



Overview of the Higher Education System

Kyrgyzstan



February 2017

Erasmus+

This document has been produced by the Education, Audiovisual and Culture Executive Agency (EACEA) on the basis of contributions from the Kyrgyzstan Erasmus+ National Office and the authorities of the country concerned:

Gulnara Chokusheva, Erasmus+ coordinator
Svetlana Sirmbard, Rector of Adam University and Higher Education Reform Expert

The approach and data collection have been implemented in close cooperation with Eurydice, the Network Education Systems and Policies in Europe.

This document reflects the views of the Erasmus+ Office and the Authorities of the country concerned. The European Commission cannot be held responsible for any use which may be made of the information contained therein.

© European Union, 2017

For any use or reproduction of photos which are not under European Union copyright, permission must be sought directly from the copyright holder(s).

ISBN: 978-92-9492-386-8

doi: 10.2797/801905

For further information:

Education, Audiovisual and Culture Executive Agency (EACEA)

Erasmus+: Higher Education – International Capacity Building

Postal address: Rue Joseph II, 59 B-1000 Brussels - Belgium

Contact: EACEA-EPLUS-CBHE@ec.europa.eu

Web-site: https://eacea.ec.europa.eu/erasmus-plus_en

Kyrgyzstan Erasmus+ National Office

Postal address: "Russia" Business Center 19 Razzakova Street, Bishkek

3th floor, Office N 305 - Bishkek, 720040, Kyrgyz Republic

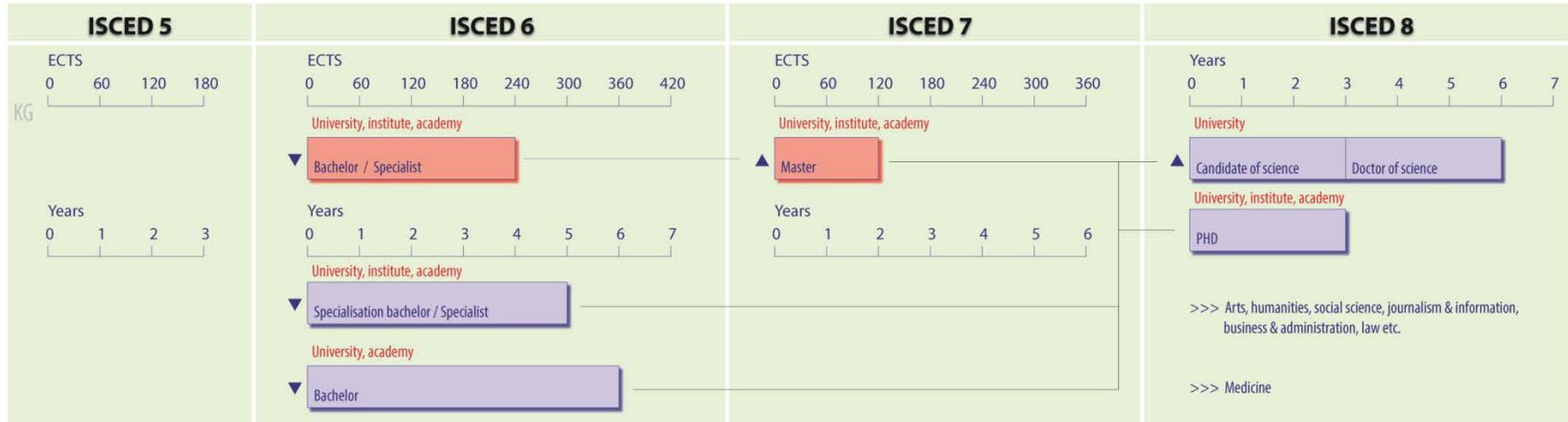
Contact: neo@erasmusplus.kg

Web-site: www.erasmusplus.kg

Eurydice

Web-site: http://eacea.ec.europa.eu/education/eurydice/index_en.php

The higher education system in Kyrgyzstan



- Most common length of a Bologna cycle
- Other length of a Bologna cycle
- Professional programme
- Programme outside the typical Bologna model
- Professional programme non Bologna

ECTS:
Credits according to the European Credit Transfer and Accumulation System

		regulated at national level	decided at institutional level
All	programmes have admission requirements	▼	▲
SOME		▽	△

Table of Contents

1	Overview	2
1.1	Fundamental Principles and National Policy	2
1.2	Lifelong Learning Strategy	2
1.3	Organisation of Private Education.....	2
1.4	National Qualifications Framework	3
1.5	Statistics on Organisation and Governance	3
1.6	Distribution of responsibilities.....	3
2	Higher Education Funding	4
2.1	Public Education	4
2.1.1	Financial Autonomy and Control	5
2.1.2	Fees within Public Higher Education	6
2.2	Private Education.....	6
2.2.1	Financial Autonomy and Control	6
2.2.2	Fees within Private Higher Education.....	7
2.3	Financial Support for Learners' Families.....	7
2.4	Financial Support for Learners.....	7
3	The structure of the Higher Education system	7
3.1	Types of Higher Education Institutions.....	8
3.2	First Cycle Programmes.....	8
3.2.1	Branches of Study	8
3.2.2	Admission Requirements.....	9
3.2.3	Curriculum	10
3.2.4	Teaching Methods.....	10
3.2.5	Progression of Students	10
3.2.6	Employability	11
3.2.7	Student Assessment.....	11
3.2.8	Certification	11
3.3	Short-Cycle Higher Education.....	11
3.4	Second Cycle Programmes	11
3.4.1	Branches of Study	11
3.4.2	Admission Requirements.....	12
3.4.3	Curriculum	12
3.4.4	Teaching Methods.....	12
3.4.5	Progression of Students	13
3.4.6	Employability	13
3.4.7	Student Assessment.....	13

3.4.8	Certification	13
3.5	Programmes outside of the Bachelor and Master degree Structure	13
3.6	Third Cycle (PhD) Programmes	14
3.6.1	Organisation of Doctoral Studies	14
3.6.2	Admission Requirements	14
3.6.3	Status of Doctorate Study Research Fellows	15
3.6.4	Supervision Arrangements	15
3.6.5	Employability	15
3.6.6	Student Assessment	15
3.6.7	Certification	15
4	Teachers and Education Staff	15
4.1	Initial Education for Academic Staff in Higher Education	15
4.2	Conditions of Service for Academic Staff Working in Higher Education	16
4.2.1	Planning Policy	16
4.2.2	Entry to the Profession	16
4.2.3	Professional Status	16
4.2.4	Salaries	16
4.2.5	Working Time and Holidays	17
4.2.6	Promotion, Advancement	17
4.2.7	Retirement and Pensions	17
4.3	Continuing Professional Development for Academic Staff Working in Higher Education	18
4.3.1	Organisational Aspects	18
4.3.2	Incentives for Participation in Continuing Professional Development Activities	18
5	Management and Other Education Staff for Higher Education	18
5.1	Requirements for Appointment	18
5.2	Service Conditions	19
6	Quality Assurance in Higher Education	19
6.1	Responsible Bodies	19
6.2	Approaches and Methods for Quality Assurance	19
7	Educational Support and Guidance	20
7.1	Support Measures for Learners in Higher Education	20
7.2	Guidance and Counselling for students	20
7.2.1	Academic Guidance	20
7.2.2	Psychological Counselling	21
7.2.3	Career Guidance	21
8	Mobility and internationalisation in Higher Education	21

