



# Gender Analysis Report

**Analysis of how gender issues impact the youth of new settlements of Bishkek, Kara Balta, Osh and Jalal-Abad cities regarding employment of young people and required life skills with existing gender roles.**

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March 2012**

## TABLE OF CONTENTS

- I. Introduction**
  - i. Objective and task of gender analysis
  - ii. Scope of gender analysis
- II. Methodology**
  - i. Respondent selection
  - ii. Sample size
  - iii. Field work
  - iv. Questionnaire design
  - v. Interviews
  - vi. Focus group discussion ( FDG)
  - vii. Data entry
  - viii. Method of Analysis
- III. Gender analysis results**
  - i. Social and demographic characteristics of respondents
  - ii. Employment and factors influencing choice of profession
  - iii. Barriers to employment
  - iv. Migration
  - v. Leisure time and access to additional/informal education
  - vi. Sources of information
  - vii. Life skills
  - viii. Awareness of Youth Rights
  - ix. Understanding of Civic Responsibility
  - x. Involvement in social activity
- IV. Opinions of Parents**
- V. Gender Analysis of Youth Residing in Institutions**
- VI. Conclusion**
- VII. Recommendations**
- VIII. Attachments**
  - i. Questionnaire for young people
  - ii. Questionnaire for parents
  - iii. Focus Group Questions
  - iv. List of organizations visited

## I. Introduction

**Objective:** To review the current situation and obtain information regarding the impact of gender at the community level, especially concerning employment and professional activity of young people and gender roles amongst young people.

**The gender analysis will consider:**

- Social and economic factors
- Cultural factors
- Influence of the family and society
- Access to and quality of formal education
- Access to and quality of informal education
- Career guidance and employment

**Tasks:**

- Review current gender situation with regard to employment and job placement of young people.
- Identify existing gender stereotypes regarding job placement and employment of young people.
- Identify presence of equal opportunities for female and male youth in terms of employment and job placement and enhancement of education level of young people.
- Identify opinions of parents and the degree of their influence on the decisions made by young people.
- Assessment of young people's motivation regarding the development of their communities.

**Scope:**

- Knowledge, opinions, needs and behavior of youth toward job placement, employment and life skills.
- Influence of parents on decision-making.
- External factors: labor market situation, employment requirements, economic and political factors.

## II. Methodology

The targeted sites of the Jasa.kg project were identified to carry out gender analysis: new settlements in Bishkek; Kara Balta; Osh city and region; and Jalal-Abad city and region.

### ***New Settlements of Bishkek***

53 new settlements are located around Bishkek. These areas were established at various times over the past 25 years, and each has a different population density, varying degree of infrastructure development, and distance to the capital city. Five (5) areas were identified to be part of the gender analysis based on being target areas for the Jasa.kg program:

1. Kelechek: located near the large Dordoi market. The majority of the population, including youth, is engaged in work at the market. The population of this area is approximately 20,000.
2. Archa-Beshik: one of the initial settlements; formed in 1991. Archa-Beshik is one of the most densely populated districts with a population of more than 38,000. There are two schools in Archa-Beshik-- youth from Ala-Archa, a neighboring settlement, also study at these schools.
3. Ak-Orgo: densely populated; however, the exact population is unknown. There is one school in Ak-Orgo that also enrolls youth from Ak-Ordo, a neighboring area.
4. Kara-Jigach: relatively new being formed in 2002 with a population of approximately 7,000. There is one school in this area which was opened in August 2010. Youth from Kara-Jigach, Kok-Jar, Tunguch, and Altyn-Ordo study in this school.
5. Orok: located near Orok village. There are separate territorial units- Orok-1 and Orok-2, that form "Orok." There are no educational institutions in Orok. Youth attend a school that provides incomplete secondary education (1–9 grades) in Orok village. About 40% of the population is Kurdish.

Secondary school students, out-of-school/work youth and parents of these youth took part in the survey. School administrators and the leaders of active self-help groups (SHGs) also were interviewed. Focus group discussions were arranged for SHG members and young people.

### ***Kara Balta***

Kara Balta is located in the Jaiyl district in the Chui region and has a population of 43,000. Students of three (3) educational institutions, working youth, and parents were surveyed in Kara Balta. Visits were made to active state and private education centers, the cultural youth center "Jashtyk," the center of adult education, and city administration responsible for youth issues.

### ***Osh***

The city of Osh is the densely populated regional center. In Osh, one higher education institution (Osh State Technological University), one vocational school (#12 in Osh), out-of-school/work youth at the central market, and students of Monok village school, Kara-Suu district, took part in the survey.

Focus group discussions were carried out with participation of young people and youth organization leaders, volunteers, peer educators, the youth coordinator of Y-PEER, "Master Radosti" and Red Crescent Society. A Field Group Discussion (FGD) was organized at the youth center, Y-PEER, with representatives of other organizations also being invited. A total of nine (9) youth were among the volunteers, peer educators and youth coordinators participating in the FDG.

### ***Jalal-Abad***

The city of Jalal-Abad is the regional center and a large urban area. Young people from one higher education institution (Jalal-Abad State University), one school (secondary school #5), out-of-school/work youth at the local market, parents and a group of youth from Suzak village (participants of PTS program) took part in the survey.

A FGD was carried out for teachers of Jalal-Abad State University. It was intended to conduct a FGD exclusively for teachers, however this was not possible. Therefore

teachers at the university, parents, and individuals working with youth participated in the FGD. Representatives of the city administration (Youth Department) and the non-governmental organizations Jalal-Abad RHAK branch and Development of Young Citizen also took part in the individual interviews.

### **Selection of Respondents**

Young people aged 14 to 28 were identified as the main target group for the gender analysis. The analysis included surveys of parents of youth, youth residing in residential institutions, representatives of youth organizations, teachers and administrators of educational institutions and representatives of public administration agencies.

The principles of volunteerism, accessibility and confidentiality were observed during the survey. A survey team was formed and trained taking into consideration regional, language and age make-up of the target group.

### **Sample size**

The sample size was planned to be 50 young people, 20 parents, and 50 youth residing in residential institutions and students of rehabilitation groups in vocational education system in each target site. The sample size in total was planned at 450 young people, including youth residing in the residential institutions, and 160 parents of youth.

The end result totals were 436 young people, 136 parents, and 58 youth residing in residential institutions being surveyed in the course of the field work process. Young people were reached in educational facilities, on the streets (out-of-school/work youth) and in the central markets. Youth residing in residential institutions were reached at the institutions and students of rehabilitation groups were covered at vocational schools in Bishkek and in Jalal-Abad. However, only 404 questionnaire forms were filled out by young people and 125 questionnaire forms of parents were processed as adequately completed.

Incomplete coverage was due to:

- In some settlements (for example, in Kara Balta) it was difficult to locate the parents, due to the majority of the population being primary school aged young people and elderly people and few parents of the youth being available.
- Outreach was difficult due to weather conditions. In many locations the target population did not agree to participate in the survey at a temperature of minus 18 centigrade degrees. The weather conditions also represented certain challenge for the survey team in reaching the locations.
- Many respondents refused to participate on various pretexts, including a concern that their opinions would be made public through mass media although the team reassured them this was not the case.
- The timeframe and work schedule did not allow for staying in the areas for additional time beyond that allocated.

### **Questionnaire Design**

Separate questionnaire forms were prepared for young people, parents, youth residing in residential institutions, and youth organizations both in Russian and Kyrgyz languages. The survey was carried out by trained interviewers, who were provided training during which the gender analysis tasks, the main principles of the survey, the questions to be asked, and rules to complete the questionnaire forms and its content were discussed.

The respondents filled out the questionnaire forms in 25 to 45 minutes. A mixed methodology was applied depending on respondent's preference (oral and written) during the survey. If oral the questions were read to the respondent and his/her answers were recorded on the form. In the case of written, the respondents completed the form independently, referring to survey team members as needed.

### **Interview**

The representatives of youth organizations, organizations that provide services to young people, Youth Committees under local governments, administration of educational institutions and community leaders were interviewed in the target areas.

### **Focus group discussions**

A list of guiding questions was prepared for the FGD, some of which duplicated the questions from the questionnaire forms. FGDs permitted the team to obtain the general opinion of the target group with regard to existing problems of young people, the current situation of job placement and the factors that influenced behavior of young people, as well as allowed the team to identify gender stereotypes amongst the groups. .

Five FGDs were carried out in the three (3) following areas:

1. Osh- youth and representatives of youth organizations.
2. Jalal-Abad– teachers from JSU.
3. Bishkek– students of rehabilitation groups from vocational school #18, parents from Ak-Orgo settlement, youth from Kara-Jigach new settlement.

### **Data entry**

Only questionnaire forms that contained complete responses to all questions were processed. Forms not fully completed were not processed. Information processed was then analyzed. Due to the majority of questions being “open”, similar answers were grouped into categories. The information was then entered into a specially designed database. The database allowed for the creation of comparative diagrams to present the results visually and to group baseline information.

404 records were created based on the survey of youth, 125 records from parents and 58 records from youth residing in residential institutions and graduates were reflected in the final database.

## **III. Results of Gender Analysis**

### **Characteristics of the respondents**

Due to specific characteristics of the project tasks and target areas, socio-demographic and ethnic-cultural composition of the respondents cannot be considered as a representational reflection of the total population of Kyrgyzstan.

Youth aged 14 to 28 years old living in the target areas formed the main target group; parents of youth formed the secondary target group. The survey team dealt mostly with parents aged 35 to 50 years old. Youth in residential institutions and graduates formed another target group.

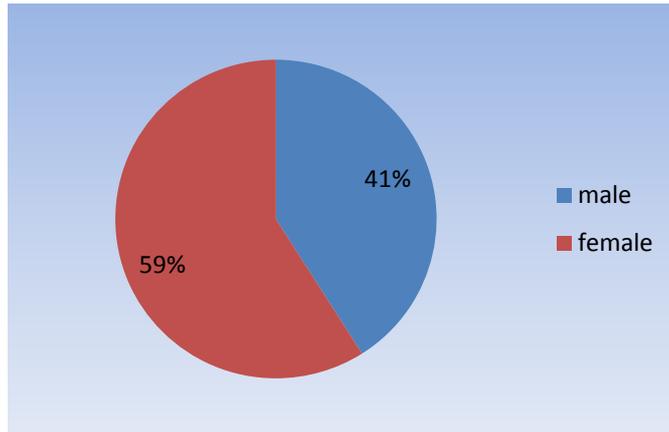


Figure 1: Gender breakdown of 404 youth respondents: 235 females and 169 males surveyed.

