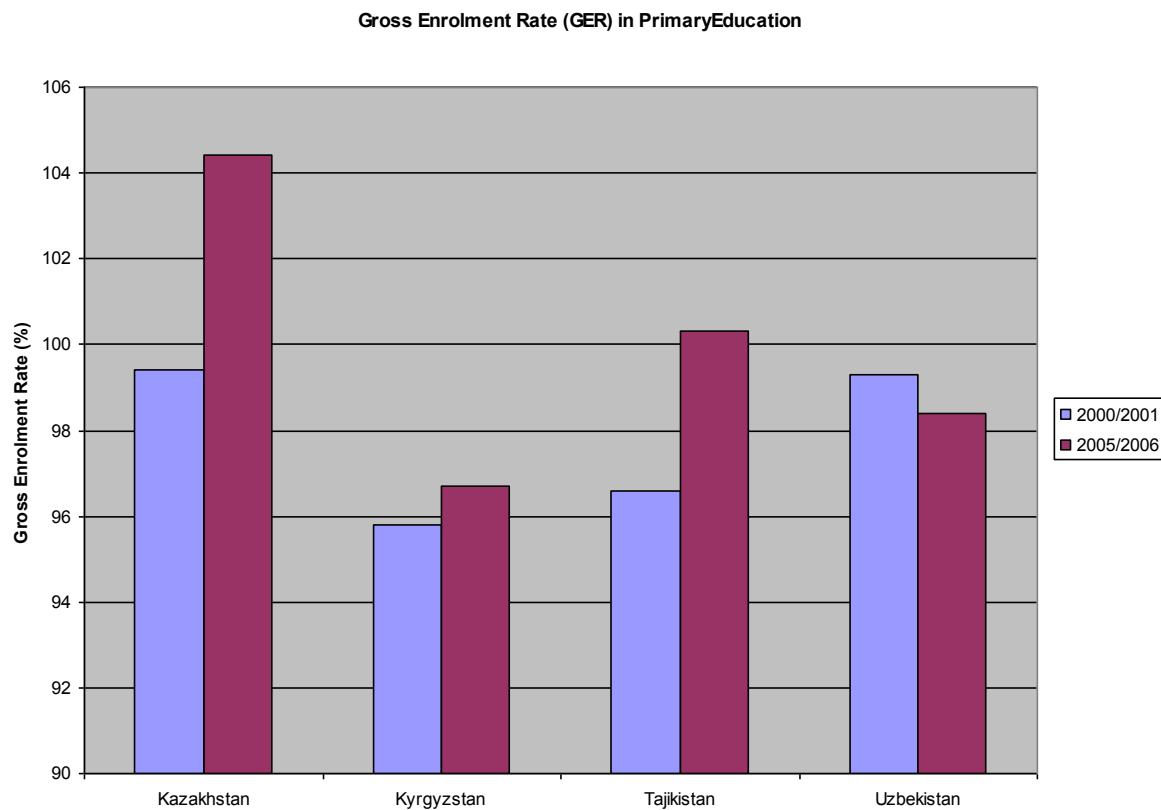
Source: UIS database

Net Intake Rate (NIR) in Primary Education



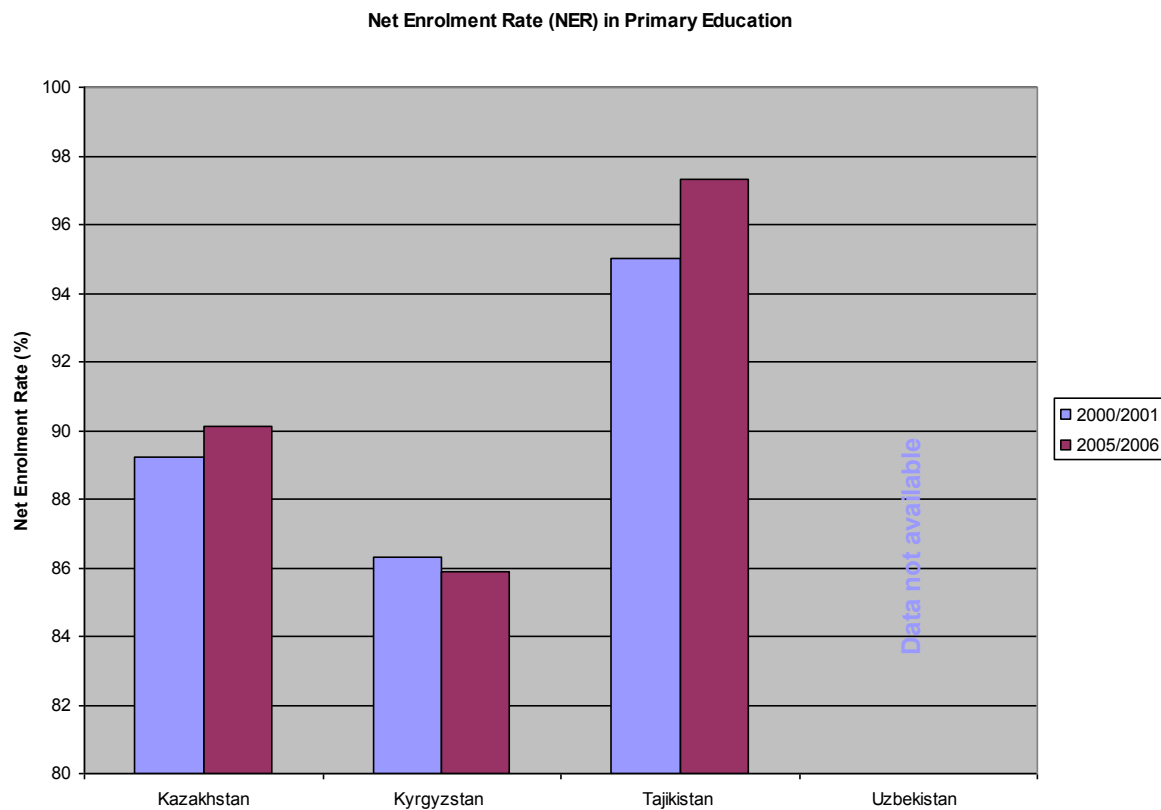
Source: UIS database

Gross Enrollment Rate (GER) in Primary Education



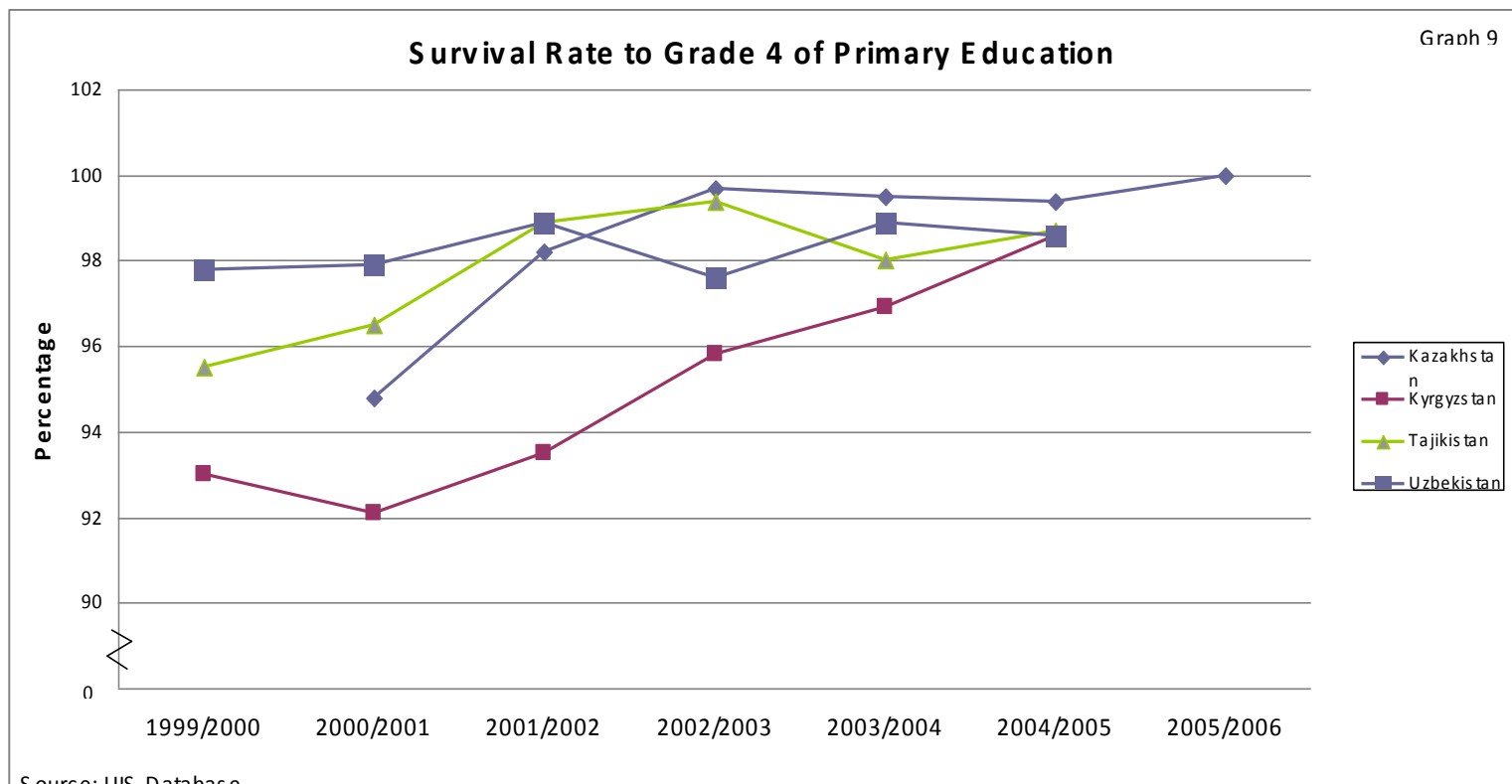
Source: UIS database