8.1	Student Mobility	21
8.2	Academic Staff Mobility.....	22
8.3	Other Dimensions of Internationalisation in Higher Education	22
8.3.1	European, Global and Intercultural Dimension in Curriculum Development.....	22
8.3.2	Partnerships and Networks	22
8.4	Bilateral Agreements and Worldwide Cooperation.....	22
8.4.1	Bilateral Agreements	22
8.4.2	Cooperation and Participation in Worldwide Programmes and Organisations.....	22
9	On-going reforms and Policy developments	22
9.1	Overall national education strategy and key objectives	22
9.2	Overview of the education reform process and drivers	23
9.3	National reforms in Higher Education	23
9.3.1	2015	23
9.3.2	2014	23
9.3.3	2013	23
10	Legislation.....	23

1 Overview

Kyrgyzstan is located in the Central Region of Asia, bordered by China on the east, Kazakhstan on the north, and Uzbekistan and Tajikistan on the west and south. Kyrgyzstan is a remote, landlocked, mountainous country with a total area of 198.500 square kilometers (76.641 square miles). The overall population accounts for 5.895.000 people as of 2015¹: 72,8% are Kyrgyz, 14,5% are Uzbek and 6,2% are Russian, 5% others nations. The national language is Kyrgyz and the official language is Russian. The main religions are Islam and Russian Orthodoxy.

The Gross Domestic Product (GDP) in Kyrgyzstan was worth 7.40 billion US dollars in 2014. The GDP value of Kyrgyzstan represents 0,01% of the world economy. GDP in Kyrgyzstan averaged 3,17 USD Billion from 1990 until 2014, reaching an all-time high of 7,40 USD Billion in 2014 and a record low of 1,25 USD Billion in 1999². GDP on education is 6,8%.

1.1 Fundamental Principles and National Policy

In accordance with the Article 45 of the Constitution of the Kyrgyz Republic, everyone has the right to education.

Higher education is regulated in accordance with the Law on Education.

In order to ensure further sustainable functioning and priority development of the education system in combination with the consistent reforms in this area, on 23 March 2012 the Government of the Kyrgyz Republic by its Decree No 201 "On strategic directions of the education system development in the Kyrgyz Republic" has adopted the Education Development Concept in the Kyrgyz Republic until 2020 and the Education Development Strategy in the Kyrgyz Republic until 2020, which reinforce values and priorities. It also creates a basis for concrete steps for the development of the education system with the account of international commitments of the Kyrgyz Republic

1.2 Lifelong Learning Strategy

Lifelong learning principles are important elements of the Education Development Concept and Strategy until 2020, in particular:

- (1) Openness at each stage, providing the opportunity to continue education in different types of institutions and in various forms (intramural, intramural-extramural, extramural, external). Each stage of education is completed by the final state certification confirming the level of mastering the curriculum;
- (2) Continuity is ensured through:
 - a unified methodology on which the education is built;
 - a result-oriented system of education consistent from pre-school to adult education, expressing a set of competencies of the learners / graduates;
 - common goals and objectives of education;
 - developing capacity of learners on the basis of their own educational trajectory (person-oriented teaching);
 - organizational conditions such as availability of standards / curricula at all levels of education and other regulatory documents defining the requirements for learning outcomes.

1.3 Organisation of Private Education

Educational organizations at all levels can be both public and private. Educational organizations have

¹ National Statistics Committee of Kyrgyz republic <http://www.stat.kg/en/statistics/naselenie/>

² World Bank Data on www.worldbank.com

equal status regardless of the ownership form and/ or type of institution, except for financing approaches. In order to launch educational programs, public and private educational organizations shall undergo the procedure of state licensing. Monitoring the activities of both public and private education institutions is exercised by the Ministry of Education and Science of the Kyrgyz Republic and competent local authorities. External evaluation is exercised by the Licensing Department of the Ministry of Education and Science through the procedure of state certification (accreditation). Starting from 1 September 2016, the Law on Education provides for the introduction of independent accreditation through the institute of independent accreditation agencies, whose status is recognized by the National Accreditation Board.

1.4 National Qualifications Framework

The Education Development Concept, which runs until, 2020 provides for the creation and introduction of the national qualification structure (framework) for the vocational education in order to ensure quality assurance and recognition of the qualification levels both in the domestic and foreign labor markets. Draft Concept of the National Qualification Framework was developed by the project TEMPUS QUADRIGA (2011-2015). The draft National Qualifications Framework provides for 9 levels (including level 5 - short cycle; level 6 - cycle 1/ bachelor programs; 7a - level 2/ specialty; 7b - level 2/ master programs, and levels 8-9 - cycle 3/ doctoral programs).

Currently, this draft NQF is widely discussed in the government authorities and academic community.

State education standards of the higher professional education approved on 15 September 2015 are based on the European Qualifications Framework for higher education (Dublin descriptors).

1.5 Statistics on Organisation and Governance

Number of students (in academic year 2013-2014)	
214.410	
Public	Private
188.794	25.616

Number of HEIs (in academic year 2013-2014)	
53	
Public	Private
34	19

1.6 Distribution of responsibilities

The education system is managed by the Kyrgyz Government, central and regional state administration bodies in charge of education in the Kyrgyz Republic and local self-governments.

The structure of the state administration of the education system is developed and approved by the Government of the Kyrgyz Republic within the powers provided by the law.

The body in charge of state policy and normative legal regulations in the field of education, research, science, scientific-technical and innovation activity, intellectual property, as well as upbringing, social

support and social protection of students and learners of education institutions is the Ministry of Education and Science of the Kyrgyz Republic (MoES KR).

Some HEIs have additional departmental subordination: the Academy of Management is established under the President of the Kyrgyz Republic, MIA Academy is accountable to the Ministry of Internal Affairs of the Kyrgyz Republic, the Kyrgyz State Medical Academy is accountable to the Ministry of Health of the Kyrgyz Republic, the Diplomatic Academy - to the MFA of the Kyrgyz Republic, the Bishkek Higher Military School - to the Ministry of Defense of the Kyrgyz Republic and the Osh Pedagogical Institute – to the Local Regional State Administration.

Ensuring training of skilled personnel and specialists in line with the needs of the labor market based on primary professional education standards is the responsibility of the Vocational Technical Education Agency. In order to optimize activities of state executive bodies and to differentiate their tasks and functions, the Vocational Technical Education Agency was transferred to the Ministry of Education and Science of the Kyrgyz Republic by the Governmental Decree No 768 of November 16, 2015.

The National Accreditation Board, which is an advisory and consultative body that operates on a voluntary basis for the recognition of activities of accreditation agencies, was created under the Ministry of Education and Science by the Governmental Resolution No 438 dated August 4, 2014. The purpose of the Board is to exercise independent and objective recognition of the activity of the accreditation agencies. The main objectives of the Board are as follows:

- supervise the compliance by accreditation agencies with the requirements to their activity;
- select and authorize accreditation agencies that would implement accreditation of the education institutions and programs.

Eight interstate higher education institutions (of dual subordination) were established in the republic in order to integrate education systems of different countries:

the Kyrgyz-Russian (Slavic) University; Kyrgyz-Uzbek University; Kyrgyz-Turkish Manas University; American University in Central Asia (private HEI); Kyrgyz-Russian Academy of Education (private HEI); Eastern University (private HEI); Ala-Too International University (Turkey, private HEI) and Aga Khan University (private HEI).

2 Higher Education Funding

2.1 Public Education

Higher education in the Kyrgyz Republic is funded on a multi-channel basis.