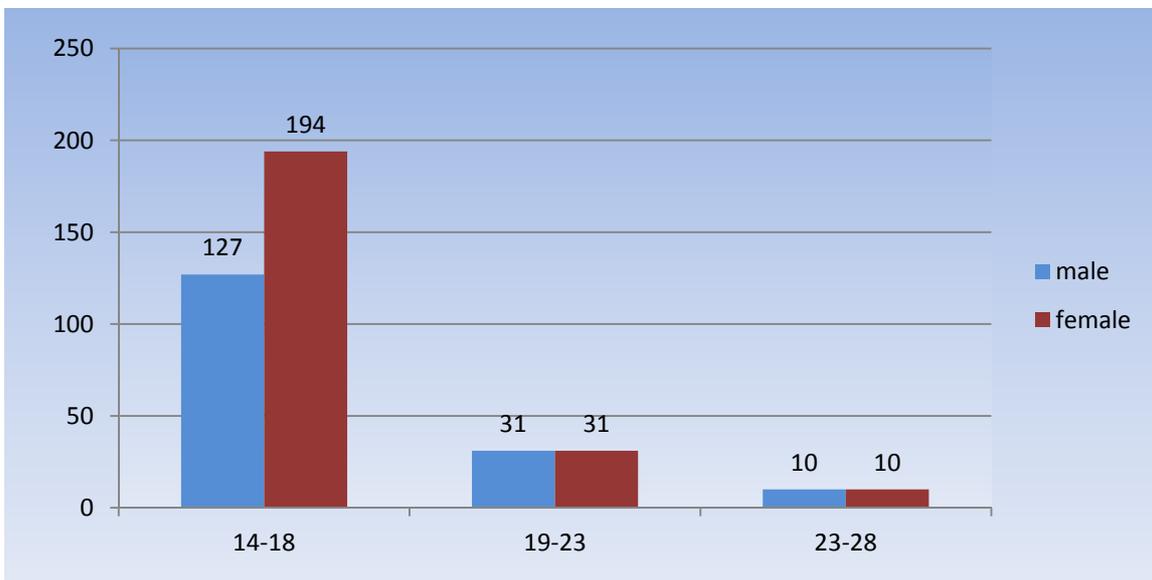
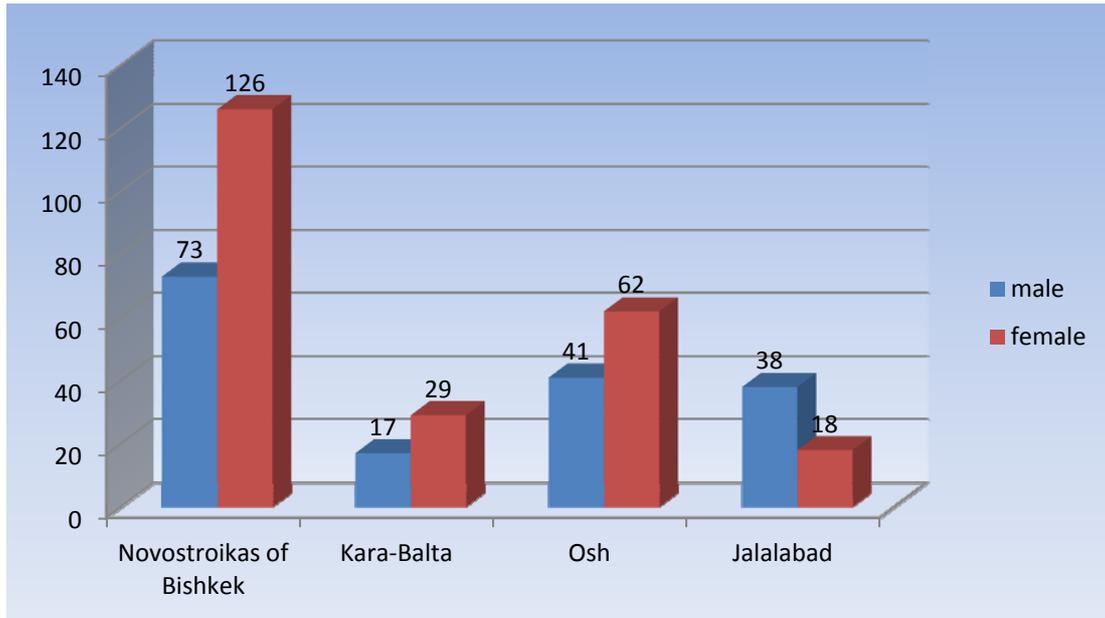
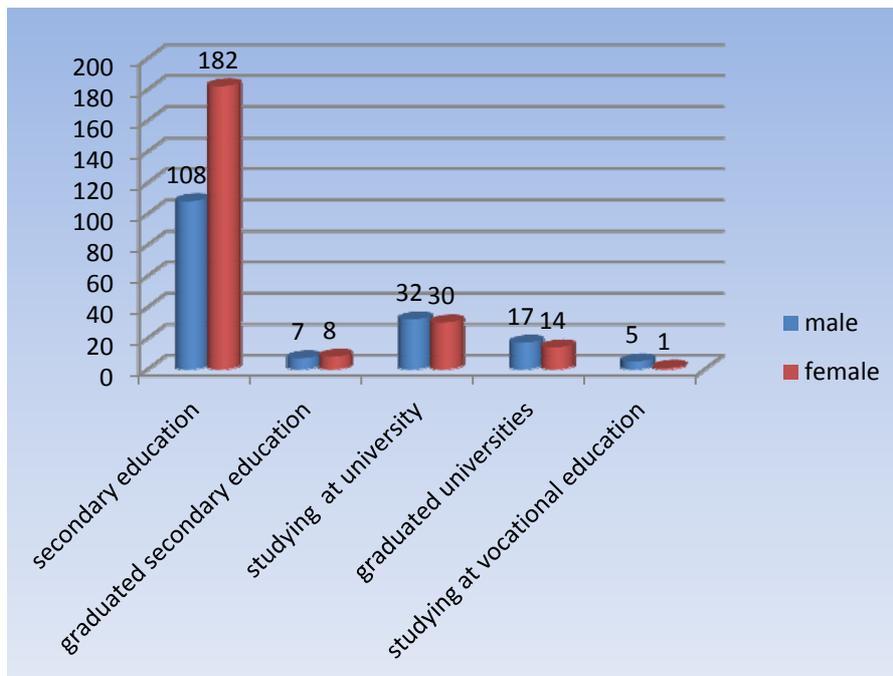


Figure 2: Age breakdown of primary group of youth respondents aged 14-28. Respondents aged 14 to 18 were the majority accounting for more than 79.5% of the total.



**Figure 3: Breakdown by target region of youth respondents. Respondents from new settlements (Archa-Beshik, Ak-Orgo, Kelechek, Orok, Kara-Jigach) formed the majority of respondents with 199. Kara Balta had the least with 46.**

Ethnic Kyrgyz respondents were the majority (88.3%) due to the demographic make-up of the new settlements. Uzbek and Russian respondents accounted for 6% and 4.5%, respectively, with other ethnic groups accounting for 1.2% of the total number. Although ethnic Kyrgyz were the majority in the sample, 1/3 of the respondents reported that they mostly spoke Russian in their daily lives. 6.8% of the respondents reported being married, with the majority of respondents (93.2%) not married.



**Figure 4: Education level of youth respondents. Youth with incomplete secondary education: 72%. Secondary education degree: 3.8%. Incomplete higher education: 15.4%. Higher education degree: 7.6%. Secondary special education: 1.2%**

The majority of the respondents were satisfied with the quality of their education and reported adequate material and technical equipment in their educational institutions with quality trainers. However, 1/3 of the respondents were not satisfied with the educational quality and reported poor material and technical equipment, low professionalism of teachers, and corruption both in the system of education as a whole and in particular education institutions where they currently study.

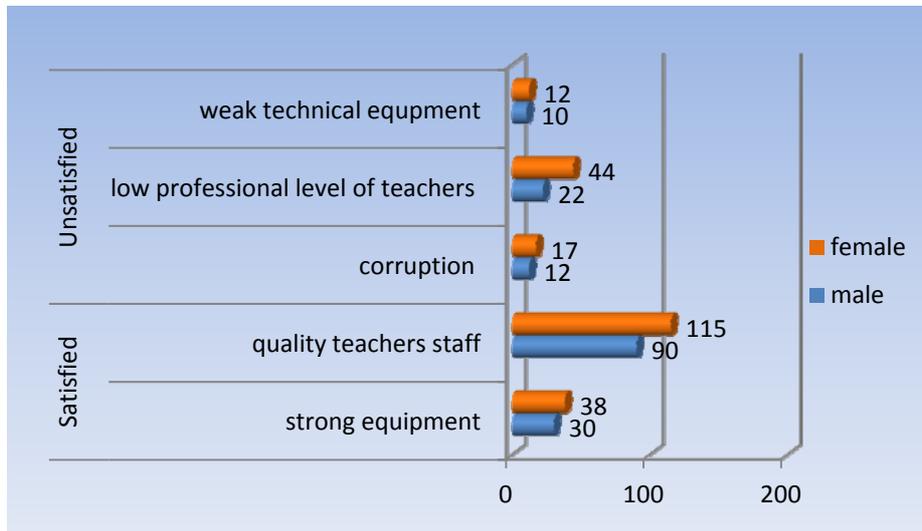


Figure 5: Level of satisfaction with quality of education.

### Employment barriers and needs

As teenagers formed the majority of the respondents, they were not working at the time of the survey and reported that completion of their education was a priority. A few respondents reported lack of jobs and lack of adequate skills and experience and personal connections as required for job placement. Of the female respondents employed, the majority was employed in the service sector and reported working at cafes and restaurants as waitresses, at mobile telephone services, and as salespeople in private retail shops.

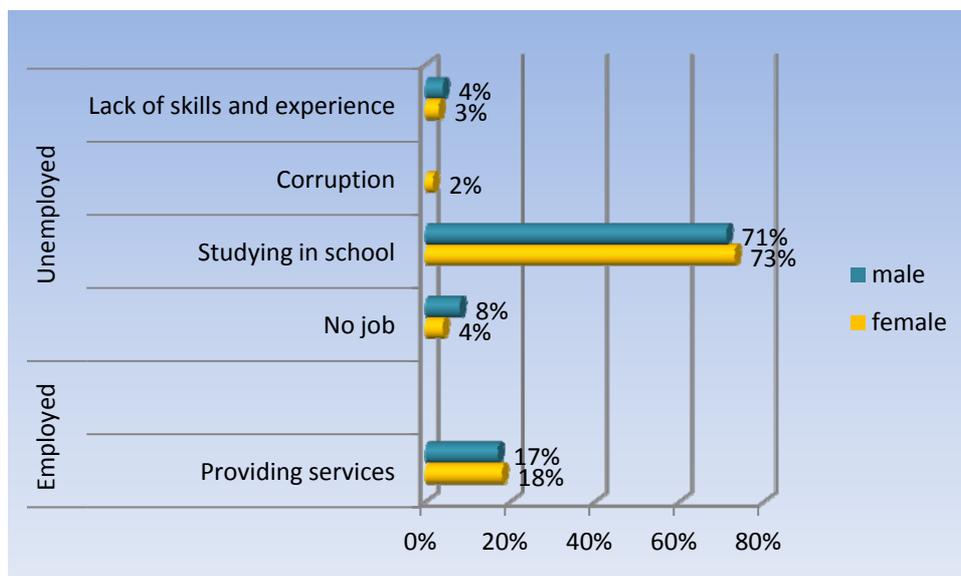


Figure 6: Perceived Employment Barriers

91% of respondents were confident about the sector for their future employment in answering the question “What occupation have you selected?” There was a broad range of preferred sectors among the respondents. Only 9% of respondents (mostly female) were unsure about the occupation that they would select.

During the analysis of selected occupations it was reported that traditionally social spheres (pedagogy and medicine) were preferred by female respondents, whereas such sectors as public service, private business and law were mostly preferred by male respondents. The occupations of fashion designer and journalist were reported exclusively by females, while other occupations were preferred by both genders. The service sector was preferred equally by male and female respondents.

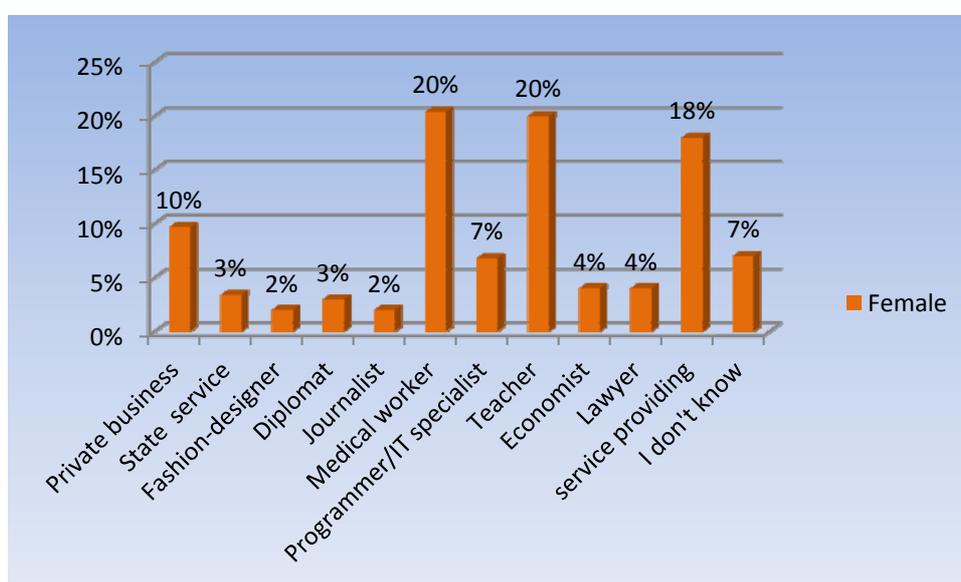


Figure 7: Preferred employment sectors for female respondents

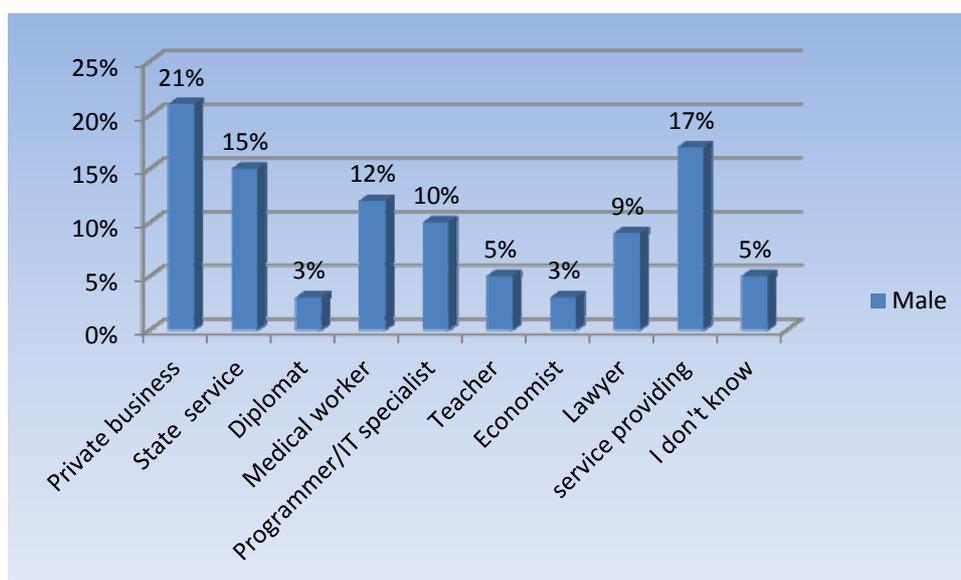


Figure 8: Preferred employment sectors for male respondents

Regarding the reason for the selection of a particular occupation, “interesting profession” was given by 1/3 of respondents of both genders; and “opportunities for career” almost equally by respondents- 20% of males and 21% of females. Such factors as an opportunity to receive a decent salary and prestige of the occupation were more common for male respondents than female. While the motivation of easily finding a job and parents’ recommendation was more common for female respondents.