Net Enrollment Rate in (NER) in Primary Education



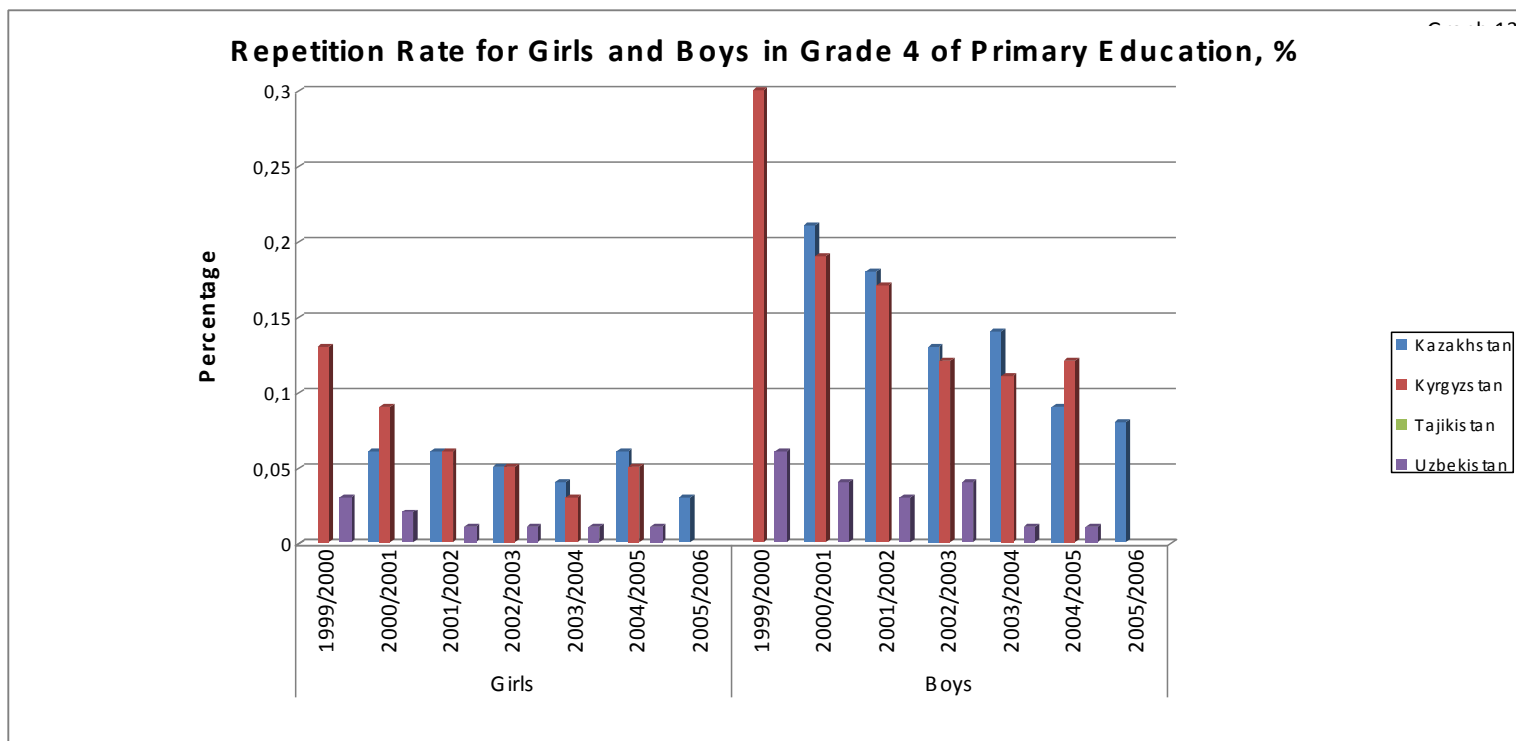
Source: UIS database

Survival Rate to Grade 4 of Primary Education



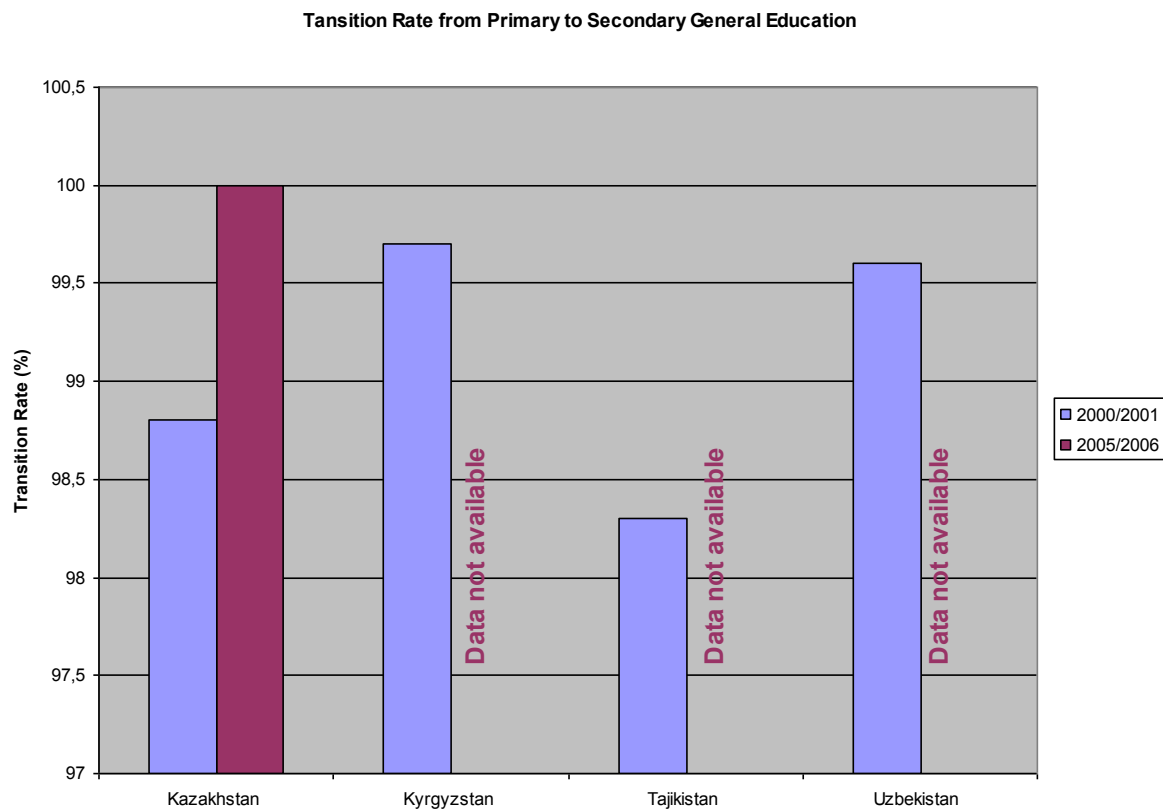
Source: UIS database

Repetition Rate (RR) for Girls and Boys in Grade 4 of Primary Education, %