Education system is funded by the state through the Ministry of Education and Science of the Kyrgyz Republic.

Since 2002, a new system of funding public HEIs in the form of providing state grants for education of students at the expense of the republican budget based on results of the national testing was introduced.

Currently, mechanisms for the allocation of individual grants for studying in higher education institutions at the expense of the budget are being improved.

Based on a consolidated forecast of needs for human resources, the authorized body in the field of employment determines the areas of training and specialties to be supported by grants. The public HEI are informed about the needs of the labor market and the information is used to conclude bilateral agreements on staff training with employers from their region. The agreement on training is concluded with a ministry, agency, local self-government, enterprise or institution. Under the agreement, the education organization is committed to train personnel in the relevant specialties and areas using grants

and the employer is obliged to employ graduates of the education organization in these areas and specialties.

The grant amount to finance training of specialists is determined by the Government of the Kyrgyz Republic as proposed by the Ministry of Education and Science of the Kyrgyz Republic. The employer, who has ordered training of a specialist, has the right to further co-finance the students' study (provide scholarships, purchase educational and methodical materials, cover costs of the production practices, and etc.). Additional co-financing terms are determined by the tripartite agreement.

Employers have the right to order targeted training of specialists in HEIs of the republic based on the agreements and pay tuition fees at their own expense.

Terms of targeted training under contracts with payment of tuition fees are determined by the agreement concluded between the employer and the student.

The agreement must obligatory outline:

- terms of payment by the employer for the student's education;
- terms of student's employment after graduation of HEI;
- work related practice in the enterprise (institution, organization) of the employer;
- terms and conditions of reimbursement of the employer's expenses for student's education in case of refusal to be employed after graduation;
- the rights of the employer and the student in case of transfer from the targeted branch or in case of expulsion of the student.

The HEI has no right to transfer a student enrolled in the target branch to any other branch / specialty without the consent of the employer. The Ministry of Education and Science of the Kyrgyz Republic shall maintain records of the number of graduates employed in accordance with the tripartite agreements on training of specialists. Control of the execution of tripartite agreements is exercised by the employer (ministry, department, local self-government body, enterprise, institution) that has ordered training of a specialist.

In addition to state funding, extra-budgetary activities and fee-based use of educational infrastructure is being developed in public HEIs. Development of extra-budgetary activities in public education institutions entailed a new process - public (budget) hearings, which must be conducted annually in order to hear to a report on extra-budgetary funds utilization.

Another source of funding of the higher education system is investment from sponsoring international and private organizations.

2.1.1 Financial Autonomy and Control

The policy of diversification of the sources of funding for higher education is being implemented in Kyrgyzstan. Inadequate government funding of the education system has led to the development of extra-budgetary activities and fee-based use of the educational infrastructure of HEIs.

In accordance with Article 43 of the Law on Education, sources of funding for higher education are as follows:

national and local budgets - for public educational organizations;

funds from physical and legal entities, foreign states and citizens acting as founders;

own funds of education institutions, including in foreign currency, from advisory, scientific research, publishing, production and other income-generating activities that are not prohibited by the legislation of the Kyrgyz Republic, as well as extra-budgetary educational activities under all types of the main and additional educational programs, including within the requirements of the state education standards;

income from deposits;

voluntary contributions made by physical and legal entities, voluntary donations and targeted contributions from other physical and legal entities, including foreign;

loans;

state funding of public buildings, structures, lands, equipment in the form of reimbursement of education institutions' expenses, nominal and other forms of scholarships, educational grants, loans, provision of benefits;

state grants provided to students;

other sources that do not contradict to the legislation of the Kyrgyz Republic.

The process of developing extra-budgetary activities in public HEIs has entailed a new process - public (budget) hearings (in accordance with the 2003 Law on Education), which shall be held annually in order to listen to the report on extra-budgetary funds utilization. In addition, boards of trustees are established in HEIs in order to ensure transparency of the funds utilization. Every year before 1 August, public HEIs shall conduct public hearings on utilization of the extra-budgetary funds received from sources that are not contradicting to the legislation of the Kyrgyz Republic. Participants of the educational process in HEIs, representatives of the civil society and all stakeholders can participate in the public hearings.

State higher educational organizations independently determine branches and how they utilize their resources, including portions allocated for salaries and material incentives for employees of the educational organizations with the consent of the board of trustees.

2.1.2 Fees within Public Higher Education

In accordance with the national regulations of the Kyrgyz Republic, tuition fee in higher education institutions is set for one academic year. In accordance with the state education standards of higher professional education, intensity of the program for one academic year is 60 credits (1 credit in the national system of Kyrgyzstan is equivalent to 1 ECTS credit).

In public HEIs, students study on a grant and contract basis.

The amount of the state grant for education of specialists is defined by the Government of the Kyrgyz Republic as proposed by the Ministry of Education and Science of the Kyrgyz Republic.

The cost of education on a contract basis in public and private HEIs varies from 250 EUR to 5.250 EUR for those enrolled in bachelor programs and up to EUR 9.100 for those enrolled in master programs.

In the 2014-15 academic year 4.130 students were enrolled on a grant basis in public HEIs representing about 24% of the enrolled students based on the results of the national testing.

2.2 Private Education

Kyrgyzstan currently has 19 private universities functioning without government, regional or local government subsidies. The financing of private higher education institutions is fully independent from the state. The main source of funding of private higher education institutions consists of tuition fees.

Private universities autonomously provide funds for their educational and scientific work.

2.2.1 Financial Autonomy and Control

Private higher education institutions are financially independent from the government and have full financial autonomy.

2.2.2 Fees within Private Higher Education

All students at private HEIs are expected to pay tuition fees which are the main source of income for private higher education institutions. Tuition fees per academic year range from 350 to 5.250 EUR to for those enrolled in bachelor programs and up to 9.100 EUR for those enrolled in master programs.. The highest tuition fees at private universities are those at the American University in Central Asia (AUCA): 9.100 EUR for Master of Arts in Central Asian studies and Master of Arts in Applied Psychology.

2.3 Financial Support for Learners' Families

There are no structural measures meant to target learners' families. All of the existing structural measures apply to the student directly.

2.4 Financial Support for Learners

Students have the right to apply for the state educational grants to study at the expense of the national budget on a competitive basis.

The grant amount for financing education of specialists is determined by the government of the Kyrgyz Republic as proposed by the Ministry of Education and Science of the Kyrgyz Republic.

The employer, who has ordered training of a specialist, has the right to further co-finance students' study. Additional terms of co-financing are outlined in the tripartite agreement. Employers have the right to order targeted training of specialists in the HEIs of the republic under contracts and pay tuition fees at their own expense.

3 The structure of the Higher Education system

Currently, the higher education in Kyrgyzstan includes training and retraining of bachelors, specialists and masters in order to meet the needs of individuals for deepening and expanding education on the basis of general, secondary and higher professional education.

Programs of higher professional education are implemented in higher professional education institutions (higher education institutions).

Persons with a secondary vocational education can receive higher professional education in accelerated programs.

Persons with higher professional education can get second and third higher professional education under the accelerated programs.

The list of branches and specialties of higher education, normative terms of mastering programs and the procedure for their implementation are determined by the state education standards.

Learners have access to higher professional education if they have a certificate in general secondary education, a diploma in secondary vocational education or a diploma in higher professional education (in case they wish to obtain a second or third higher education diploma).

The higher education reform, which is being implemented over the past 10 years entailed adoption of the two cycle system of education (bachelor and master program) in 2012 and introduction of a credit system equivalent to ECTS. In parallel, the program for the degree of specialists continues to be implemented.