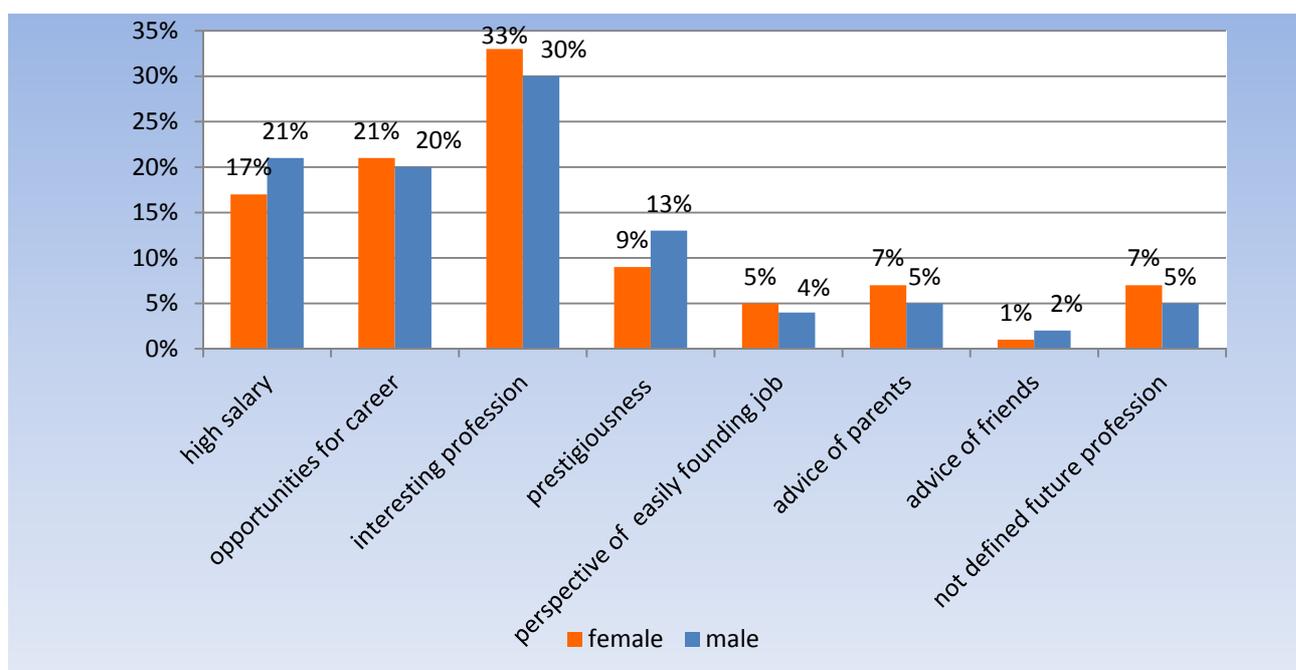


Figure 9: Reasons for selection of profession

More than 65% of respondents have not attempted to obtain employment due to the survey being focused on youth aged 14 to 18 years. 45% were confident that in order to obtain successful job placement a higher education degree was required. 21% of both male and female respondents did not have a full understanding of what is required to obtain successful employment. 13% of respondents reported that their current capacity was adequate to obtaining their desired jobs. 12% of females and only 7% of males considered life skills<sup>1</sup> necessary.

Summarizing the responses of the respondents of both the survey and FGDs, it is evident that youth feel that personal connections are not required to obtain employment in the service sector or in part-time positions, but rather active behavior and experience in this sector are required. Almost all respondents of both genders reported that to get a position as a public servant, in an office, or in an organization that provides good career growth, personal connections (“contribution/payment”) are needed in addition to a diploma.

In response to “Who had more difficulties in getting a job?” more than 47% of respondents reported that the issue of employment did not depend on gender, but rather depended on professional qualities of a person and external factors as availability of vacancies, stability in the country, and family situation. 36% of respondents reported it was more difficult to find a job for

<sup>1</sup> Life skills were reported as the personally active position in society, ability to persuade others and the ability to communicate with employers.

males due to lack of relevant jobs. According to the respondents, currently youth without experience mostly find job in the catering sector (waitresses and waiters at cafes and restaurants). However, these jobs are not always attractive for the males; specifically this is true in Osh and Jalal-Abad regions due to gender stereotypes. Additional barriers to employment reported for males were: lack of adequate education and low salary in positions available.

17% of female respondents reported it was more difficult for females to obtain a job due to: 1. Family situation- parents, husband or relatives not allowing the female to work; 2. Marriage and children; 3. Lack of suitable jobs; 4. Gender discrimination in hiring. With regard to knowledge of actual employment of young people, 18% of females and 27% of males responded that they did not know, while other respondents reported various types of activity, where the job of a waiter (waitress) at the café or at the restaurant prevailed.

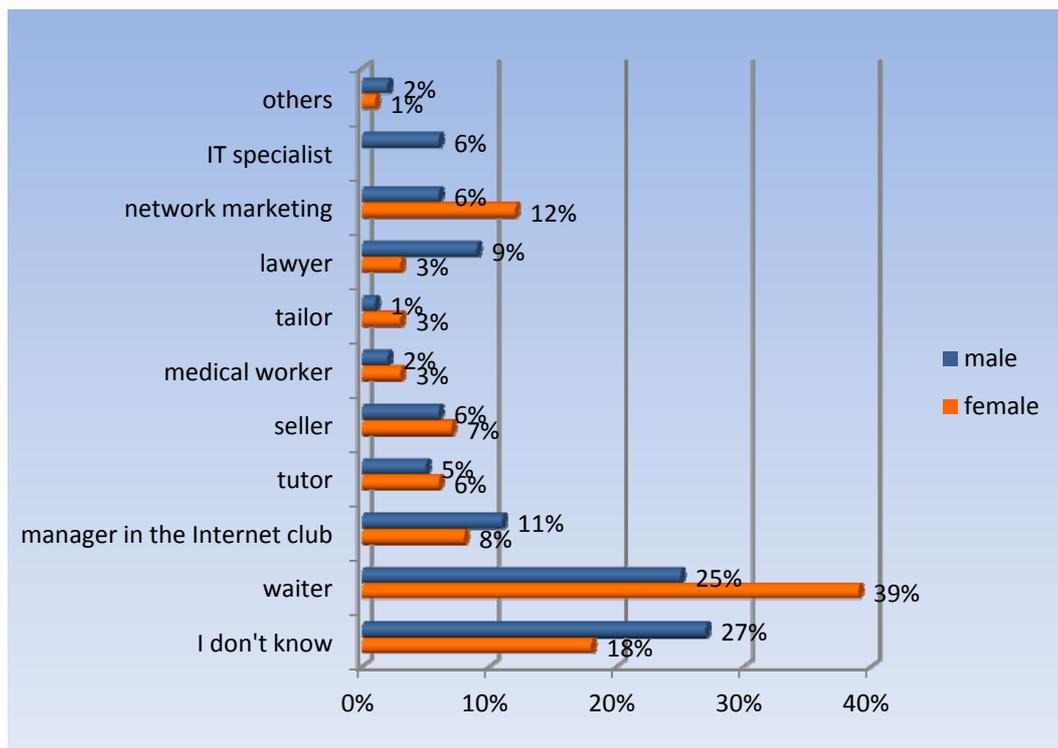


Figure 10: Gender breakdown in employment by sector/profession. More males are working in the legal and IT sphere, while in multi-level marketing there are more females.

Opinion of parents is equally important for 71-72% of the respondents of both genders. 13% of males and 14% of females reported that they were guided by their own opinion when making decisions, and 10% of females and 7% of males took into consideration opinions of their relatives. 6% of male respondents and 4% of female respondents reported the influence of friends on decision-making. Only 1% of female respondents take into consideration the opinion of teachers, and it appeared that religious leaders may influence the opinion of 2% of surveyed males.

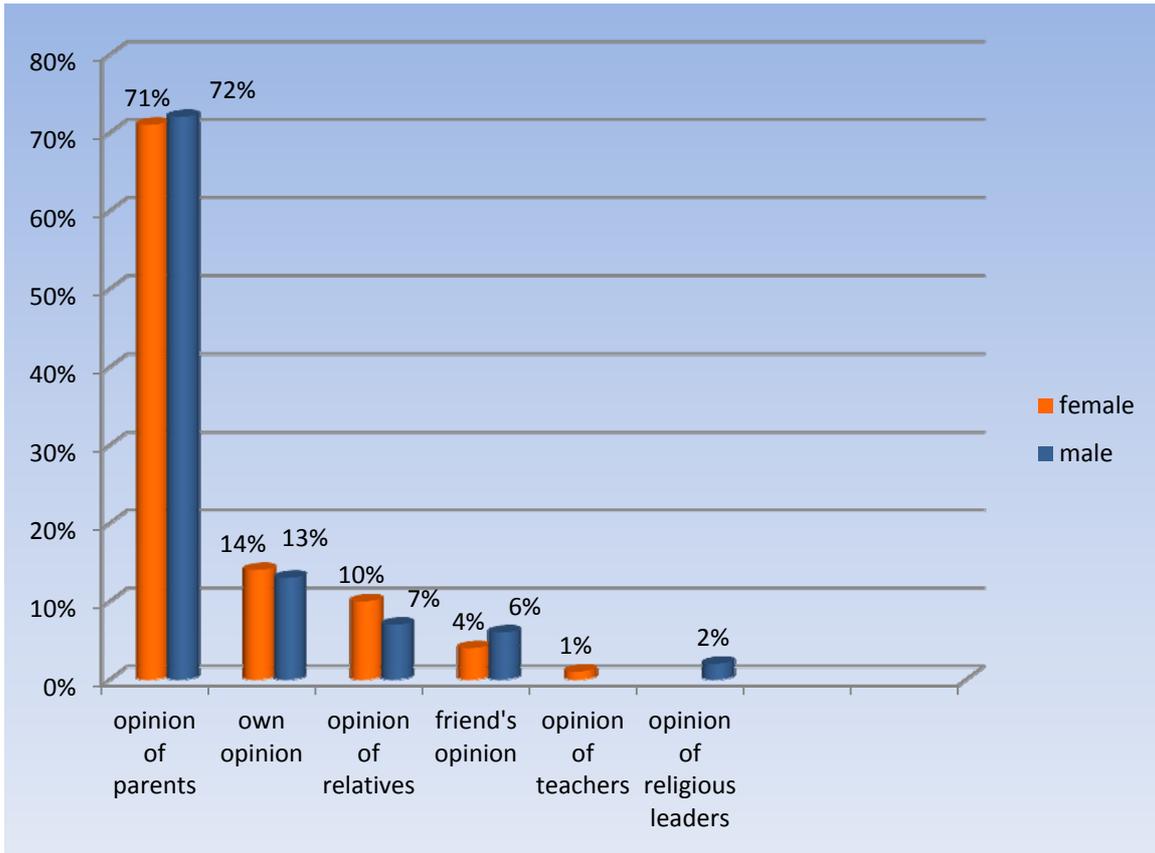


Figure 11: Influence of opinions on respondents

### Migration

All respondents were asked if s/he planned to leave their place of residence. 58% of females and 59% of males reported “yes” to having firm plans to leave their current place of residence (migrate to an urban area or out of the country). 34% of respondents of both genders did not plan to migrate and a minor part of respondents did not have a decision in this regard.

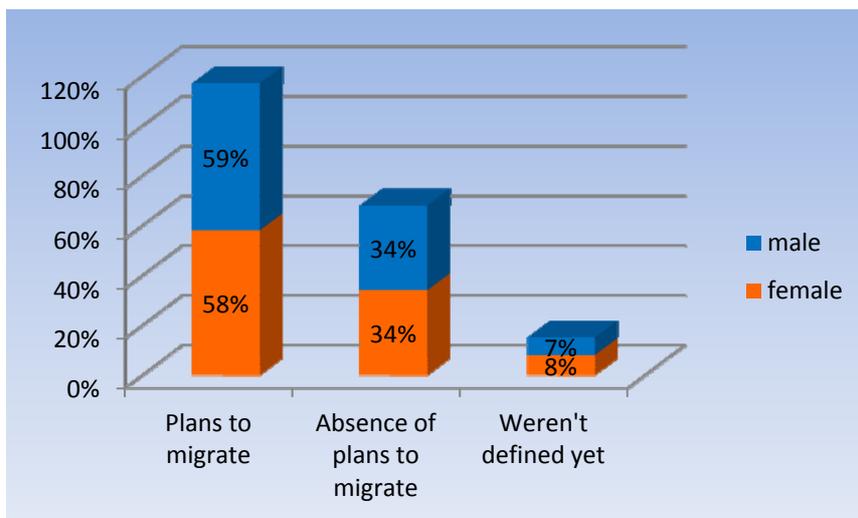


Figure 12: Plans for migration of respondents

More than half of respondents in each age category reported a desire to leave their current place of residence. It is reported that the residents of new settlements and Osh and Jalal-Abad cities plan to migrate, while in Kara Balta the majority of young respondents prefer to remain in Kara Balta. In Kara Balta, a majority of the youth obtain employment in the Issyk Kul region for the summer season. Furthermore, the majority of youth leave Kara Balta after graduation from secondary school to enter higher education institutions in Bishkek.

In the South, the issue of migration to Bishkek city or to other CIS states was discussed in every family. Male respondents planned to migrate after completing secondary school.