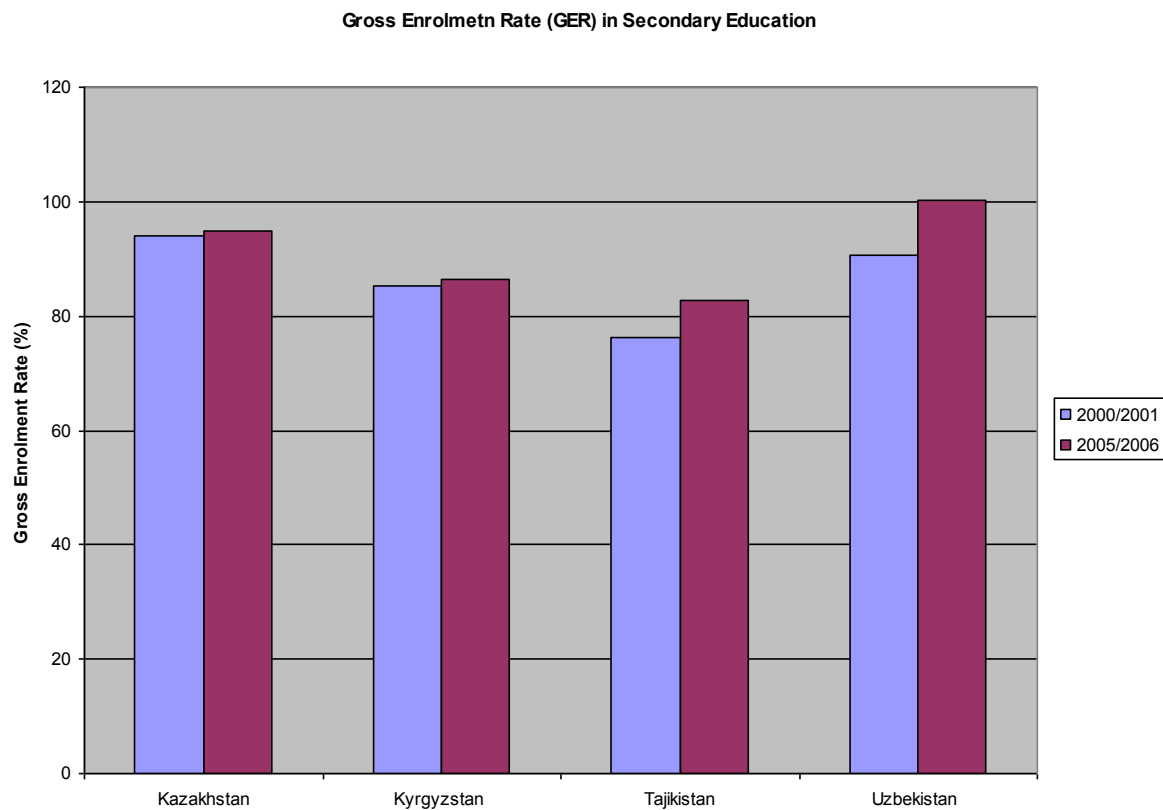
Source: UIS database

Transition Rate from Primary to Secondary Education



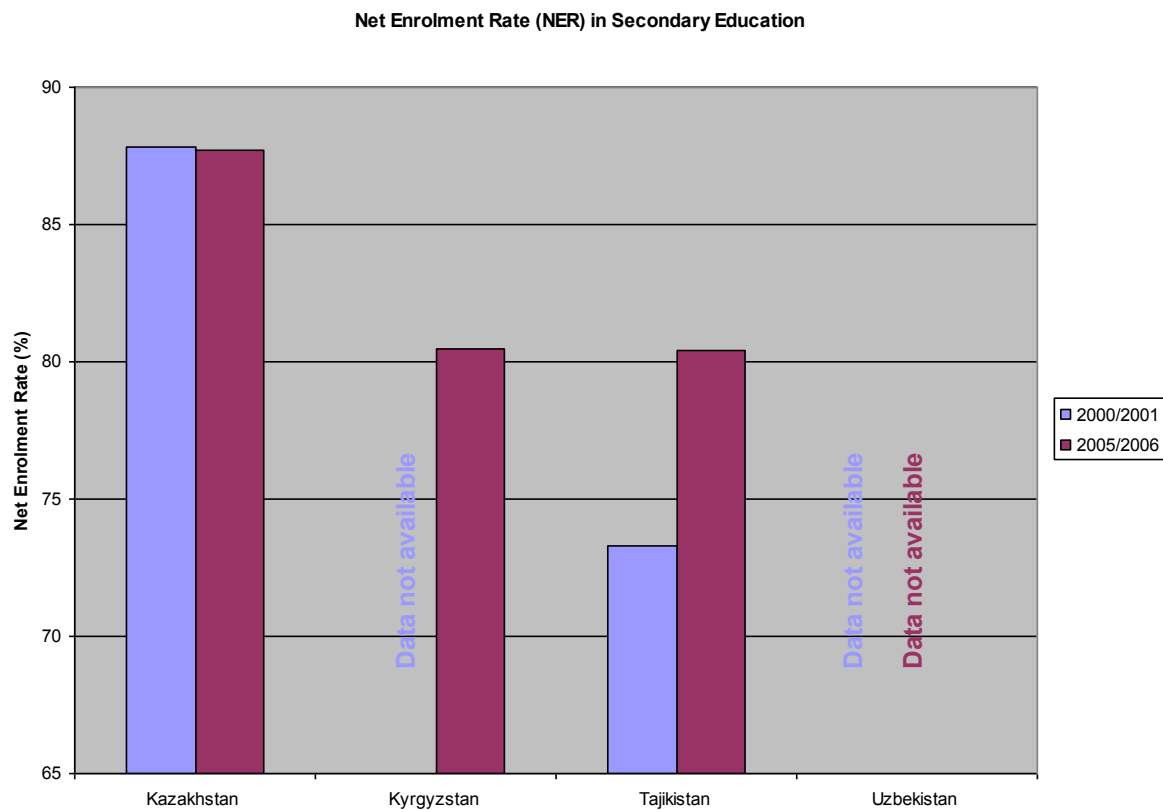
Source: UIS database

Gross Enrollment Rate (GER) in Secondary Education



Source: UIS database

Net Enrollment Rate (NER) in Secondary Education