In 2013, the implementation of pilot PhD programs according to the Bologna process was launched as part of the pilot projects in 7 HEIs of the country.

In accordance with the Governmental Resolution of the Kyrgyz Republic No 496 of August 23, 2011 "On establishing a two-level structure of the higher professional education in the Kyrgyz Republic", a two-level

structure of higher professional education was set for 2012-2013 academic year with an award of academic degrees “Bachelor” and “Master”, except for certain specialties. Models of state education standards for higher professional education, defining framework requirements for educational programs, were approved, as well as the lists of branches of higher professional education with the academic degrees “Bachelor”, “Master” or the degree “Specialist” awarded to graduates.

Level 1 includes:

Bachelor programs - duration of study: 4 years - 240 credits.

Level 2 includes:

Master programs – duration: 2 years - 120 credits

Level 3 includes: 1

PhD programs – duration: 3 years - 180 credits.

Continuing education programs include Training of specialists – duration: 5 years - 300 credits

Duration of study in medical specialists: 6 years - 360 credits.

The courses for an academic year are equal to at least 60 credits for intramural learners. One semester is worth 30 credits in case the academic year is composed of two semesters.

One credit is equivalent to 30 hours of academic work of students including lessons in the classrooms, individual work and all kinds of attestation.

The intensity of the professional learning education for evening programmes and extramural forms of study, and in the case of a combination of different forms of learning and the use of distance education technologies, is at least 48 credits per academic year.

3.1 Types of Higher Education Institutions

Higher education in the Kyrgyz Republic is provided in universities, academies, institutes and specialized higher education institutions (conservatory, higher military education institution and others).

3.2 First Cycle Programmes

Bachelor programs can be implemented by all types of higher education institutions in Kyrgyzstan.

To enter a Bachelor program applicants shall have a nationally recognized certificate of general secondary or secondary vocational (or higher professional) education.

For the admission to the programs “bachelor of arts” and “physical culture”, a higher education institution has the right to conduct additional entrance tests in specialty.

3.2.1 Branches of Study

Bachelor is an academic degree, which is based on the certification results is awarded to persons, who have successfully mastered basic higher education educational programs with a normative duration of study of at least 4 years (240 credits), and entitles its holders to be engaged in certain professional activities or continue their studies in order to obtain academic degree “Master” in the respective field.

There are the following fields of studies:

- physics and mathematical sciences and fundamental informatics;
- natural sciences;
- humanitarian sciences;
- social sciences;
- pedagogical education;

- health care;
- culture and art;
- economics and management;
- information security;
- service sector;
- agriculture;
- geodesy and land management;
- geology, exploration and development of mineral deposits;
- energy and electric power;
- transport machinery and technology;
- instrument engineering;
- electronics, radio equipment and communication;
- automation and control;
- chemical technology and biotechnology;
- technology and production of food products and consumer goods;
- architecture and construction
- techno sphere safety;
- environmental engineering and hydrometeorology;
- military education

3.2.2 Admission Requirements

Irrespective of their organizational and legal forms, higher education institutions independently develop annual admission rules and submit them for approval to the Ministry of Education and Science of the Kyrgyz Republic.

Persons who have general secondary and secondary vocational education are admitted to the first year in the higher education institutions of the Kyrgyz Republic.

Citizens of the Kyrgyz Republic who have completed secondary education are ranked based on the results of the Nationwide testing (NT). HEIs can independently organize entrance tests for foreign entrants.

Persons who have a nationally recognized academic certificate of incomplete higher professional education or a nationally recognized diploma of higher professional education of various stages are admitted to subsequent years of study. Persons having a nationally recognized diploma of secondary vocational education in a discipline are admitted to subsequent years of study. The list of specialties of secondary vocational education and branches and specialties of higher professional education are approved by the MoES.

The period of entrance examinations in higher education institutions, irrespective of their organizational and legal forms, is from 10 July till 20 August. The period of entrance examinations for foreign citizens can be extended until 15 October.

The following categories of persons are enrolled on a contractual basis with payment of tuition fees without going through a competition:

- military service persons in reserve and entitled to privileges established by the Government of the Kyrgyz Republic;
- full orphans and children left without parental care;
- persons with health related disabilities;
- winners of international and republican Olympiads (who were ranked 1 - 3 in the current year) are admitted to branches and specialties in the selected higher education institution where the major is the discipline covered by the Olympiad.

3.2.3 Curriculum

Higher education institutions independently develop their curricula based on appropriate State Education Standards (SES) taking into account the needs of the labor market. SES establishes a minimum list of universal and professional competences and the minimum list of disciplines and practice required for their development. The list of compulsory disciplines and practices corresponds to 50% of the curriculum.

When developing a curriculum, a higher education institution shall take into account the need to form social and personal competencies of graduates (e.g., competencies in social interaction, self-organization and self-management, systemic-active character). HEI shall form a socio-cultural environment and create the conditions necessary for comprehensive development of a person.

In the education process, the university shall contribute to the development of the socio-educational component, including the development of student self-government, student participation in public organizations, sports and creative clubs, as well as scientific student communities.

In total the bachelor programs count for 240 credits. Students have the right to choose specific disciplines within the study time allocated for mastering disciplines at students' choice and provided for in the curriculum.

3.2.4 Teaching Methods

There are no any specific requirements to teaching methods in Kyrgyzstan. Teachers select teaching method depending on the expected results of the discipline. The most common forms of teaching at bachelor level are lectures (involving a significant number of students) and practical / seminars / laboratory classes (conducted in small groups of 10-25 students).

3.2.5 Progression of Students

Current and interim control of mastering each discipline by the students is implemented as part of the rating system applied in the higher education institution.

Based on the results of examinations, students:

- get the appropriate number of credits for each subject;
- get a differentiated score using the evaluation system adopted in the HEI, which characterizes quality of mastering knowledge and skills in every discipline by the students.

Based on the examinations results, the respective unit of the higher education institution prepares academic ratings of the students. During the semester students should master the disciplines as provided in the individual curriculum.

The main form of intermediate controls (semester) are written examinations.

Students, who at the end of the academic year (after allowing them to discharge academic debts within the established period) were scored less than 45 credits are expelled from the university or repeat the academic year.

Students scoring between 45 and 60 credits can move to the next year of study with the permission of the HEI's rector on condition that during the next academic year they will pass the disciplines in which they failed to get appropriate credits. Students who have to pass disciplines from the previous year of study are recorded in the group journal of the respective group. These students shall attend classes, take modules and pass final control in accordance with the schedule of this group.

3.2.6 Employability

Cooperation between HEIs and employers in Kyrgyzstan is not officially regulated, but is a part of the strategy of most HEIs. Production practice is a compulsory element of the majority of first cycle educational programmes. Usually employers are invited to participate in the work of the state attestation commissions during the final certification of students. A number of universities have bilateral agreements on training, practice and internship of students.

3.2.7 Student Assessment

Current and interim control of mastering each discipline by the students is implemented as part of the rating system adopted in the higher education institution. The most common is a 100-point system. Assessment results are also translated into the National 5-point system.

3.2.8 Certification

Requirements for the final assessment of graduates are governed by the Regulations on final state certification of graduates of the higher education institutions of the Kyrgyz Republic approved by the Resolution No 346 of the Government of the Kyrgyz Republic on May 29, 2012. Higher education institutions are responsible for certification in Kyrgyzstan. HEI graduates, who have mastered the educational bachelor's program and successfully passed state final certification in the prescribed manner, obtain the diploma of higher education and are awarded academic degree "Bachelor". The final state certification includes State examination and defense of the graduate qualifying work.

