



**USAID**  
FROM THE AMERICAN PEOPLE

**KYRGYZ REPUBLIC**

*Mission of the Youth Aid for Education Program of the USAID Quality Learning Project «Sapattuu Bilim» in new settlements around Bishkek:*

*Contribute to providing access to education for children living in new settlements through increasing capacity of government structures and NGOs to achieve full attendance to schools (2010-2012)*



Summary report of  
Youth Aid Program  
for Education  
2010-2011

Disclaimer: This document is made possible by the support of the American people through the United States Agency for International Development (USAID). The contents are the sole responsibility of Creative Associates International, Inc. and do not necessarily reflect the views of USAID or the United States Government.

## Content

1. Youth Aid Program for Education
2. Household survey in new settlements 2010-2011 to identify preschool children and school age children
3. Training for social pedagogues to support access to education for children living in new settlements
4. Development of the accelerated learning course for children not attending school
5. Small grant projects to educate and socialize children and youth in new settlements
6. Information campaign to attract human and financial resources to ensure the educational needs of children and young people who live in new settlements are met

Youth Aid Program for Education, part of the **USAID Quality Learning Project** started in May 2010 after the April events in Kyrgyzstan and continued through December 2011 to support the Ministry of Education and Science of the KR, Bishkek City Mayor's Office and Rayon Education Departments (Alamedin and Sokuluk) to identify and respond to problems relating to school attendance in the new settlements.

This program was implemented in partnership with Ministry of Education and Science, Bishkek City Mayor's Office, local NGOs, Municipal Territorial Administrations, school social pedagogues and the Kyrgyz Academy of Education.

The expected results were to reduce tension in new settlements after April 2010 by creating opportunities for young people and community support and to address medium term responses by identifying strategies to support full access to education for children from families who live in the new settlements.

# Household survey in new settlements, 2010 and 2011

The goal of the household surveys was to identify preschool children and school age children living in the new settlements, ultimately by local government and local NGOs. The information collected enabled activities to be planned and implemented to provide access to education for preschool age children and school dropouts from in the new settlements, with the involvement of social pedagogues.

Not all new settlements have schools and preschool establishments (there are only 19 schools and 9 kindergartens in 45 new settlements). According to the survey in 2010, 64 % of preschool age children did not attend preschool establishments.

Most children are from families of migrants and don't have residence registration. According to the survey in 2010, 18 % of school children dropped out from school because of lack of residence registration.

The low income of families can mean children can't go to school because of lack of school stationary. Also many children drop out from school in winter because of lack of warm clothes and shoes. According to the survey in 2011, 1169 families live on less than 1000 som per person per month.

## Recommendations:

- Identify preschool age children and school age children in each locality and support access to school by local government in partnership with the school social pedagogue and NGOs on an annual basis
- Establish kindergartens, more schools, educational and cultural centers in new settlements to provide better access to education services
- Provide material support to low income families to enable children to attend school



Household survey was organized in 40 new settlements in July 2010 and in 45 new settlements in March 2011.

Results of the survey in 2010-2011:

5322 preschool children (aged 6-7) were identified and 2471 of them were involved in the 100 hour course of preschool preparation.

1892 children (aged 6-7) from low income families were identified in 45 new settlements and 1486 of them were supported with school stationary and partly with school clothes and registered at schools. Out of 124 children of school age from low income families identified during the survey in 2010 and 14 additionally identified, 94 children were supported with winter coats or shoes.

76 children dropped out from school were identified at the survey and eight dropouts were identified additionally and 27 children of them were attracted back to mainstream education, six were involved to the accelerated learning course and five attracted to a non-formal educational program (ILO). 43 children moved away from the places they lived in new settlements, one child was sick, two children don't have money for transport, therefore they were not able to be engaged in educational activities.

Press- conference on results of household survey in 2011

<http://presscenter.akipress.org/news:10081>

# Training and support to social pedagogues to facilitate access to education for children living in new settlements

Social pedagogues are able to support children living in crisis conditions in new settlements to have access to education. This speciality is very new and most of social pedagogues need professional development and capacity building.



## Recommendations:

- Providing normative base for the professional development of social pedagogues
- Increase state budget places at the Universities for the specialty of social pedagogy, with a practical orientation
- Provide regular in-service trainings for social pedagogues at the national level
- Release information about social pedagogy at the website of the MOES
- Development and publication of methodological materials/literature on social pedagogy
- Increase awareness on social pedagogy through information campaigns

The role of social pedagogues is important in involving and attracting children into education.

62 social pedagogues were trained through a fifty eight hour training social pedagogy in partnership with Kyrgyz Academy of Education in December 2010 and in February 2011. 19 trained social pedagogues are from schools of the new settlements.

16 social pedagogues from the new settlements participated at the workshop conducted by international and local consultants in August 2011.

A Handbook for social pedagogues was developed and shared for approbation.

In December 2011a National Forum and Round Table were organized to discuss problems that can be addressed by social pedagogues related to school education and to increase awareness of social pedagogy in the country. Key decision makers, social pedagogues, representatives of educational institutions, NGO and other interested parties took part.

# Experimental accelerated learning course

An experimental accelerated learning course has been developed to give the opportunity for children who dropped out from school to receive education. Most of children dropped out from school can't go back to school because of the big age difference. The experimental accelerated learning course gives the opportunity for children dropped out from school to get primary education till 4<sup>th</sup> grade by completing two grades in one year.



## Recommendations:

1. Monitoring of the experimental accelerated learning course by consultants and Ministry of Education and Science during piloting
2. Adoption of the accelerated learning course at the national level

Experimental accelerated learning course has been developed with support of the Youth Aid Program for Education of the USAIDQLP in partnership with Ministry of Education and Science in Kyrgyzstan and approved by Kyrgyz Academy of Education

The International Labour Organization is piloting the accelerated learning course at schools #87 and #43.