Source: UIS database

Goal Two: Universal Basic Education

There is still disparity in access to quality education:

- Urban/rural
- Poverty
- Children's health problems
- Language of instruction
- Differences between ethnic minorities

In all countries there is an increasing number of out-of-school children. But it is difficult to assess and measure the real situation due to lack of reliable data

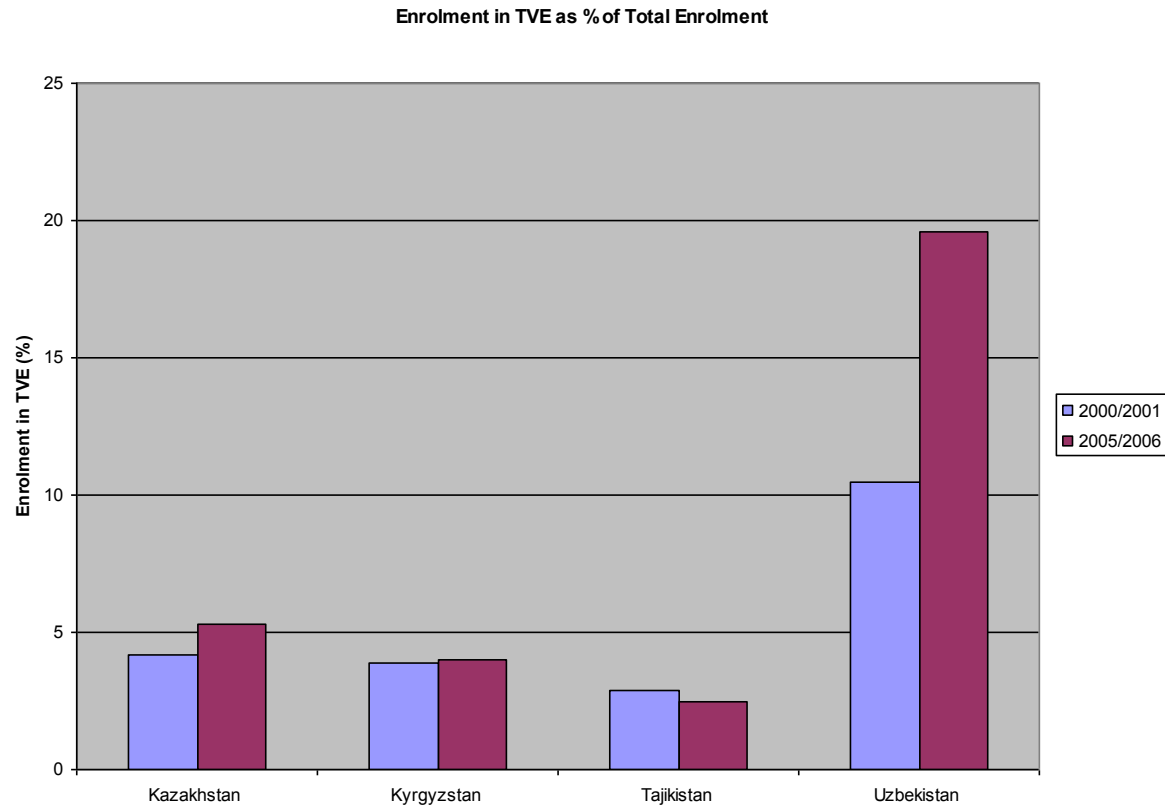
In all countries there is a tendency to reduce transition rates from basic level to upper level of secondary education