3.3 Short-Cycle Higher Education

Currently, no short cycle programs are implemented in the Kyrgyz Republic.

3.4 Second Cycle Programmes

The Master Degree is an academic degree awarded to persons holding a Bachelor degree in an appropriate discipline and successfully mastering basic higher professional educational programs with a period of study for at least two years. It entitles its holders to be engaged in certain professional activities or continue their education in the doctoral programs.

Master's degree programs can be implemented by all types of appropriately licensed higher education institutions in Kyrgyzstan.

3.4.1 Branches of Study

Branches of study for Master's degrees programs in higher education in Kyrgyzstan are the following:

- physics and mathematical sciences and fundamental informatics;
- natural sciences;
- human sciences;
- social sciences;
- pedagogical education;
- health care;

- culture and art;
- economics and management;
- information security;
- service sector;
- agriculture;
- geodesy and land management;
- geology, exploration and development of mineral deposits;
- energy and electric power;
- transport machinery and technology;
- instrument engineering;
- electronics, radio equipment and communication;
- automation and control;
- chemical technology and biotechnology;
- technology and production of food products and consumer goods;
- architecture and construction
- techno sphere safety;
- environmental engineering and hydrometeorology;
- military education.

3.4.2 Admission Requirements

To enter a Master degree program, applicants shall have a nationally recognized document of higher professional education and be awarded the bachelor degree in the relevant area or have higher professional education and be awarded the “specialist” qualification in a related field

Irrespective of their organizational and legal forms, higher education institutions independently develop annual admission rules and agree them with the Ministry of Education and Science of the Kyrgyz Republic.

Competition for studying in Master's degree programs is based on the results of the entrance tests, which can be conducted in the form of examination, testing, and interviews.

3.4.3 Curriculum

Higher education institutions develop their curricula based on the appropriate State Education Standards (SES), taking into account the needs of the labor market. SES establishes minimum lists of universal and professional competences and of disciplines and practices required for their development. The amount of compulsory disciplines and practices is 40%.

The master programs count for 120 credits. Students have the right to choose specific subjects within the study time allocated for optional disciplines and available in the curriculum.

3.4.4 Teaching Methods

There are no specific requirements for teaching methods in Kyrgyzstan. Teachers choose a teaching method depending on the expected results in the discipline taught. Basically the same methods as in the bachelor program apply.

Implementation of the educational master programs is ensured through access for each student to databases and library collections. HEIs provide the opportunity for rapid exchange of information with domestic and foreign universities, enterprises and organizations.

3.4.5 Progression of Students

For Master programs the same provisions apply as for the Bachelor programs.

3.4.6 Employability

Cooperation between HEIs and employers in Kyrgyzstan is not officially regulated, but it is a part of the strategy of most HEIs. Production practice is a compulsory element of the majority of educational programmes. Usually employers are invited to participate in the work of the state attestation commissions during the final certification of students. A number of universities have bilateral agreements on training, practice and internship of students.

3.4.7 Student Assessment

The situation is similar to the situation of the bachelor program: current and interim controls on students' progression and knowledge are implemented as part of the rating system adopted in the higher education institution. The most common is a 100-point system.

Assessment results are also translated into the National 5-point system.

3.4.8 Certification

Requirements for final assessment of the graduates are governed by the Regulations on the final state certification of graduates of the Kyrgyz Republic approved by the Resolution No 346 of the Government of the Kyrgyz Republic on May 29, 2012.

Responsibility for certification in Kyrgyzstan is vested to the higher education institutions.

HEI graduates, who fully completed the educational master program and successfully passed the final state certification are entitled to receive a diploma of higher education and are awarded the Master academic degree.

The final state certification includes State examination and defense of the master's thesis.

3.5 Programmes outside of the Bachelor and Master degree Structure

For the time being two systems run in parallel: the more recent Bologna-inspired system (composed of separate Bachelor and Master Degrees, and the Specialty program which shall end by 2016).

Specialty program is a professional qualification degree of the complete professional higher education in the relevant discipline with the right to improve qualification in the appropriate forms of post-graduate education. It can be implemented by all types of appropriately licensed higher education institutions in Kyrgyzstan.

Higher education institutions independently develop their curricula based on appropriate State Education Standards (SES), taking into account the needs of the labor market. SES establishes minimum lists of universal and professional competences and of disciplines and practice required. The amount of compulsory disciplines and practices is 50%.

The total program counts for 300 credits. Students have the right to choose some courses within the study time allocated for optional disciplines and provided for in the curriculum.

To enter in a Specialty program applicants shall have a nationally recognized certificate of general secondary education or secondary vocational (or higher professional) education, basically the same requirement as for entering the bachelor's program

Areas of specialists' higher education in Kyrgyzstan are as follows:

- human sciences (clinical psychology, forensics, translation and translation studies, customs);
- pedagogical education (official language in education institutions with non-Kyrgyz language of instruction)
- health care;
- culture and art;
- economics and management;
- information security;
- veterinary;
- applied geodesy;
- geology, exploration and development of mineral deposits;
- transport machinery and technology;
- fire safety.

HEI graduates, who have fully mastered the educational Specialty program and successfully passed the state final certification receive the diploma of higher education and are awarded academic degree "Specialist". The final state certification includes the State examination and defense of the graduation paper.

3.6 Third Cycle (PhD) Programmes

In 2013, the implementation of a pilot PhD programs was launched as part of the pilot projects in 7 higher education institutions of the country. For the purpose of their implementation "Temporary State Requirements for Pilot Doctoral Programs of postgraduate professional education (PhD)" were approved by the Order No 311/1 of the Ministry of Education and Science of the Kyrgyz Republic on 31 May 2013.

3.6.1 Organisation of Doctoral Studies

Doctoral program (PhD) - doctorate is a professional scientific and educational program of postgraduate education aimed to train scientific and pedagogical staff with the normative period of study for at least 3 years with further award of a scientific degree "Doctor of Philosophy (PhD)". A pilot doctoral program (PhD) includes a set of educational-methodical documentation regulating objectives, expected results, the content and organization of the educational and research processes in the appropriate field of study.

3.6.2 Admission Requirements

Applicants to the postgraduate professional education with further award of the academic / scientific degree "Doctor of Philosophy (PhD)" shall have a master degree or a higher professional education with the awarded qualification "specialist".

Requirements and the list of disciplines for entrance certification of persons applying for postgraduate professional education with further award of the academic / scientific degree "Doctor of Philosophy (PhD)" are determined by the executive state body in the sphere of education of the Kyrgyz Republic on the basis of recommendations from the respective EMD.

3.6.3 Status of Doctorate Study Research Fellows

Doctoral students study on the basis of an individual work plan, which is prepared under the guidance of scientific consultants.

3.6.4 Supervision Arrangements

Scientific consultants for doctoral dissertation (PhD):

- provide advice and instructions for preparing doctoral thesis;
- assist in developing schedule of work for the entire period of the doctoral thesis preparation;
- develop a program of the scientific research/experimental research work of the doctoral students;
- recommend appropriate basic literature, reference and archival materials, sample projects and other sources on the topic to the doctoral students;
- define schedule of consultations, during which they exercise current control of the doctoral students' compliance with the schedule of doctoral thesis preparation;
- define the volume of all sections of the doctoral dissertation and coordinate work of the doctoral students;
- plan scientific internship (including overseas) of the doctoral students.