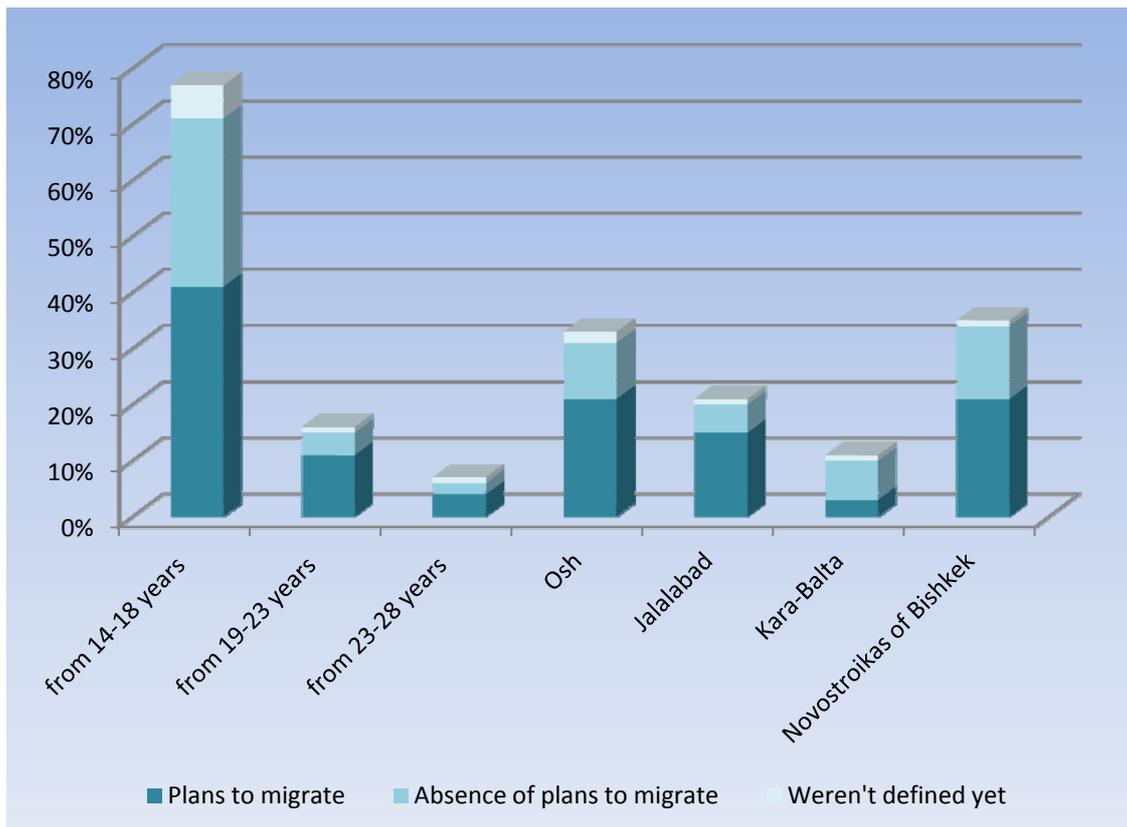


Figure 13: Migration plans based on age and place of residence.

During the FGD it was reported that in Jalal-Abad and Osh cities students tend to transfer to a non-traditional form of education (Internet-based) and migrate to Russia. This trend increased after the recent political and ethnic conflicts due to many facilities closing and young people who previously found employment in cafes, private businesses and public agencies no longer being able to find jobs.

In the new settlements around Bishkek, the lack of jobs, the desire to earn more money, the lack of a stable place of residence and the desire to be with parents who are labor migrants either in Russia or Kazakhstan were reported as reasons for migration.

#### Leisure and access to additional/informal education

With regard to leisure time, 38% of females and 32% of males spend their spare time watching TV. The majority of respondents reported they preferred watching feature films, youth programs, music channels and TV serials. 34% of females and 20% of males reported that they were engaged in self-education and attended training courses, extracurricular courses at school,

computer and language courses, special trainings and dancing clubs. 12% of males and only 7% of females spend leisure time with friends. 20% of males reported they are involved in sports with boxing, fighting and football being the most common, with a few respondents reporting swimming and tennis. Only 4% of females reported participating in sports activities.

16% of male and 17% of female respondents reported about a lack of spare time primarily due to: 1. Studying; 2. Searching for a job; 3. Housework; 4. The need to help parents.

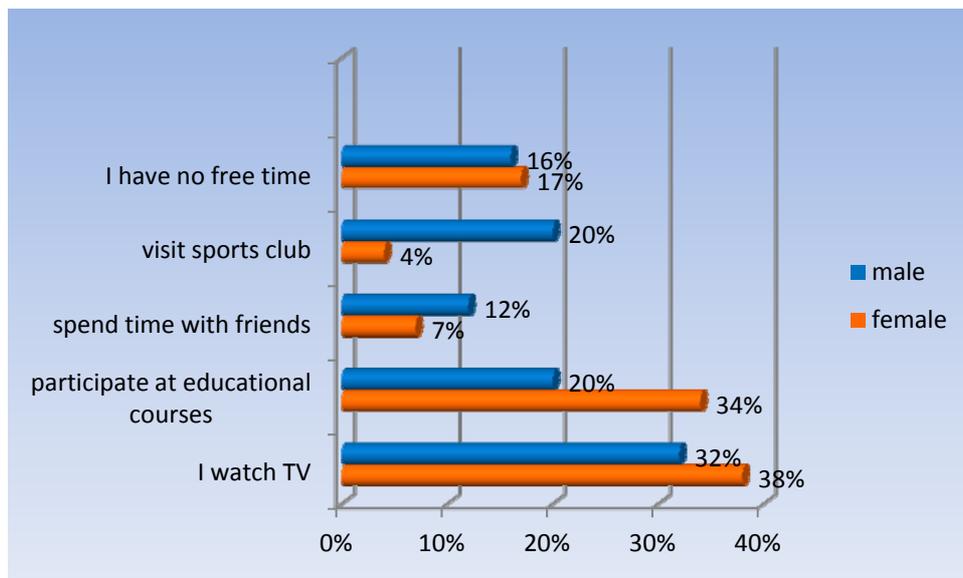


Figure 14: Leisure time of respondents

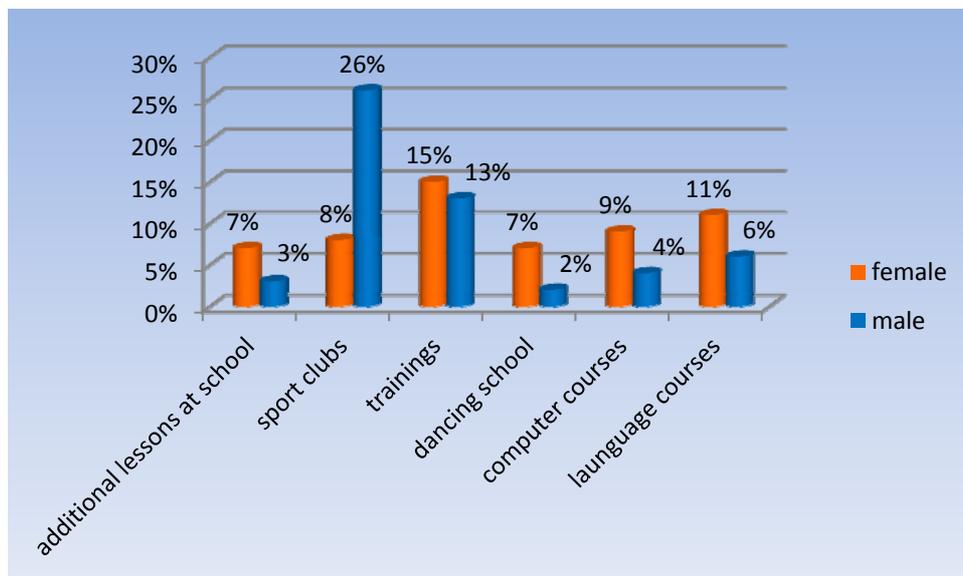


Figure 15: Opportunities for access to leisure activities.

Respondents who answered negatively to the presence of opportunities for additional self-education reported the following: 24% of females and 13% of males reported lack of time; 8% of both male and female reported high cost for the courses and lack of financial resources; 10%

of males and 6% of females reported absence of any training courses near their place of residence. 15% of males and only 5% of females reported no interest in additional education.

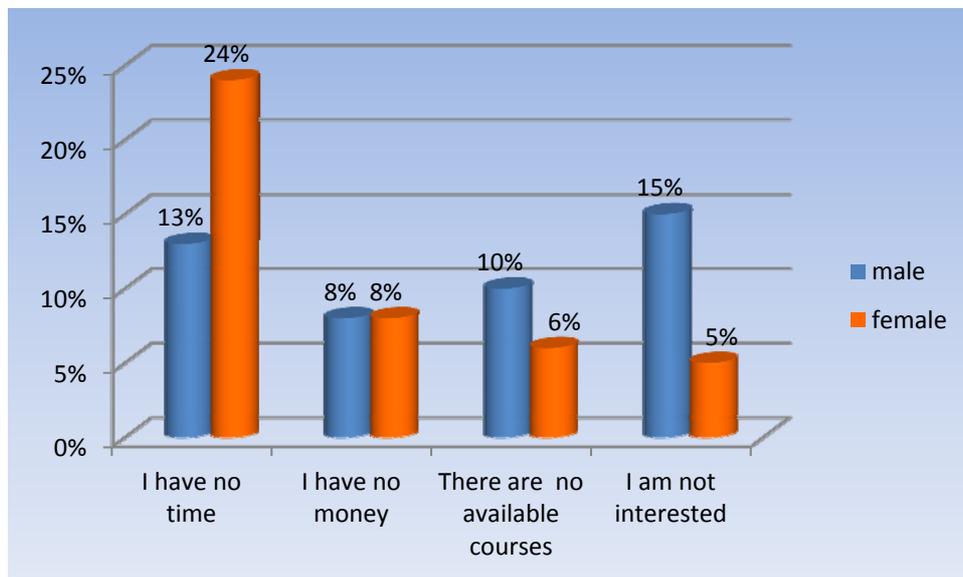


Figure 16: Access to training courses.

41% of males and 38% of females answered positively to the question about availability of active youth centers. 2/3 of respondents who answered positively noted non-governmental youth organizations or youth centers operated by non-for-profit organizations. 20% of females and 15% of males reported an absence of such centers. 44% of males and 42% of females reported a lack of knowledge about the existence of youth organizations.

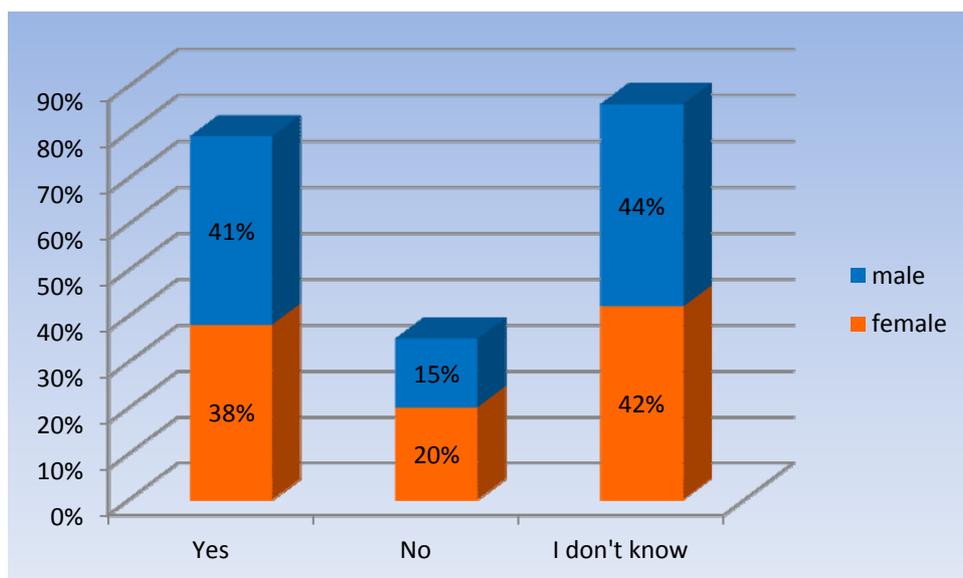


Figure 17: Availability of active youth centers.

88% of respondents reported knowing about youth services of youth organizations (NGOs) but due to lack of awareness of the services, location, availability and requirements they do not receive such services from the NGOs. And only 12% of respondents reported visiting youth

centers and/or NGOs to take part in training programs (i.e. workshops, training sessions), receive information about grants and project proposal opportunities and/or get involved as volunteers.

### Sources of Information

Respondents reported currently receiving information from TV as the most common source of information for both for male and female respondents- 53% of males and 56% of females. Internet was reported as a source of information by 30% of males but only by 23% of females. 14% of females and 8% of males use newspapers. “Friends” was reported as a source of information by 8% of males and 4% of females. Only 1% of respondents of both genders reported radio as a source of information.