Goal Three: Life Skills and Lifelong Learning

- In the countries of the region there is no clear definition of the concept “life skills”
- Non-formal education (NFE) in all CA countries has no adequate state attention and has no state support.
- Life skills based education and lifelong learning are not in the content (curricula) of formal and non-formal education
- The youth unemployment level is still high because educational programs do not meet labour market demands

Enrollment in TVE as % of Total Enrollment



Source: UIS database

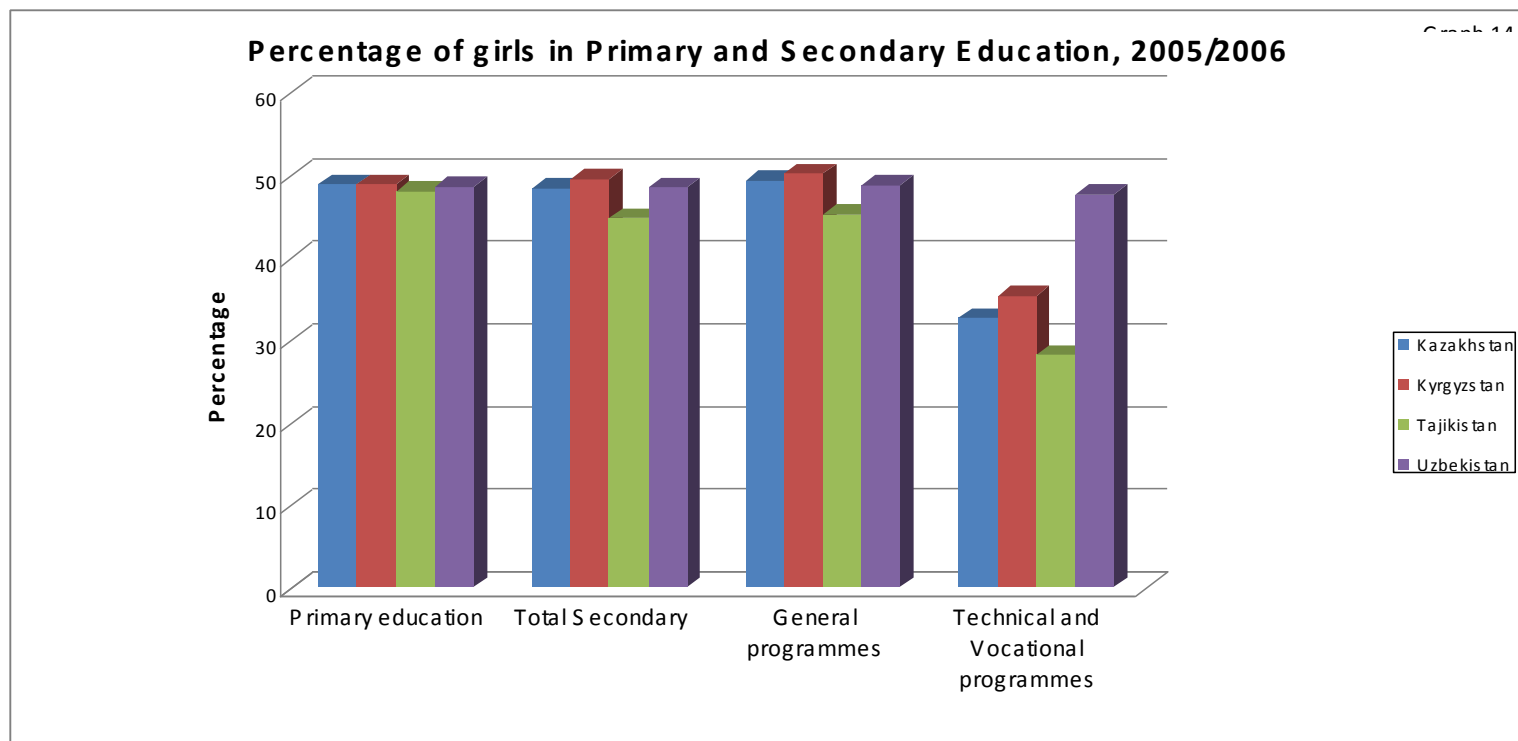
Goal Four: Literacy

- Traditional understanding of literacy (numeracy, reading and writing skills only)
- Non-formal Education does not meet needs of learners, and does not follow the lifelong learning (LLL) concept
- Problem with data collection on functional literacy

