

ASSOCIATION FOR EDUCATION DEVELOPMENT (AED) IN KYRGYZSTAN

CSO SPOTLIGHT KEY MESSAGES ON SDG 4

Accelerating actions for transformative and resilient education amidst COVID-19



KYRGYZSTAN

Population:

6.542 million (National Statistical Committee of Kyrgyz Republic, 2020)

2020 Global Index Score:

73.0

2020 Global Index Rank:

52

SDG 4 Dashboard:

Challenges remain

SDG 4 Trend:

Moderately increasing

SDG 10 Dashboard:

Challenges remain

HDI Value/Rank:

0.674, 122 (UNDP, 2019)

GNI per Capita:

USD 1,240 (WB, 2019)

Secondary Net Enrolment:

84.39% (UNESCO, 2018)

Literacy Rate

(15 years & older):

Total: 99.59 %
Female: 99.5%
Male: 99.68%
(UNESCO, 2018)

Education Expenditure:

4.9% of the GDP
16.9% of the total budget
(KR Government, 2019)

The Kyrgyz Republic is committed to implementing the 2030 Agenda for Sustainable Development and the Sustainable Development Goals (SDGs), which are included in its national policy and reflected in the National Development Strategy (2018-2040) and the "Unity. Trust. Creation" Programme (2018-2022).

The Voluntary National Review Process. In 2020, Kyrgyzstan will present its first Voluntary National Review. The process of preparing the VNR was multi-stakeholder, multi-sectoral and based on partnership with all stakeholders, but terms and guidelines for engagement were not well-developed and opportunities for the participation of civil society organisations were limited. While organisations and experts were given the opportunity to review the document and make suggestions, the time for feedback was inadequate. The lack of sufficient interaction between the government and civil society organisations was also noted with concern. To increase awareness and involvement, it would be more effective to create a stand-alone online platform (website and/or mobile application) for promoting the SDGs in Kyrgyzstan.

Low enrolment in preschool education

Only a quarter of children in Kyrgyzstan are enrolled in preschool education. Preschool enrolment rates in urban areas are one and a half times higher than and only one in three children in urban areas and every fifth in rural areas attend kindergarten.

Poor quality of education

Half of the children in Kyrgyzstan of ages seven to 14 years do not have counting skills. The proportion of children with reading and comprehension skills from families with the highest income is one and a half times higher than among children from the poorest families.

The educational environment is underdeveloped and unsafe

25.7% of schools do not have access to clean drinking water, 68.2% of schools do not have access to hot water, 74.4% of schools do not have internal sanitary facilities, and provision of computers is 42% of the minimum requirement.

COVID-19. The impacts of the COVID-19 pandemic has exacerbated gender inequality. Women's workload is increasing. They are also more exposed to domestic violence. In Kyrgyzstan, for instance, the cases of domestic violence have multiplied, with police authorities recording 65% more cases in the first quarter of 2020 compared to the same period in 2019. Schools, vocational colleges, and universities were forced to provide distance learning solutions to slow the spread of COVID-19. Unfortunately, Kyrgyzstan was not prepared to shift to online and distance learning. Many teachers do not have the necessary knowledge, skills and competencies required to teach remotely, and students do not have the necessary equipment and access to the internet to continue their learning.

Protecting public education has perpetual impact on country's overall development and peace and long-term strategies to combat COVID-19. Education at all levels should be:

- of high quality (provided by trained, qualified, and supported teachers),
- inclusive (adaptive to each learner's needs and relevant to the society),
- equitable (ensuring access for children, girls and women, persons with disabilities, ethnic minorities, migrants, poor families, and those in remote, rural, and mountainous areas),
- be provided in a safe and conducive learning environment.

A gender-sensitive and transformative education system must stand at the core of all national programmes as a fundamental right of all children, youth, and adults, and not a privilege of the few. AED Kyrgyzstan urges the government to give adequate attention to addressing the following issues:

- increase efficiency and accountability of public funding for education, ensuring equity and gender-sensitivity;
- provide adult education (vocational training and functional literacy);
- develop education and learning in a digital environment, enhancing digital literacy skills;
- improve access to preschool institutions;
- deliver civic education (training on sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, etc.).