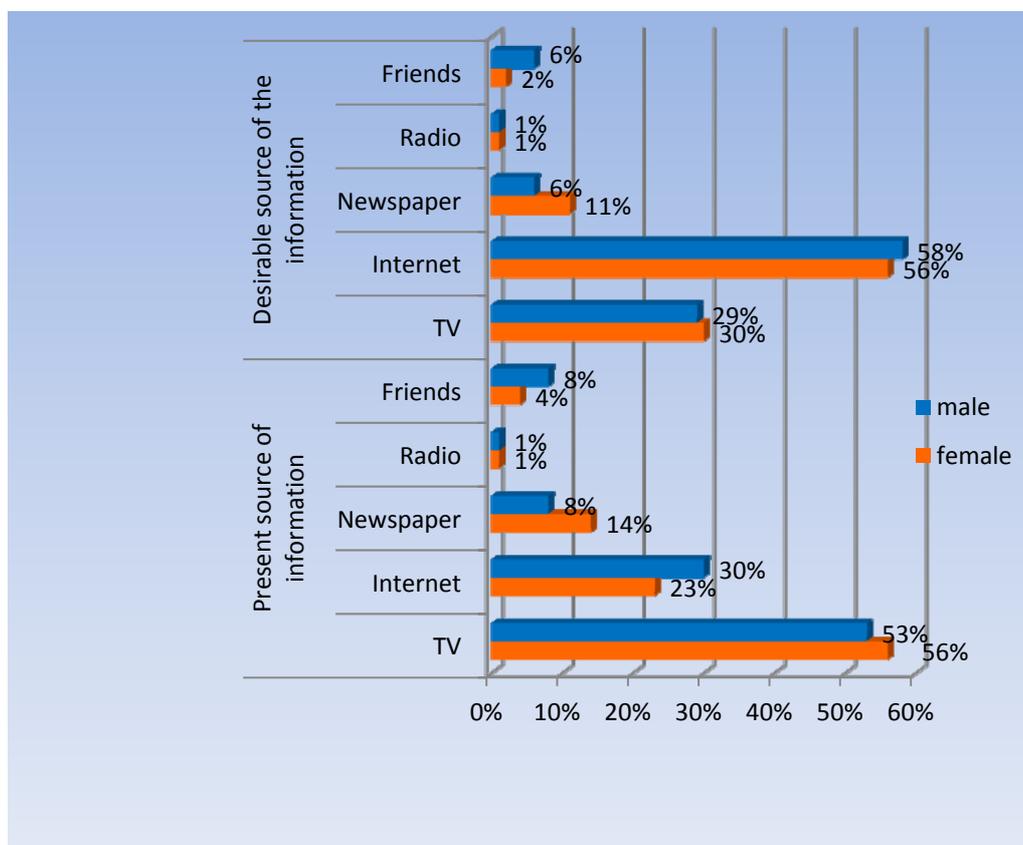


Figure 18: Reported sources of information.

Although TV was the highest reported source, both male and female respondents reported that Internet was the most “desirable” source of information- 58% of males and 56% of females. 1/3 of respondents rated television as the most desirable.

### Life Skills

It was important to determine the respondents’ understanding of “life skills” during the survey. 46% of females and 40% of males understand “life skills” as the need for additional knowledge and skills, such as learning languages, having communication skills, ability to be independent and ready to address problems. 24% of females and 21% of males believed that “life skills” was the presence of professional knowledge related to a specific occupation. 30% of females and 38% of males reported they did not know the meaning “life skills” and this was the first time they heard

the term. Given that understanding, an overwhelming majority- 93 % of respondents, reported that “life skills” were required equally for females and males. But many respondents could not differentiate life skills for a particular gender-- it is believed that this is due to the respondents failing to completely understand the term. 30% of males and 28% of females reported that skills related to housework and taking care of the family were required more for the females, i.e. cooking, taking care of children, cleaning. Only 2% of males and 5% of females believed that education and communication skills were required for females.

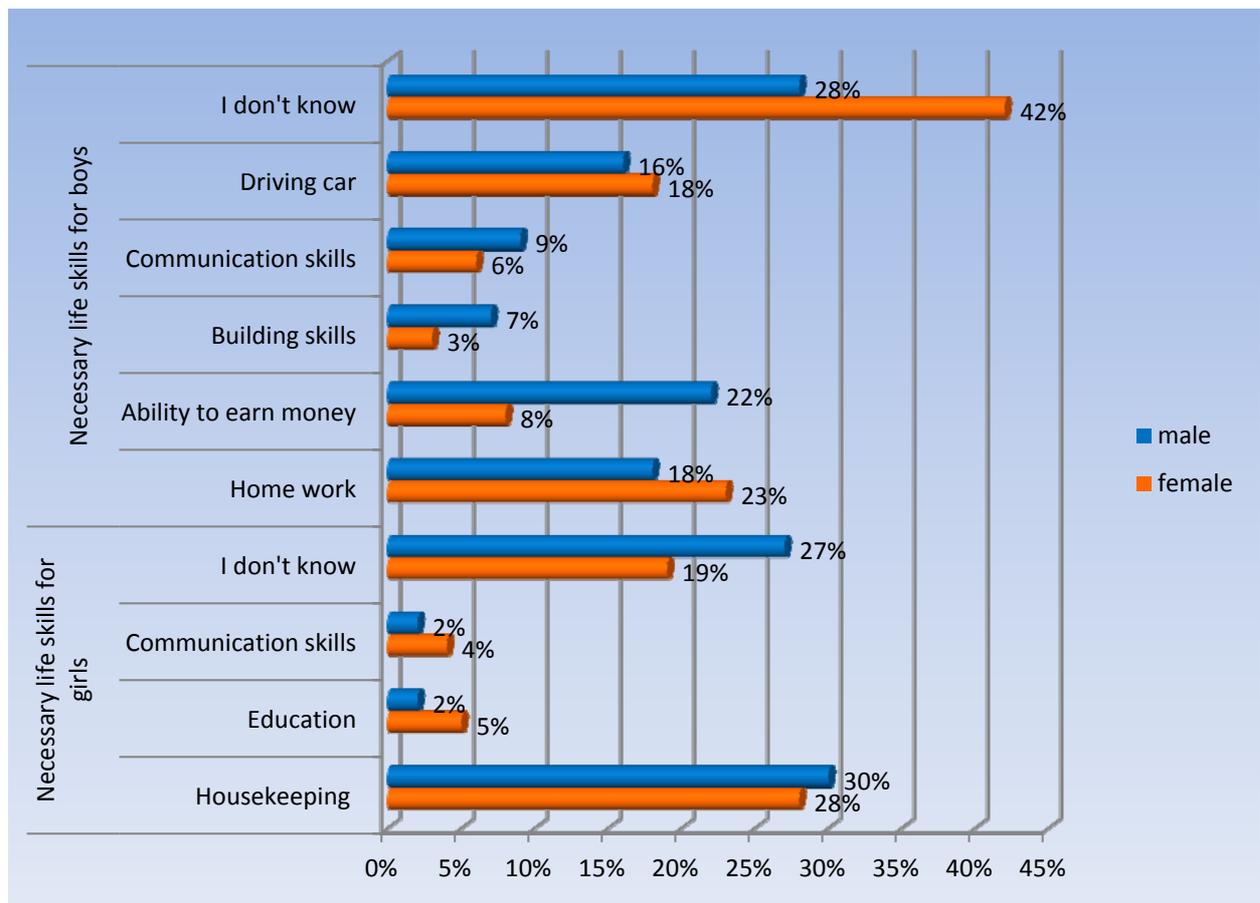


Figure 19: Perceived life skills needs.

In response to “Which life skills are required for males?” the number of skills reported were considerably more than those reported for females. Skills of housekeeping for males were thought to be important by 23% of females and by 18% of males; ability to earn money was considered important by 22% of males and comparatively less by females (8%); driving was reported by 16% of males and 18% of females; communication skills was reported by 9% of males and 6% of females; construction skills were reported by 7% of males and 3% of females.

### Awareness of Youth Rights

Knowledge of individual rights is important for youth development and was accessed as part of the survey. 21% of females and 26% of males could not identify rights pertaining to youth in Kyrgyzstan. 2% of respondents of both genders were confident that there were no rights pertaining to youth. 37% of females and 33% of males reported that youth had rights, but failed to name any particular rights. 23% of females and 27% of males reported about the right to

education; while a smaller percentage reported the right to free choice, the right to employment and the right to life.

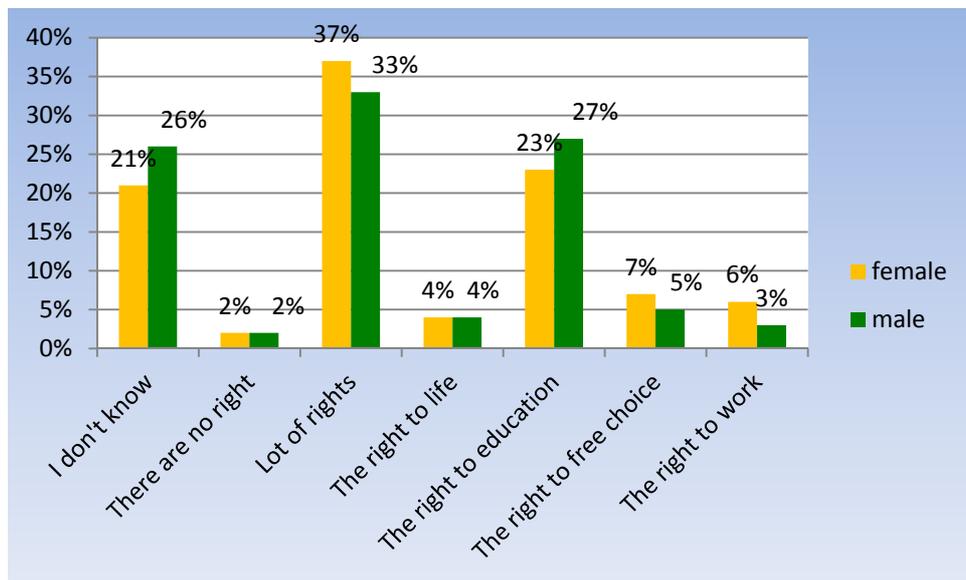


Figure 20: Knowledge of Youth Rights.

### Understanding Civic Responsibility

More than 1/3 of respondents understood “Civic Responsibility” inadequately as evidenced by the “I don’t know” response given by 36% of females and 29% of males. 25% of females and 30% of males defined civic responsibility as “observance of the law”; 35% of females and 36% of males defined civic responsibility as “patriotism”; and 4% of females and 5% of males considered civic responsibility “political activism.”

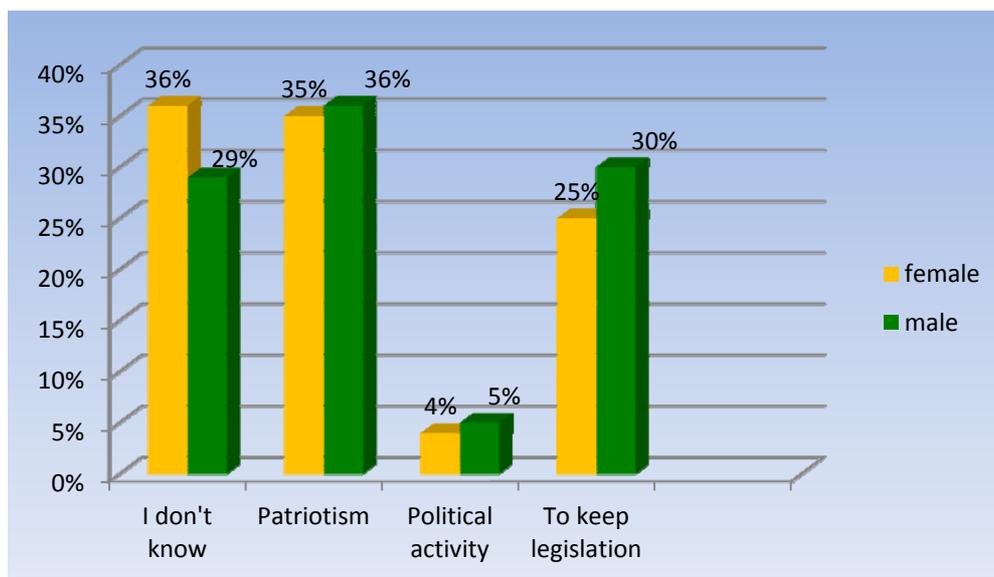


Figure 21: Understanding Civic Responsibility.

### Involvement in social activity

57% of females and 54% of males reported not being involved in social activity.

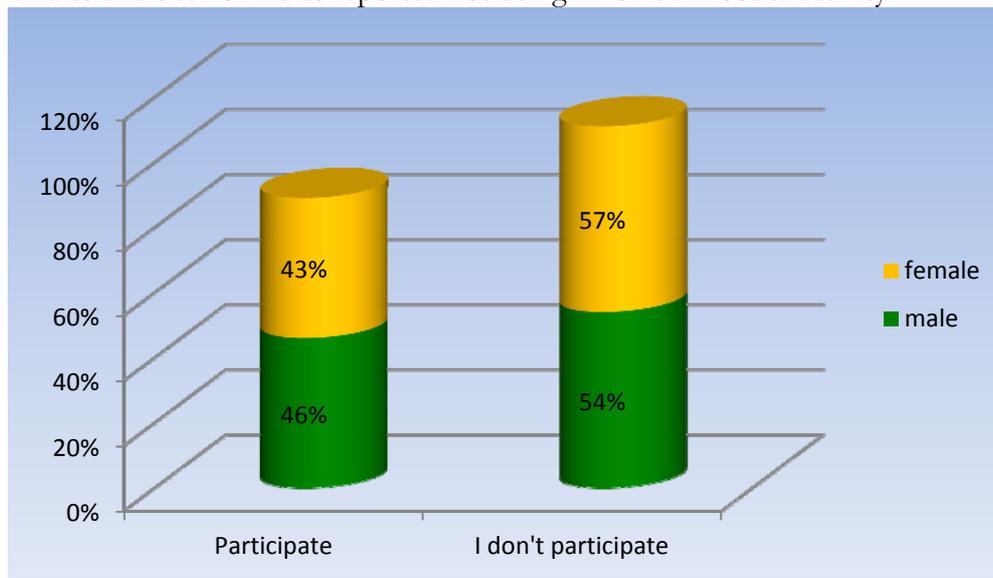


Figure 22: Participation in Social Activity.