Goal Five: Gender

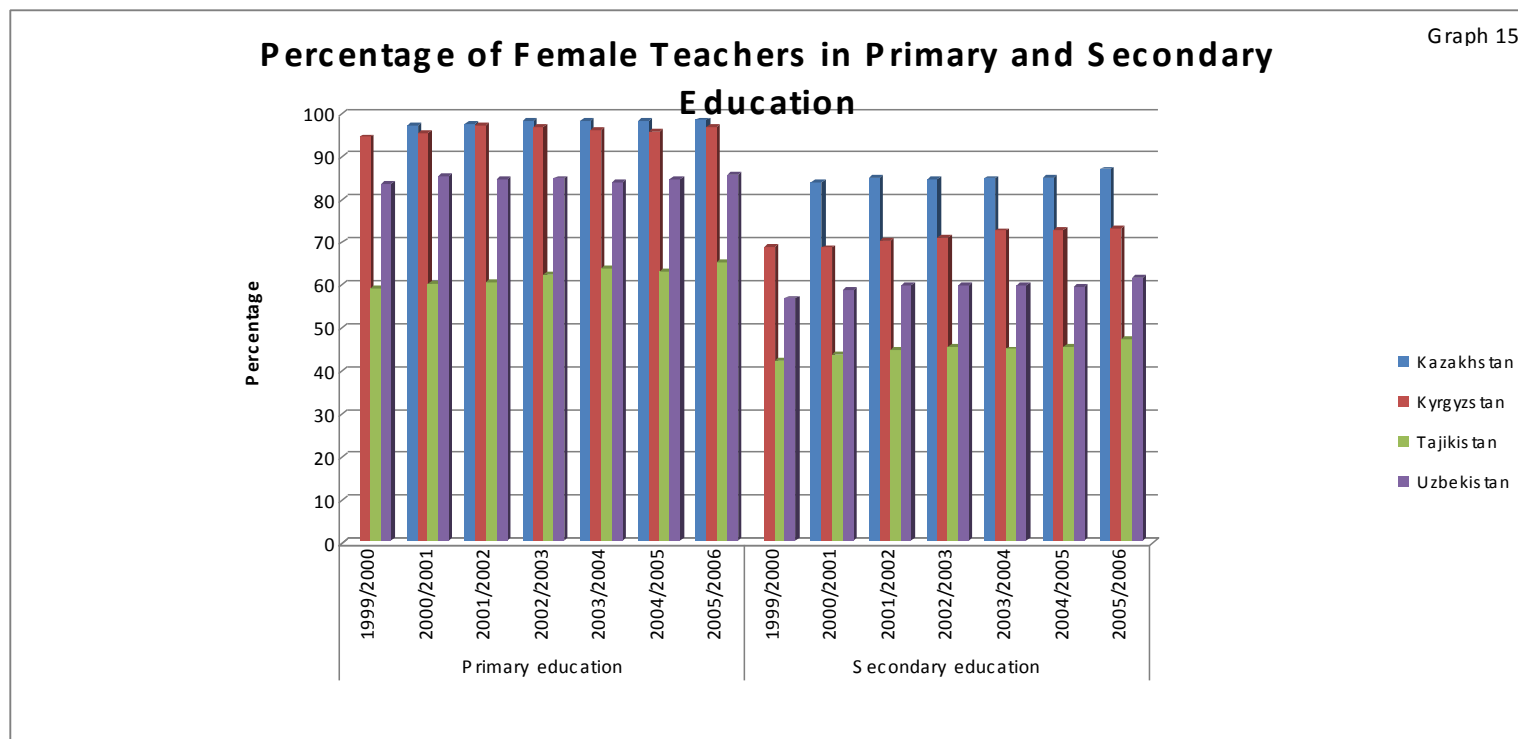
- Gender-sensitive aspects of education are still not fully integrated into the development of textbooks and teaching/learning materials
- *In Tajikistan* gender inequality in access to education has been increasing and there is a real risk that the country will not achieve EFA goal 5 by 2015

Percentage of Girls in Primary and Secondary Education, 2005/2006



Source: UIS database

Percentage of Female Teachers in Primary and Secondary Education, 2005/2006



Source: UIS database

Goal Six: Quality

- Traditional understanding as subject oriented knowledge of students still dominates
- In all countries there is a problem of textbook shortages. About 60-80% of the pupils are provided with a full set of textbooks. All countries of the region also have a problem with textbooks and teaching materials provision for ethnic minority schools
- In all countries of the region there is a shortage of professional teaching staff in pre-school and secondary schools, especially in rural areas
- In all countries of the region there is a need for teacher professional development programmes.