3.6.5 Employability

Schemes and forms of cooperation between higher education institutions, research institutions and employers are developed in the course of the pilot programs implementation (expected results: 2017).

3.6.6 Student Assessment

Temporary requirements for doctoral dissertations (PhD) approved by the Order No 311/1 of the Ministry of Education and Science of the Kyrgyz Republic on 31 May 2013 establish minimum requirements for a doctoral dissertation, the order of its defense and scientific publications. The requirements are clarified in the course of pilot programs implementation.

3.6.7 Certification

Awarding of a PhD degree is the responsibility of higher education institutions. The procedure for defending and awarding the degree is governed by the requirements to the final assessment of graduates "Temporary state requirements for pilot doctoral programs on postgraduate professional education (PhD)" and "Temporary requirements for doctoral dissertations (PhD)". The requirements will be clarified during the pilot programs implementation.

4 Teachers and Education Staff

4.1 Initial Education for Academic Staff in Higher Education

Requirements for the teaching staff, the rights and duties of teachers are regulated by the Law on Education, state education standards of higher professional education and normative acts of the Ministry of Education and Science of the Kyrgyz Republic and higher education institutions.

There are no special programs for initial training of teachers of higher education institutions. Persons with a corresponding educational level (master degree or higher) are allowed to perform educational activities in organizations of higher professional education. However, there are additional requirements for the percentage of teachers with the degree of candidate and doctor of sciences.

4.2 Conditions of Service for Academic Staff Working in Higher Education

Academic staffs in higher education institutions include professors, associate professors, head teachers, teachers and assistants.

Academic staff of all categories is allowed to act as teachers under bachelor programs; however, lectures are usually delivered by professors and associate professors.

As a rule, only professors and associate professors have the right to teach at the master programs.

4.2.1 Planning Policy

No planning policy has yet been established in terms of teacher supply and demand in higher education.

4.2.2 Entry to the Profession

The number of staff in higher education institutions in Kyrgyzstan depends on financial resources of the higher education institutions on the one hand, and license / certification requirements for the number of employees to the number of student's ratio. Academic staff is normally hired in accordance with the minimum national requirements and at the institutional level the higher education institutions may establish additional criteria.

The criteria used by higher education institutions are usually outlined in HEIs' charter. The most common requirements for education and experience are as follows:

- Assistant: master's degree/specialist without work experience;
- Teacher: master's degree/specialist with the experience of pedagogical work;
- Senior teacher: master's degree/specialist with at least 5 years of pedagogical experience;
- Associate Professor: Candidate of Science with at least 5 years of pedagogical experience and publications of educational, methodical and scientific materials;
- Professor: PhD with at least 10 years of scientific and pedagogical experience work and publications of scientific, educational and methodological materials, experience of scientific management and scientific consultations.

The performance of teaching staff is usually assessed in the following areas:

- assessment of educational and methodical work;
- assessment of scientific work;
- assessment of the organizational work.

4.2.3 Professional Status

Teaching staff can work in a higher education institution:

- as a staff member;
- as part-time staff member (up to 70%);
- on an hourly basis (usually up to 240 hours during the academic year).

4.2.4 Salaries

Salary for teachers in public higher education institutions consists of the two following components: remuneration for work in budget-funded and in contract-based departments.

Currently the work in budget-funded departments is regulated in accordance with the Resolution No 18 of the Government of the Kyrgyz Republic dated January 19, 2011 "On introduction of new terms of remuneration for employees of education institutions" (as amended by the Resolutions of the

Governmental of the Kyrgyz Republic No 270 dated 31 May 2011, No 318 dated 15 June 2011, No 373 dated 24 June 2013, No 720 dated 31 December 2013). The work in contract-based departments is paid in accordance with the internal regulations of higher education institutions.

The amount and form of remuneration, material incentives and material assistance to all categories of workers are established by higher education institutions taking account of the available means and in accordance with the Law on Education of the Kyrgyz Republic. In this case, official state rates and salaries are used as the minimum rates. Extra payments to the official rates and salaries are established with mandatory differentiation between remuneration to employees depending on their qualifications, intensity and conditions of work, as well as personal contribution of each employee to the performance of the higher education institution. The priority criteria for assessing performance of the teaching and research staff are the level of knowledge of the students, the level of training of scientific and teaching staff, and integration of scientific and pedagogical processes, pedagogical creativity and conducting teaching experiments.

In private higher education institutions salaries are regulated by internal documents and contracts concluded with the teaching staff.

Within its available salary fund, a higher education institution can provide premiums and other forms of material incentives and compensation, as well as allocate funds for the purchase of educational, methodical and scientific literature.

4.2.5 Working Time and Holidays

The workload of teachers working full-time is 40 hours per week and includes all kinds of educational, methodical, organizational and methodical and scientific work. The workload is discharged in accordance with the individual plan of the teacher, timetable of the educational process and classes. Teachers working full-time have 56 days of vacations during the holiday period.

Teachers get additional payment:

- for the PhD or Candidate of Science degree: in accordance with the national legislation
- for 5 years of pedagogical work experience: additional amount of at least 10%;
- for 10 years of pedagogical work experience: additional amount no less than 20%;
- for 15 or more years of pedagogical work experience: not less than 30% of the salary.

Employees of education organizations have to pass annually free of charge outpatient medical examination in the public health care facilities.

4.2.6 Promotion, Advancement

Teachers are promoted on a competitive basis both within a single higher education institution and in other HEIs.

4.2.7 Retirement and Pensions

Pension for teaching staff is provided in accordance with the Law of the Kyrgyz Republic No 57 dated July 21, 1997 "On state pension social insurance".

Men, who have reached the age of 63 years and women at the age of 58 years, are entitled to retirement pension. Qualifying pensionable periods for a full retirement pension on a common basis are as follows: 25 years for men and 20 years for women.

Pensions for persons, who live and work in high mountainous areas are established as follows:

- for men at the age of 55 and for women at the age of 50, if they worked for at least 20 years in high mountainous areas and have a total pensionable period of 25 and 20 years respectively;

- for women who have three or more children and raised them up to the age of 8 years, upon reaching the age of 45 years and with a pensionable period of 20 years, if they worked at least 15 years in high mountainous areas.

4.3 Continuing Professional Development for Academic Staff Working in Higher Education

4.3.1 Organisational Aspects

In accordance with the Law on Education, teachers must constantly improve their professionalism and qualifications at least once every 5 years. However, there are no regulated requirements for the type and duration of professional training.

As a rule, teachers improve their qualifications at the intra- and inter-HEI courses, seminars and training. A special role is played by training and seminars organized as part of international projects. The second area of professional training is usually scientific activity of teachers - through participation in the national and international conferences and symposiums. Professional training of teachers is one of the requirements of the state certification and planned independent accreditation.

4.3.2 Incentives for Participation in Continuing Professional Development Activities

Hours spent by the teacher at short-term professional training are included in his/her working hours. Depending on the type of training, its cost, transport and travel expenses can be covered by the HEI or donor organizations. There are currently no national professional development training programs for teachers of higher education institutions in the Kyrgyz Republic.

5 Management and Other Education Staff for Higher Education

5.1 Requirements for Appointment

In accordance with the Regulations on the organization of higher education professional education of the Kyrgyz Republic, the forms of co-management of the education institutions are general meetings, trustees, scientific, pedagogical and other councils or committees.