25 teachers have been trained to teach the accelerated learning course.

6 children who study the accelerated learning course were identified as dropped out children during the household survey since.

## Small grant projects

Small grant projects were supported to socialize and activate youth (school age children) through involvement in educational and other social activities from July through December of 2011. Children in new settlements need more educational, cultural, sports and other activities for their development, but most new settlements do not have out of school activities, preschool, or cultural centers for children.

### Recommendations:

- Cooperation between NGOs, school social pedagogues and, local government (MTAs) can create opportunities for the development of new settlements and particularly to create opportunities for children
- Cooperation can address poor and non-attendance of children to school
- Socialization and education development of children and youth should be implemented with involvement of the local community
- Extra curriculum activities/services should be provided for children who live in new settlements



[http://bishkek.gov.in.kg/index.php?option=com\\_content&view=article&id=807%3A20042011-usaid-l-r-&catid=40%3Acategorynews&Itemid=74&lang=ru](http://bishkek.gov.in.kg/index.php?option=com_content&view=article&id=807%3A20042011-usaid-l-r-&catid=40%3Acategorynews&Itemid=74&lang=ru)(announcement of the small grant projects at the website of Bishkek City's Mayor Office) and announcement was given at the newspaper 'Vecherniy Bishkek'.

10 small grant projects were selected by the commission board through the open competition out of 39 submitted project proposals.

Commission board consisted of representatives from Bishkek City's Mayor Office, Bishkek City's Development Agency, USAID, UNDP and USAID Quality Learning Project.

Small grant projects have been implemented by NGO in partnership with municipal territorial administrations and school social pedagogues during June – December 2011

Projects received up to 4000\$ each, were implemented in 26 new settlements, reaching out to 1076 children of whom 503 were from low income families.

SBDC Consult – 'Make Yourself  
Prodvijeniye – 'School is out light house'  
Kokjarskiy - "Establishment of the child and sport playground in the new settlement 'Ak Tilek' by MTA #20"  
«Budushee detey - budushee strany» "Golden Altyn Ordo future"  
Kainar – 'Study together'  
Dialog- "Including children with problems to the education"  
«Sovet po pravam cheloveka»-"Gifting happiness to a child"  
«Buchur»-"Want to know and make everything"  
«Agerkech»-"Back to school"  
«Oxford Study» -«Improvement of the English language teaching at schools of new settlements of Bishkek through capacity building of teachers»

NGO «Sovet po pravam cheloveka» received state and social order from Ministry of Social Protection for creating rehabilitation centers for working children in new settlement Dordoi after implementation of small grant project.

# Information campaign

Information campaigns played a great role in attracting attention to the problems of access to education in new settlements for children, attracting human and financial resources to ensure the educational needs of children and young people who live in the Novostroikas are met.

The communication strategy of the Youth Aid Program for Education generated publicity estimated at USD 119,410 in free media coverage during 2010-2011.

As a result of media coverage of activities, promotion of messages, interviews with key decision makers and implementers of projects at the local level the issue of ensuring access to education for children was given more emphasis by various government institutions.

## Recommendations:

- Involving actively Media institutions to raise awareness of the challenges for children and their families in access to education supports the outcome to be achieved
- Increasing awareness of society about issues of children living in the new settlements



Partners including ILO and Bishkek City Development Agency joined in the implementation of the Youth Aid Program for Education. ILO is piloting the accelerated learning course.

Financial group «Kompanion» and Youth Foundation (USAID project) received information from this experience for further plans of working in new settlements.

Bishkek City's Agency is promoting the broadcast of a social clip on national TV: OTRK, NTS, Piramida, NBT <http://www.youtube.com/watch?v=Ing357S1Rk&feature=relmfu> (social clip 'I want to study') and actively participated in selection and monitoring of small grant projects.

World Assembly of Youth has supported 58 preschool children from low income families with school stationary.

We are grateful for the following Media institutions for providing media coverage of Youth Aid Program for Education:

TV programs: Azattyk+, Maydan, Situatsia, Zamana  
TV: OTRK, ELTR, NTS, Patiy Kanal, Piramida, Stan TV, MIR TV

Information agencies: Akipress, Kabar, Reuter, Knews, Novosti, Photo, Time, Kib, Kushkabar, KGINform, Kirtag, neweurasia, report, For, 24.

Newspapers: Vecherniy Bishkek, Slovo Kyrgyzstana, Kutbilim

Radio: Manas, Baldar, Russkaya volna, Birinchi radio, Azattyk, Europe+

Radio programs: Kundun Temasy, Torgo Ot

Blogs: neweurasia and kloop

## Overall outcomes and recommendations for further action in new settlements:

- Improving access to education will contribute to reducing social marginalization in both the short term and in the long term
- Increase in close collaboration of local community and local government, MOE and other central structures, NGOs and school social pedagogues will improve access to education and reduce dropout.
- Identifying preschool children and school age children for involving to school by local government in partnership with NGO should be conducted on an annual basis
- Establishing preschool and school establishments, educational and cultural centers in new settlements will offer children and young people constructive and positive opportunities and increase access to education
- Some low income families need material support to enable their children to access education
- Professional development and capacity building of social pedagogues will make a significant contribution to providing children with continued access to education
- Socialization and educating children and youth through extra curriculum activities with involvement of local community will build social cohesion and encourage school attendance
- Adopting the accelerated learning course at the national level
- Involving actively Media institutions in raising awareness of the challenges for some children to access education through media coverage can support school attendance and accountability of responsible institutions