Education financing

- None of CA countries reached recommended level of 6 % of GDP (except Uzbekistan)
- Increasing of family payments to preschool and basic education in all countries. This fact could become a real obstacle to quality education access for children from low income families
- In all countries there is a need in capacity development in results-based planning, management and budgeting in education

Disadvantaged Children : who are they?

- Children with special needs;
- Children-orphans;
- Children from low income families and big families;
- Children from remote and rural areas;
- Children from social vulnerable families;
- Children with deviant behaviour;
- Street children;
- Children-migrants, refugees;
- Children living with HIV and AIDS

Disadvantaged Children : open issues

Policy:

- Issues of identification and involvement disadvantaged children into the education system are not priority;
- Still traditional approach in development of policy for such kind group of children - certain services for certain group, but not inclusive approach, including introduction of changes in curriculum and teaching methods at schools.
- It is difficult to speak about EFA goals achievement while education policy is not revised/reconsidered in terms of these children.

Information and data

- Information available from different sources (difficult to collect);
- Data collected on various approaches
- Lack of unified data base - who should coordinate?
- Lack of coordination and unified approach from relevant Ministries and Agencies

Problems in statistics

Lack of indicators and data:

- non-formal education (enrolment, budget allocation);
- participation/enrolment in private ECCE programmes;
- drop-outs;
- vulnerable groups of children

Not complete data :

- education financing (sources, including family contributions, international aid, private sector contribution);

Some data is not correlated with ISCED

Poor interagency coordination in data collection

Recommendations: EFA Goals

Goal 1

- Increase access by 5-10% to ECCE programmes by 2015, especially for disadvantaged groups
- Increase access to pre-primary education for children of 5-6 years old
- Pay special attention to the early childhood programmes for children of 0-3 years old

Recommendations: EFA Goals

Goal 2

- Ensure data collection and analysis on drop-outs and non-attendance for follow-up actions
- Consider the educational needs of all disadvantaged groups of children
- Integrate into the national Education Strategy a comprehensive concept for inclusive education as a holistic approach for inclusive teaching/learning taking into account the diversity of needs of all children



Recommendations: EFA Goals

Goal 3

- Integrate into the education content and teaching technologies the concept of “life skills education” linked to national priorities for sustainable development and life-long learning
- Reorient the education content and curricula to integrate life skills programmes into teacher training and re-training

Recommendations: EFA Goals

Goal 4

- Integrate into the Education Strategy the Non-formal Education concept and approach as a platform for expanding lifelong learning opportunities for youth and adults
- Review literacy concept with a focus on learning achievements as applied to functional literacy
- Integrate into national statistics a mechanism for monitoring and evaluation of non-formal education

Recommendations: EFA Goals

Goal 5

- Develop gender responsive curricula and teaching/ learning materials
- Develop policy on achieving gender balance in pedagogical education

Recommendations: EFA Goals

Goal 6

Enhance quality education by:

- Revising national educational curricula and standards
- Upgrading teacher training programmes and curricula
- Providing professional expertise for textbooks and teaching/learning materials according to the educational standards
- Using ICT in education and integrating ESD
- Conduct stage-by-stage monitoring of learning achievements based on competency standards

Recommendations: EFA Coordination

- Strengthen the partnerships and coordination of efforts among all key stakeholders (government, relevant ministries, NGOs, international and donor organisations)
- revitalise the roles and responsibilities of the EFA coordinators and other EFA focal points approved by the Ministry of Education and enhance the focal points' internal cooperation on monitoring and evaluating the EFA goals within the framework of national education strategies (“to reach the unreached”)
- enhance the collaboration and networking among all key national partners using top-down and bottom-up approaches to collect and disseminate good practice, information and experiences



Recommendations: EFA Coordination

- raise public awareness on the EFA priorities and challenges
- conduct trainings for mass media on EFA
- Integrate results and recommendations of the National Mid-Decade Assessment (MDA) into national strategies and provide wide dissemination of National MDA reports in countries
- Use the Central Asian Education Forum as a platform for EFA goals monitoring and capacity development in Member States
- Develop capacities in statistical data collection and analysis notably related to comparative analysis based on the indicators that have been developed
- Develop capacities in results-based education planning, management and budgeting

Recommendations: Education Financing

- Enhance country ownership and commitment towards EFA by mobilising human and financial resources to achieve the EFA goals;
- Increase budget allocations to a minimum of 6% of GDP.

Recommendations: Education Statistics

Consider common approaches regarding:

- the development of gender disaggregated indicators for the monitoring and evaluation Non-Formal Education (NFE), with a focus on vulnerable groups
- the correlation of education levels as applied to International Standard Classification of Education (ISCED)
- strengthen cooperation and coordination between the National Agencies for Statistics and the Ministries of Education in data collection and analysis with a view to achieving coherence in educational statistics including reporting to the UNESCO Institute of Statistics (UIS)