A higher education institution is directly managed by its head (the rector, president). The Head of the public higher education institution (the rector), except for the heads of specialized public higher education institutions of the Ministry of Internal Affairs of the Kyrgyz Republic and the Ministry of Defense of the Kyrgyz Republic are elected at the general meeting of staff of the public higher education institution on a competitive basis from among specialists with academic degree, title and appropriate qualification - through secret voting by a simple majority of votes.

Candidates for the post of the head of the public higher education institution shall be nominated by its educational and other structural departments, or through self-nomination.

Election of the head of the public higher education institution is conducted and deemed valid, if it was attended by more than half of the total number of staff of the public higher education institution.

Three candidates with the highest number of votes shall be submitted to the Prime Minister of the Kyrgyz Republic for approval and one of them is appointed as a head of the public higher education institution. Each of the three nominated candidates has equal right to be appointed to the post.

The head of the public higher education institution is elected by and approved for a five-year term. One and the same person cannot be elected and approved for the post of the head of the public higher education institution for more than two consecutive terms.

Vice-Rectors on educational work of the public higher education institution are appointed by the Ministry of Education and Culture of the Kyrgyz Republic as proposed by the head of the higher education institution.

Heads of the structural units of the public higher education institutions are appointed from among HEI professionals with a degree corresponding to the profile and qualifications on a contractual and competitive basis in accordance with the procedure established by the charter of the HEI.

State-public associations such as educational, scientific and methodical, scientific-technical and other boards and commissions are created and implement their activity in accordance with the Resolutions thereon approved by the Ministry of Education and Culture of the Kyrgyz Republic. Recommendations of these associations are taken into account in the activities of the Academic Councils of the higher education institutions and public administrations.

5.2 Service Conditions

Deans and heads of departments in the public higher education institutions are appointed based on the Regulations of the National Higher Education Department and the Regulations of a higher education institution's faculty.

Appointment to other administrative positions is performed in accordance with the internal regulatory documents of HEIs.

6 Quality Assurance in Higher Education

6.1 Responsible Bodies

In accordance with the Law on Education of the Kyrgyz Republic, assurance of the education quality through the institutes of licensing, testing and accreditation is the competence of the national authority in the field of education.

Higher education institutions start implementing educational programs only after obtaining appropriate licenses by the Ministry of Education and Science of the Kyrgyz Republic.

Accreditation agencies for educational organizations are established in the form of non-governmental, non-profit organizations. Their activities are regulated by the legislation of the Kyrgyz Republic and are mainly funded through accreditation fees collected from education institutions.

The recognition of an organization as accreditation agency is performed by the National Accreditation Board.

The National Accreditation Board, which operates on a voluntary basis, is a consultative-advisory body established under the Ministry of Education and Science. It is chaired by its head for the purpose of collegial, independent and transparent consideration of issues related to recognition of the accreditation agencies.

The main tasks of the Board are:

- To monitor the compliance of accreditation agencies with the requirements to carry out their activities;
- To select accreditation agencies authorized to recognize educational organizations and programs.

6.2 Approaches and Methods for Quality Assurance

Draft standards and quality assurance procedures developed by the working group under the auspices of

the Ministry of Education and Science are currently being considered by the National Accreditation Board, and must then be approved by the government.

These standards and procedures are based on the European Standards and Guidelines for Quality Assurance.

For the purpose of internal quality assurance, HEIs create a quality assurance system (based on the ISO 9000, EFQM and other models) and structures for the development of quality assurance systems.

External quality assessment was performed by the Department of the Ministry of Education and Science, but since September 2016 external assessment is conducted by independent accreditation agencies.

To ensure transparency, any agency should conduct an annual independent audit of its activities and prepare an annual activity report.

The report on the audit results and the annual report on the agency's activities shall be published in the mass media of the Kyrgyz Republic and be submitted to the Board and authorized state body in the field of education.

The agencies are subject to external evaluation every five years (from the date of inclusion in the National Register) by the Board, which assesses the results of the accreditation services provided by the agencies.

In accordance with the Procedure of accreditation of the educational organizations and programs approved by the Government, the main principles of accreditation are:

- independent and objective organization of the accreditation system ensuring participation of the recognized non-governmental, non-profit organizations;
- publicity;
- transparency;
- strict application of sound methodology of external assessment;
- limited period of the status of accredited education institution and program provided to educational organizations and programs.

For the purpose of external evaluation, the agency establishes a commission which, based on the results of the evaluation, drafts the conclusion. The conclusion shall mandatory assess compliance with the State Education Standards and accreditation standards, as well as include recommendations to improve the education institution's activity or the educational program. On the basis of the conclusion, the agency adopts a decision on accreditation or refusal to accredit an educational organization (program).

To ensure objectivity and independence of decisions on accreditation, the agency creates a working body composed in equal proportion of representatives of government bodies, economy and civil society. Reports on accreditation of education institutions and programs shall be published in the mass media of the Kyrgyz Republic and shall be submitted to the Board and the authorized state body in the field of education.

7 Educational Support and Guidance

7.1 Support Measures for Learners in Higher Education

No information available

7.2 Guidance and Counselling for students

7.2.1 Academic Guidance

Academic Consultants Service is organized in every higher education institution. Academic consultants

are appointed in HEIs to support students in choosing and implementing their individual educational plans and in all other matters related to the educational process.

The Academic Consultants Service can be created under different educational divisions (educational department, dean's office, the Office of the Registrar). The number of people in the Academic Consultants Service is determined by the higher education institutions taking account of the economic and organizational capacity.

Academic consultants are appointed among experienced full-time teachers of the relevant educational units, who are well aware of the educational program, areas (specialty) of students' education, organization of the educational process in the higher education institution and passed appropriate trainings.

Responsibilities of the academic consultant are:

- represent the academic interests of the student;
- prepare all necessary information materials for organization of the educational process and make them available to students on the information boards and websites of the higher education institution;
- conduct individual and group consultations for students for the purpose of preparing the most rational individual educational trajectory taking into account working curricula in the areas of study (specialties) and in all other matters related to their educational process;
- provide academic consultations on a regular basis throughout the semester;
- organize reception of individual plans from students within a specified period, and participate in preparing working curricula in areas of study (specialties) for the academic year.

7.2.2 Psychological Counselling

There is no special regulation on psychological counseling in higher education at the national level.

7.2.3 Career Guidance

At the national level no special regulatory documentation exists on management and career guidance. Each HEI organizes this work independently according to its internal documents.

At institutional level career guidance is provided through higher education institute career centers. Almost all universities have career centers which organize career workshops, fairs, provide counseling and offer internship.

8 Mobility and internationalisation in Higher Education

8.1 Student Mobility

Academic mobility of students in Kyrgyzstan is implemented as part of intergovernmental and inter-institutional agreements, as well as in projects supporting academic mobility.

In higher education, the Ministry of Education of the Kyrgyz Republic cooperates with Russia, Kazakhstan, Belarus, Turkey, Tajikistan, Ukraine, India, Japan, as well as with the network of Commonwealth of Independent States (CIS) and the Shanghai Agreement Framework universities.

Cooperation in the field of education between Kyrgyzstan and Japan is implemented mainly as part of the activities of the Japanese International Cooperation Agency (JICA).

Interaction between Kyrgyzstan and Germany takes place in the framework of the activities of the German International Cooperation (GIZ) and of the German Academic Exchange Service (DAAD).

Social and humanitarian cooperation through intergovernmental organizations is also successfully developing.

In addition, students for educational programs are selected through accreditation of the embassies of Japan, Korea, India and USA in Kyrgyzstan.