Respondents who reported involvement in social activity noted being involved in: arrangement of cultural events at school- 60% of females and 68% of males; participation in charity activities- 27% of females and 12% of males; and participation in volunteer movements- 13% of females and 21% of males from the total number of respondents who responded positively with regard to social activity.

## IV. Parents Survey Results

136 parents of youth were surveyed as part of the gender analysis. 125 questionnaires from parents that met the quality criteria of the survey were processed.

Challenges were faced with regard to access to this target group in Kara Balta and in some new settlements in Bishkek- Archa-Beshik and Orok settlements, specifically. These challenges were due to the majority of the population in Kara Balta being school children and elderly people since most adults (parents) are labor migrants. Due to the poor infrastructure in the new settlements, personal visits to households were required. Many residents would not open their doors due to the fear that the visitor was an inspector from power supply utility and some adults refused to participate in the survey believing their answers would be made public. To this end, 125 parents of youth are represented in this analysis, including 76 female respondents and 49 male respondents. Additionally, three FDGs were carried out with adults aged 35-50 years who have children aged 15-28 years.

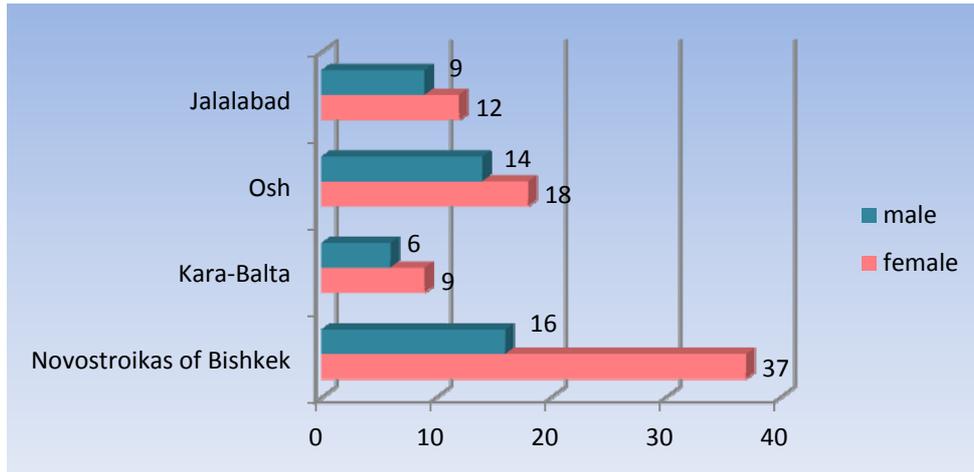


Figure 23: Location of parents.

The majority of parents reported having youth aged 15-16 years who studied at school. 47% had older children that are labor migrants in CIS states. 28% reported that their teenage children were employed in catering and trade sectors. 25% of parents reported their teenage children were unemployed due to lack of jobs.

74% of parents reported their children staying home doing homework, doing daily domestic duties and watching TV. 18% of respondents reported their children attended dance and sports clubs at schools, while 8% of respondents reported about lack of spare time for their children because they work.

17% parents reported hearing about youth centers and organizations near their residence, however, they could not name particular organizations and centers. The rest of respondents did not report knowing about existing organizations addressing youth issues.

In response to a question about the life skills needed for females, the overwhelming majority of parents reported the requirement being to have housekeeping skills, child care/child-rearing skills, sewing, taking care of husband and education. Parents consider diligence, ability to support the family, responsibility, and being ready to protect the country as the required life skills for the males.

According to parents, unemployment is the main issue for young people—being reported by more than half of surveyed parents. The reported issues for youth included: lack of access to education centers and sports and development clubs; lack of facilities where young people can spend their time; increased use of psychotropic drugs; and in particular alcohol, involvement in criminal activity, racketeering, thefts, and sexual work. With regard to territorial distribution, the unemployment issue prevailed in all target regions; lack of education centers and cultural facilities for young people prevail in the new settlements around Bishkek; use of alcohol, involvement to criminal activity and sex work were reported by the parents from Osh and Jalal-Abad.

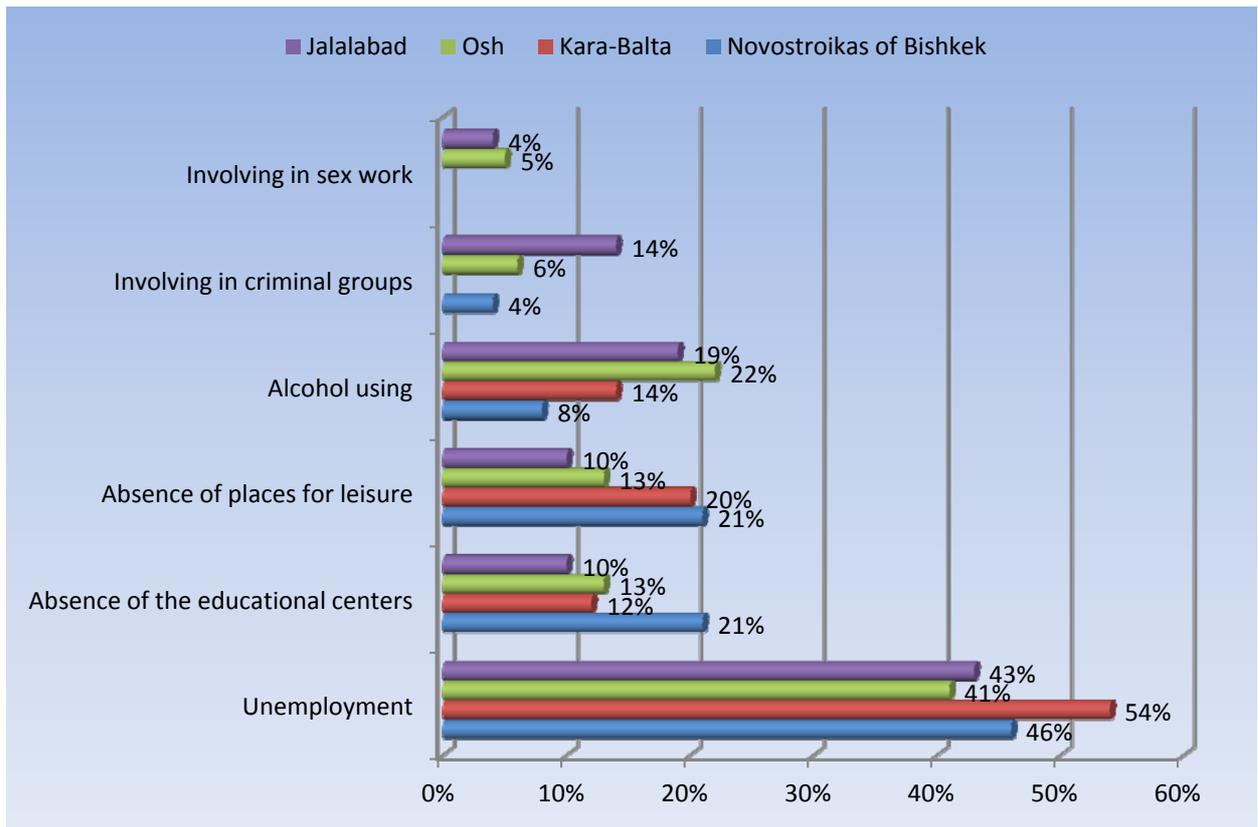


Figure 24: Issues facing youth.

Recommendations from parents to improve the situation of youth included:

- Job creation
- Establishing education clubs
- Establishing sports sites
- Establishing youth organizations/centers to involve young people in social activity
- Establishing cultural facilities for young people- cinema theatres, theatres, parks, recreation areas
- Developing morals through conversations and specialized training
- Focus on education of children

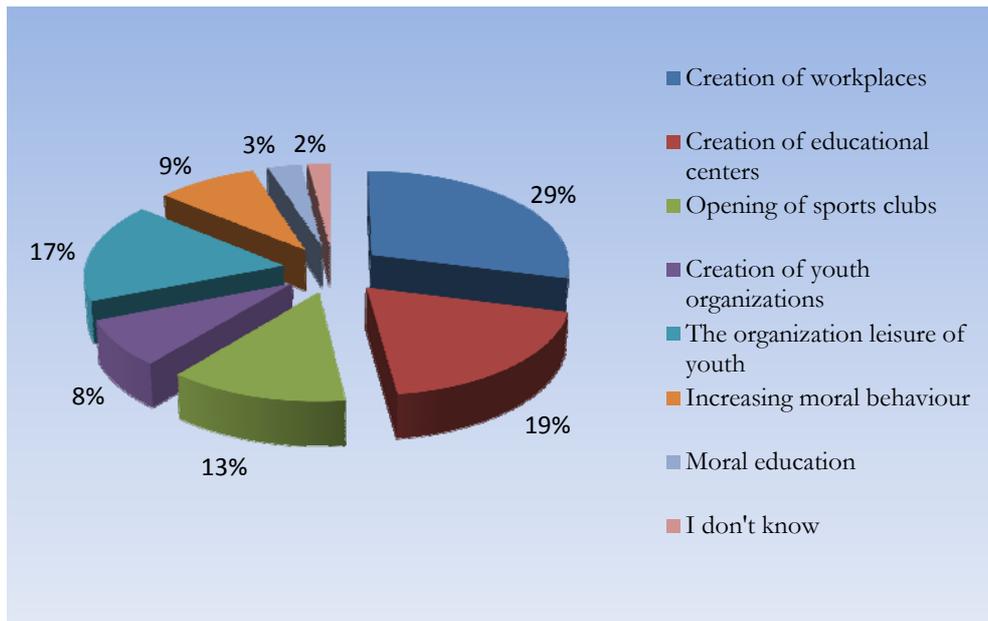


Figure 25: Recommendations to improve situation of youth.

## V. Analysis of Youth Residing in Residential Institutions and Graduates of Residential Institutions

58 youth residing in residential institutions and graduates of the institutions took part in the survey and FDGs. Residents were surveyed in the following institutions: Voyenno-Antonovka Children’s Home, Center of Social Adaptation of Children, Children’s SOS Village (Jalal-Abad region), and Oktyabrsky Children’s Home. Unfortunately, residential institutions from Osh region were not included due to the fact contact could not be made with any residential institutions located in Osh region and the limited timeframe did not allow for visiting these institutions directly. Graduates of the institutions were reached in vocational schools #18 and #4 in Bishkek and Lyceum #75 in Jalal-Abad.

It is important to note that questionnaires for residents and graduates of residential institutions were different from those of other youth in the survey and did not include questions regarding life skills, civic responsibility or rights of youth. This modification in the survey questions was due to a previous assessment done for this audience to identify the level of awareness and education needs on the above-reported issues.

With this cohort, 43% of respondents were female and 57% of respondents were male with the majority (81%) aged 15-17 years.

The majority of respondents– 19 males and 13 females, reside in residential institutions. 11 males and 7 females lived in dormitories at vocational schools. 8 respondents (5 females and 3 males) reported that they stayed with their relatives and in rented apartments.

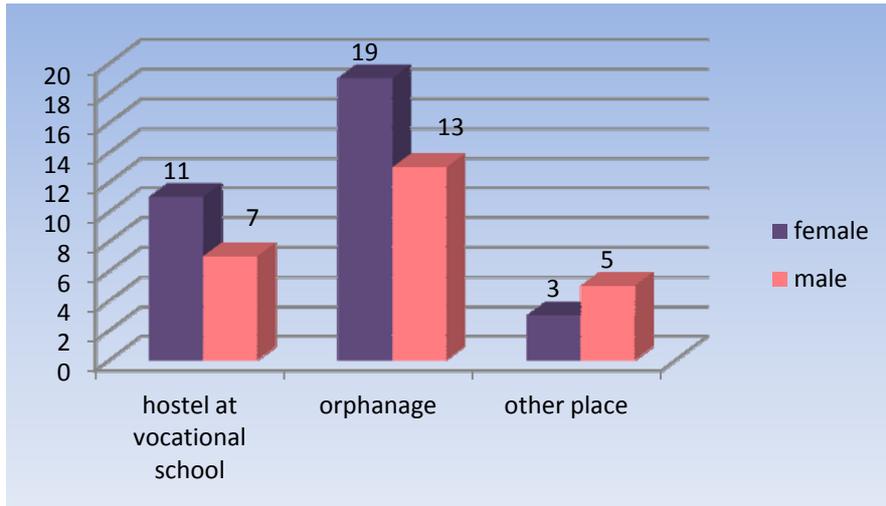


Figure 26: Type of residence of youth.

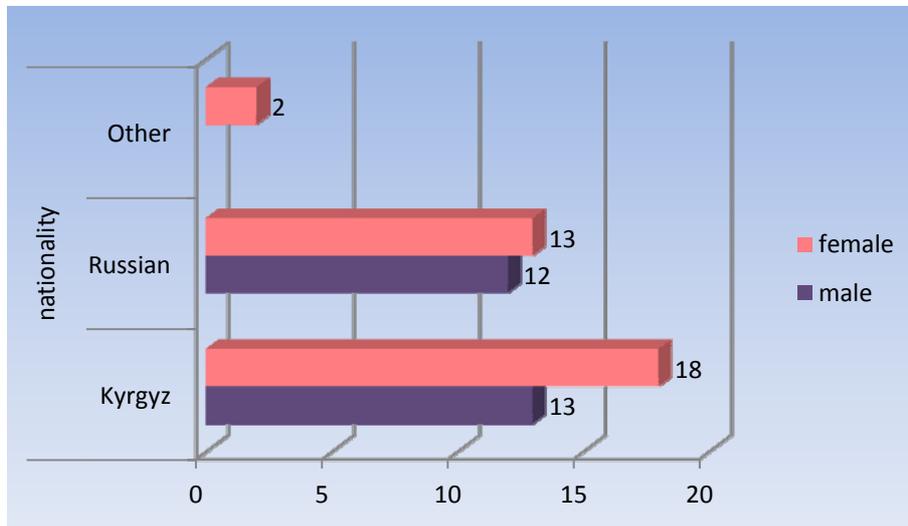


Figure 27: Ethnic breakdown of respondents residing in/graduated from residential institutions. The majority were ethnic Kyrgyz (53%). 43% were Russians and 4% (2 respondents) were ethnic Tajik or Uzbek.

School at residential institutions and vocational schools were the most common responses reported as the place of study by males respondents. More than a half of the females reported studying in vocational schools with the rest of the females studying in schools at the residential institutions and in secondary schools.

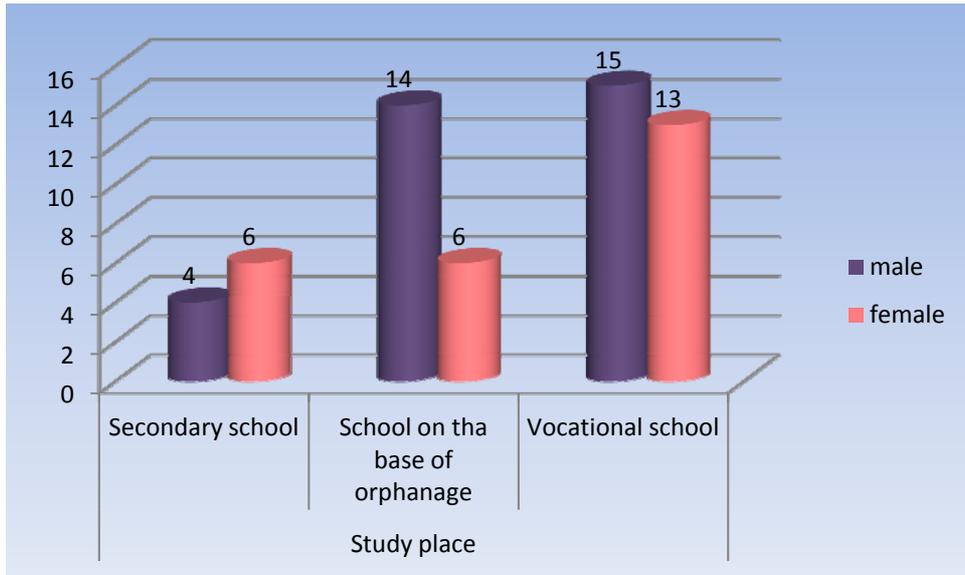


Figure 28: Places of study.

91% of males and 75% of females had not worked since finishing their studies. 25% of females and 9% of males reported that they were employed in the catering sector, as waiters, unskilled laborers, and in fast food outlets.

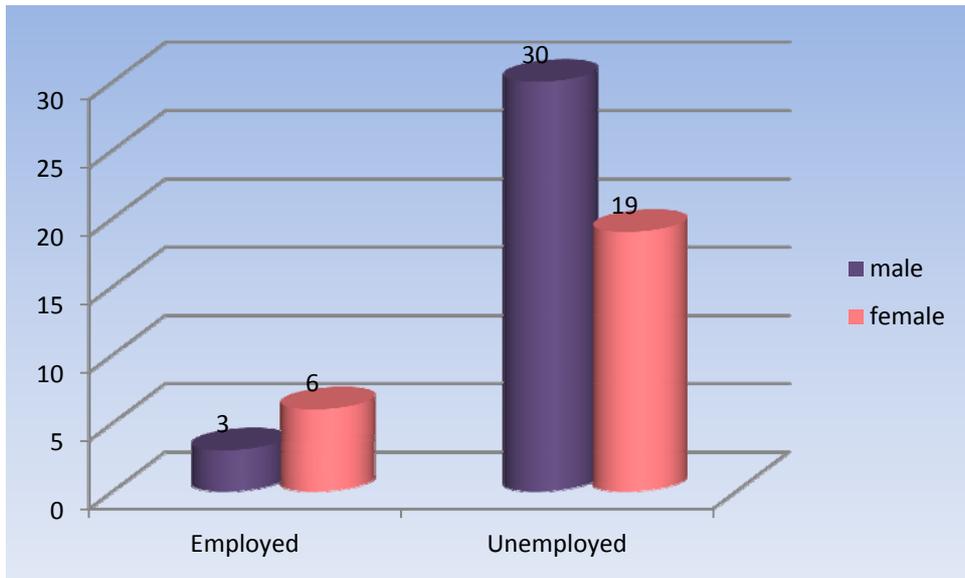


Figure 29: Employment figures for youth from residential institutions.

More than a half (52%) of surveyed male respondents reported the construction sector as their future occupation preference. 12% of respondents reported lawyer and motor mechanic occupations. Single answers were given by the male respondents mentioning translator, doctor and cook. 40% of surveyed females preferred the occupation of fashion designer. 20% reported the occupation of cook/baker, and 12% of respondents preferred the occupation of translator and teacher. Single answers reflected the desire to become an economist and doctor. Only 4 respondents have not decided their future occupation.

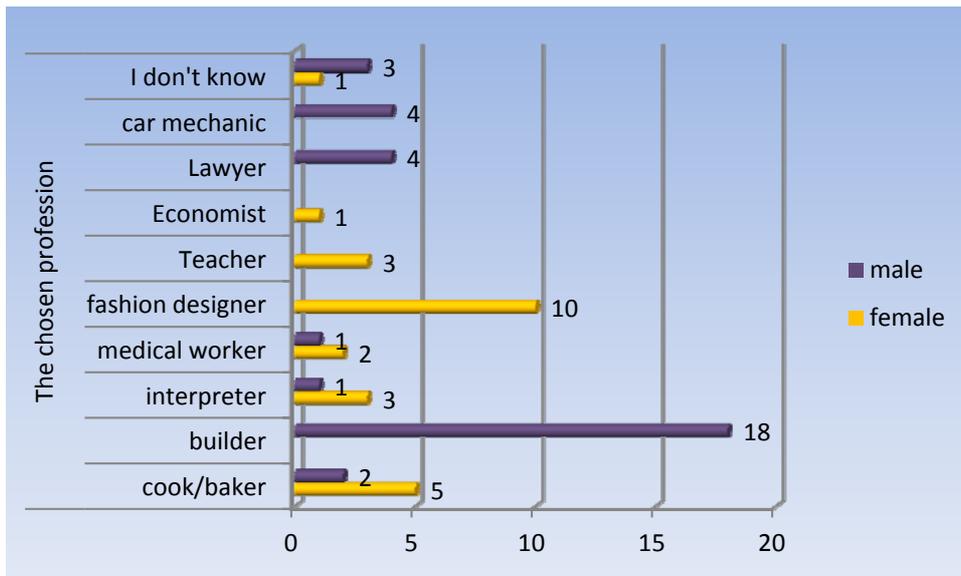


Figure 30: Preferred professions of youth from residential institutions.

1/3 of respondents reported interest in a particular occupation as the main motivating factor. Opportunity to have a high salary was the second most common response. 14% of respondents reported that they did not have any choice of occupation when they entered vocational school. 10% of respondents justified their choice by prestige of the occupation. 9% of respondents were guided by the recommendations of adults, with only 7% of respondents envisaging an opportunity for career growth in their decision-making. 5% of respondents noted motivation as an opportunity to easily find a job and advice of their friends. 5% of all respondents have not decided their future occupation.

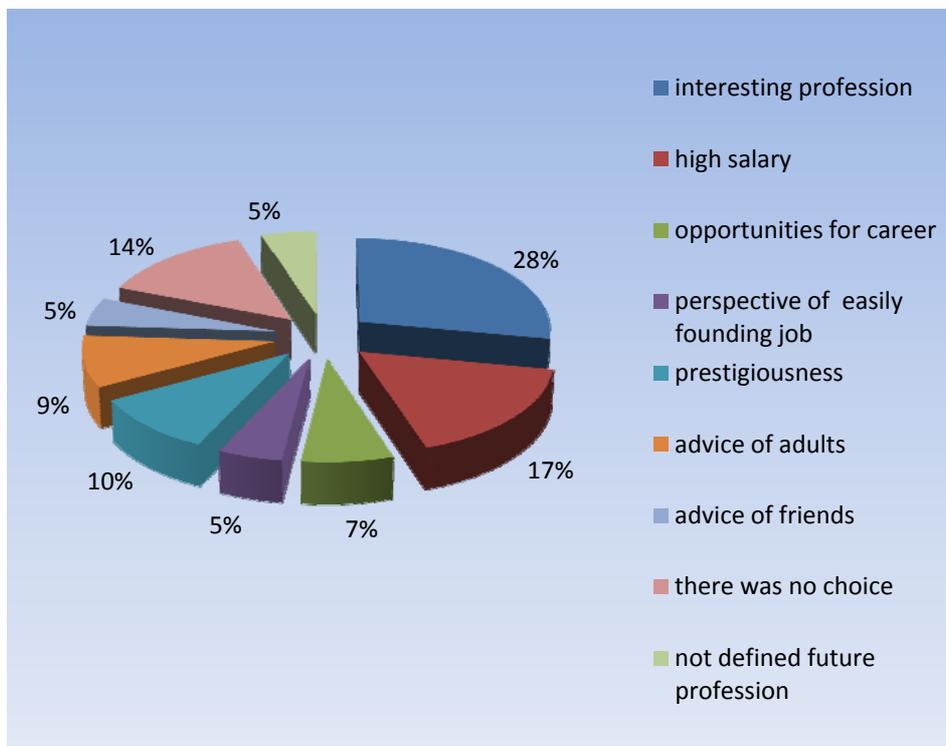


Figure 31: Justification for choice of profession.

64% of females and 67% of males did not have significant experience seeking employment, with the remainder reporting they have attempted to obtain a job. Only 9% of males and 8% of females reported that they did not have any problems with employment. 15% of males and 12% of females reported absence of previous work experience was the main reason for unemployment. Lack of higher education was reported by 8% of females and for 3% of males. Young age was noted as a barrier for employment by 8% of females and 6% of males.

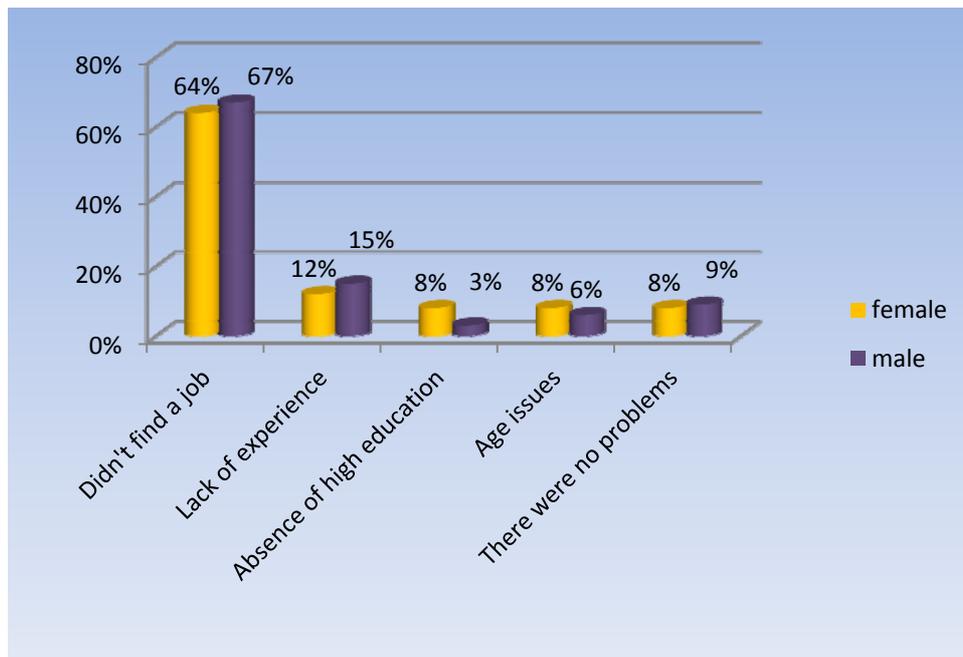


Figure 32: Perceived reasons for unemployment.

More than one third of respondents of both genders were confident that for successful employment a higher education degree was required. 31% of males and 28% of females believed that work experience was required. Knowledge of foreign languages was required according to 20% of females and 19% of males, while 20% of females and 14% of males considered knowing one's own occupation as a factor of success. Nearly all respondents reported that currently the issues of employment was equal for females and males.

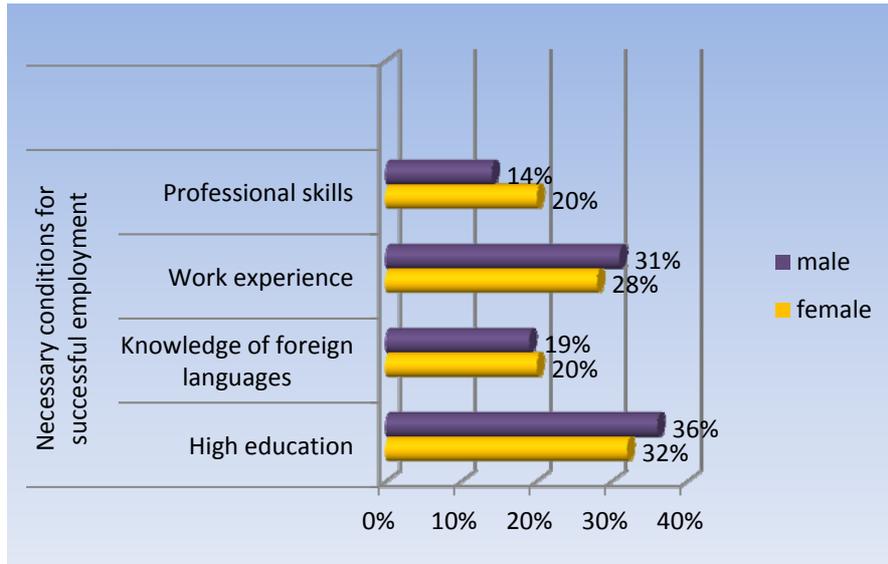


Figure 33: Conditions needed for successful employment.

44% of females and 30% of males spend their spare time reading books. 36% of females and 18% of males watch TV. 27% of surveyed males reported that they just relax when they have spare time. 12% of respondents of both genders reported that they were engaged in housework and assisting institution personnel in cleaning. 13% of males and 8% of females answered that they did not have spare time for leisure activities.

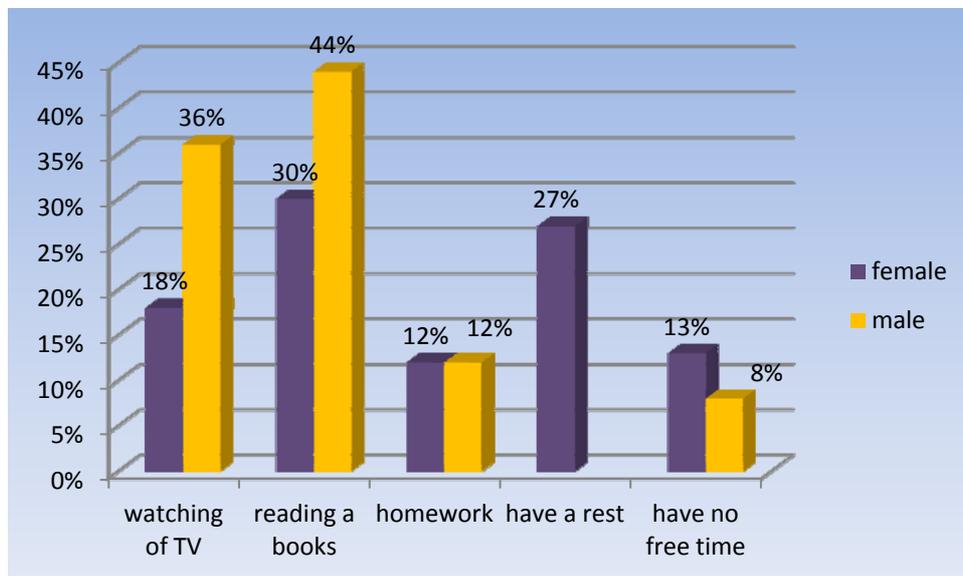


Figure 34: Use of leisure time.

Apart from their permanent place of study, 71% of respondents reported considering additional studies, such as English courses, dance courses, sports and special seminars. 29% of respondents reported that they did not have access to additional education due to lack of such courses being offered in their institutions and lack of financial resources to attend paid courses.

Television currently is the most common source of information for youth residing in residential institutions (48%). 24% of respondents reported obtaining information from the Internet; 12%

reported radio; 7% reported newspapers; friends are the source of information for 9% of respondents. It should be noted that no respondents mentioned teachers of education institutions as a source of information. 40% of respondents reported the Internet as the most desirable source of information. Unfortunately, in all residential institutions, Internet access was unavailable and only those youth who had mobile phones had Internet access. 30% of respondents reported friends as a desirable source of information; 19% of respondents preferred to receive information from TV; 7% from the radio; and 4% from the newspapers.

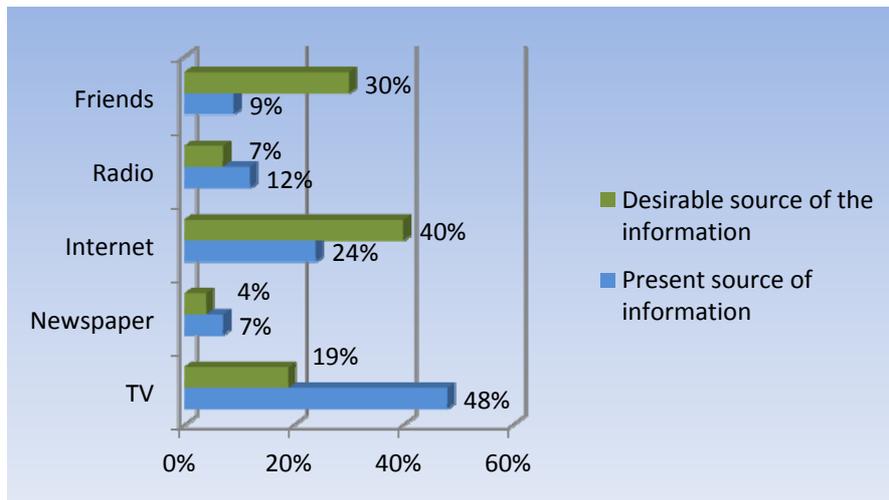


Figure 35: Source of Information.

68% of surveyed females and 24% of surveyed males reported participation in social life. Social life was understood by most respondents as various events carried out by or in cooperation with education institutions (i.e. Saturday cleaning, cultural events). Only 9% of surveyed males and 8% of surveyed females were volunteers working with NGOs. 76% of surveyed males reported that they were not involved in social events due to lack of spare time for the majority with a few noting a lack of interest in social events. 20% of females were not interested while 12% of surveyed females did not have time.

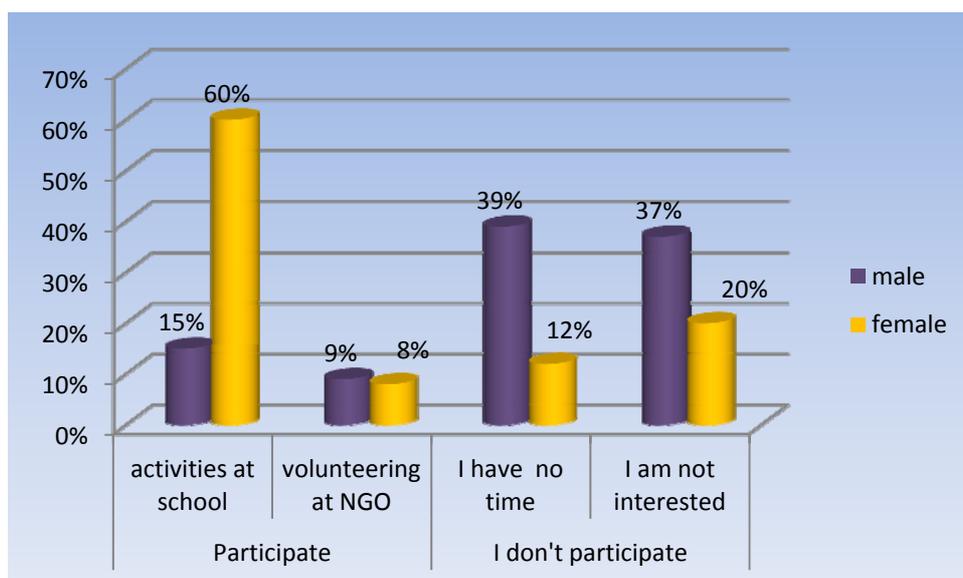


Figure 36: Participation in social activities.

## VI. Conclusion

This analysis was completed exclusively in the Jasa.kg target areas and represents a brief review of opinions, preferences, behaviors and needs of young people with regard to their gender perspective regarding employment, migration, life skills and civic activity. The results are presented based on the results of the survey carried out amongst the target groups.

Unfortunately, statistical information in Kyrgyzstan did not provide an adequate number of indicators to fully assess the current situation of youth both from gender and age perspective concerning employment and job placement. Therefore, the opinions of youth aged 14-18 years in the target areas compared to other age groups of young people is not available due to clear statistical data being unavailable for age and gender of young people.

Results of survey:

- Majority of youth of both genders consider their studies as their main activity.
- Majority of youth do not get involved in labor activity until they obtain secondary education.
- Parents have strong influence and authority, with a greater influence on young females' decision-making.
- The issue of job placement and employment is the key issue for young people and their parents currently.
- The opinion among young people is that the issue of employment and job placement is equally important for both genders. Young people perceive that the labor market mostly offers lower level working positions while believing females have more employment opportunities. This is explained by the fact that according to the respondents, there are more vacancies in the labor market in the service sector, in catering, and the positions less attractive for males due to low prestige and low salary.
- In the case of unemployment of married female respondents, they reported family duties, including caring for children and husbands forbidding them to work as the reasons for their unemployment. For single females unemployment is reported as absence of relevant and available jobs.
- Preferences of young people in terms of employment vary, however, clear gender distribution is observed. Social sectors are preferred by female respondents, while private business sector and public service are more attractive for males. However, only 10% of respondents, among which females are poorly represented, are confident about their future successful employment after obtaining educational qualifications.
- For youth residing in residential institutions there are limited opportunities to choose their future occupation. Thus, most often youth from this target group have to select from short list of occupations based on trainings offered by vocational schools, as the students receive support from the state budget (meals, dormitory) if they attend the vocational schools. Rehabilitation groups for graduates of residential institutions are available in Bishkek in only 4 secondary education institutions and not more than 1-2 groups are supported. Therefore, graduates of residential institutions have to select those occupations that are related to the rehabilitation group. In addition, their choice might be significantly limited if space is unavailable in the rehabilitation group and graduates of residential institutions need to study the occupation that is identified by the administration for them.

- Migration plans are present for both male and female respondents and the purpose of migration depends on place of residence. Young people from Osh and Jalal-Abad regions and new settlements are more inclined to migrate to CIS states, and in particular to the Russian Federation, than those from Kara Balta. This is especially true for male respondents. Young people from Kara Balta during summer vacations go to the Issyk Kul region for seasonal work, while after graduation from high school most young people plan to enter higher education institutions in Bishkek.
- Only 1/3 of respondents spend their leisure time for self-development and obtaining additional knowledge and skills. Male respondents play sports, while females attend additional education clubs at their places of study. There are more opportunities to spend time with friends for males, while females are engaged in housework and spend their spare time watching TV.
- Television is the main source of information for young people of both genders, while the respondents consider the Internet as the most desirable source of information.
- The respondents understand life skills poorly and this understanding has been formed by established gender stereotypes. Thus, the respondents (including females and parents) think that the females should have life skills related to housekeeping and taking care of children. While ability to earn money and support the family was believed to be the required life skills for males.
- Females are more involved in social activities. Cultural events arranged by educational institutions are understood as the primary social activity. Lack of time and interest are the most common reasons for lack of participation of male respondents in social life.

## **VII. Recommendations**

- Introduce career guidance programs for older youth in secondary school.
- Implement comprehensive life skills program for youth, especially those in residential care facilities, to enhance their decision-making skills and independence.
- Develop programs related to business activities of young people with a focus on involving females in this program to introduce an alternative to professions in the service sector.
- Establish partnerships with employment services, i.e. youth labor exchange, to widely inform young people in target regions about available vacancies and about the requirements of employers.
- Implement capacity-building courses in cooperation with youth labor exchange or another organization to inform young people about their rights to enhance youth life skills and to address issues of unemployed youth.
- Consider cooperation with the Ministry of Youth, Labor and Employment to introduce changes to the vocational secondary education system to broaden the options of employment opportunities for graduates of residential institutions.
- Raise awareness of young people with regard to the labor migration process, including opportunities and consequences of labor migration and the rights and responsibilities of labor migrants in CIS states.
- Develop programs to work with parents of youth and teachers of education institutions regarding life skills development of young people in an effort to reduce gender stereotypes.
- Consider opportunities to use TV as a resource to raise awareness of young people, especially of young females.

- Consider opportunities to expand access of young people, especially females, to the use of Internet resources as a source of information and to improve skills of young people related to the efficient use of social networks, as well as increasing awareness of Internet security issues.
- Enhance understanding of civic activities amongst young people.
- Develop centers for youth volunteers in the target regions and enhance involvement of young people, especially males, in volunteer activities.
- Local youth organizations and youth centers should raise awareness of young people about their activities, services and opportunities available for youth.