Cooperation with HEIs in China is implemented under the student exchange program in the framework of the Confucius Institute.

A special role is played by the Erasmus Mundus projects under the EU funded programme, which ensured academic mobility for more than 200 students in recent years (2010-2015).

8.2 Academic Staff Mobility

Please see the section 8.1

A special role is played by the TEMPUS and Erasmus Mundus projects, under which a relevant number of staff academic mobility for was carried out in recent years.

8.3 Other Dimensions of Internationalisation in Higher Education

8.3.1 European, Global and Intercultural Dimension in Curriculum Development

The Kyrgyz Republic is not an official member of the Bologna process, however in the field of higher education Kyrgyzstan cooperates with Russia and Kazakhstan, which are part of the European educational space. In this regard, the higher education reforms in Kyrgyzstan are planned in line with the Bologna agreements.

Reform of the education content includes:

- transition to a three-tier system;
- further development of the credit system;
- establishment and development of the National Qualifications Framework based on the European Qualifications Framework of higher education;
- focus on the competence approach and expected learning outcomes.

8.3.2 Partnerships and Networks

The main types of agreements are specified in section 8.1

8.4 Bilateral Agreements and Worldwide Cooperation

8.4.1 Bilateral Agreements

The main types of agreements are specified in section 8.1

8.4.2 Cooperation and Participation in Worldwide Programmes and Organisations

The main types of agreements are specified in section 8.1

9 On-going reforms and Policy developments

9.1 Overall national education strategy and key objectives

In order to further ensure the sustainable functioning and priority development of the education system coupled with coherent reforms in this area, the Government of the Kyrgyz Republic by its Resolution No 201 dated March 23, 2012 "On strategic directions of the education system development in the Kyrgyz Republic" has adopted:

- the Education Development Concept in the Kyrgyz Republic till 2020;
- the Education Development Strategy in the Kyrgyz Republic for 2012-2020;

For the purpose of their implementation, a new three-year action plan for 2015-17 is already developed; concerning higher professional education the main areas of which are the following:

- Higher professional education based on the analysis of country priorities and economic strategies of the regions;
- Changes in the structure of staff training, creating the conditions for the development of improved qualifications of teachers
- Development of a multiple-tier structure of higher professional education;
- Development of innovative educational technologies (including distance/e-learning) and assessment of student learning outcomes;
- Optimization of the system and of its regulatory framework to assure quality of higher professional education.

9.2 Overview of the education reform process and drivers

The Ministry of Education and Science is the main body that organizes and coordinates activity for the implementation of the planned reforms. The Ministry creates working groups and pilot projects under which methodologies, technologies, procedures and draft normative documents are developed. After piloting, the Ministry of Education and Science within its competence approves normative and methodological documents (or transfers them for consideration and approval of the government) for wide distribution in the higher education institutions of the country.

9.3 National reforms in Higher Education

9.3.1 2015

1. Adoption of State education standards in higher professional education of bachelors and masters on competency-based approach and ECTS by the Government
2. Adoption of normative documentation by the Government for the implementation of independent accreditation
3. Implementation of pilot PhD programs in pilot higher education institutions
4. Development of the concept of national qualification frameworks

9.3.2 2014

1. Expertise of State education standards in higher professional education of bachelors and masters on competency-based approach and ECTS
2. Development of normative documentation on the introduction of independent accreditation
3. Implementation of pilot PhD programs in pilot higher education institutions

9.3.3 2013

1. Development of State education standards in higher professional education of bachelors and masters on competency-based approach and ECTS
2. Adoption of amendments to the Law on Education aiming to introduce independent accreditation
3. Development of temporary normative documents for pilot PhD programs

10 Legislation

- Law No 57 on State Pension Social Insurance of the Kyrgyz Republic dated July 21, 1997
<http://cbd.minjust.gov.kg/act/view/ru-ru/557?cl=ru-ru#0>

- Law on Education of the Kyrgyz Republic, No 92 dated April 30, 2003
<http://cbd.minjust.gov.kg/act/view/ru-ru/1216?cl=ru-ru>
 - Resolution No 496 of the Government of the Kyrgyz Republic “On establishing a two-level structure of the higher professional education in the Kyrgyz Republic” dated August 23, 2011
<http://cbd.minjust.gov.kg/act/view/ru-ru/92802>
 - Resolution No 18 of the Government of the Kyrgyz Republic “On introduction of new terms of remuneration of employees of the education institutions” dated January 19, 2011
<http://edu.gov.kg/ru/docs/postanovlenie-pravitelstva-kr-o-vvedenii-novyh-uslovij-oplaty-truda-rabotnikov-obrazovatelnyh-organizacij/>
 - Resolution No 295 of the Government of the Kyrgyz Republic “On the duration of the annual basic extended leave granted to teachers of education institutions” dated April 25, 2006
<http://cbd.minjust.gov.kg/act/view/ru-ru/57369?cl=ru-ru>
 - Education Development Concept and Strategy in the Kyrgyz Republic until 2020
http://www.edc.kg/media/uploads/files/2020_rus.pdf
 - Regulations on higher education institution of the Kyrgyz Republic
<http://cbd.minjust.gov.kg/act/view/ru-ru/55077?cl=ru-ru>
 - Regulations on the Department of Higher Education of the Kyrgyz Republic
<http://cbd.minjust.gov.kg/act/view/ru-ru/96044>
 - Regulations on Faculty of Higher Education of the Kyrgyz Republic
<http://cbd.minjust.gov.kg/act/view/ru-ru/96045/10?mode=tekst>
 - Regulations on the final state certification of graduates of higher education institutions of the Kyrgyz Republic
<http://cbd.minjust.gov.kg/act/view/ru-ru/96042>
- Regulations on the National Accreditation Board under the authorized body in the field of education
<http://cbd.minjust.gov.kg/act/view/ru-ru/96715>
- The procedure for recognition of accreditation agencies in the field of education
<http://cbd.minjust.gov.kg/act/view/ru-ru/98207?cl=ru-ru>
 - The procedure of accreditation of educational organizations and programs
<http://cbd.minjust.gov.kg/act/view/ru-ru/98208?cl=ru-ru>

HOW TO OBTAIN EU PUBLICATIONS

Free publications:

- one copy:
via EU Bookshop (<http://bookshop.europa.eu>);
- more than one copy or posters/maps:
from the European Union's representations (http://ec.europa.eu/represent_en.htm);
from the delegations in non-EU countries (http://eeas.europa.eu/delegations/index_en.htm);
by contacting the Europe Direct service (http://europa.eu/europedirect/index_en.htm) or
calling 00 800 6 7 8 9 10 11 (freephone number from anywhere in the EU) (*).

(*) The information given is free, as are most calls (though some operators, phone boxes or hotels may charge you).

Priced publications:

- via EU Bookshop (<http://bookshop.europa.eu>).

Priced subscriptions:

- via one of the sales agents of the Publications Office of the European Union (http://publications.europa.eu/others/agents/index_en.htm).

Education, Audiovisual & Culture Executive Agency

Erasmus+ : Higher Education - International Capacity Building (CBHE)

Write to us:

Erasmus +
Rue Joseph II, 59 (J-59 04/33)
B-1000 Brussels
Belgium

Visit us:

Rue Joseph II, 59
B-1000 Brussels
Belgium

Fax: +(32 2) 299 4530**Website:**http://eacea.ec.europa.eu/erasmus-plus/library_en**General questions about CBHE:**EACEA-EPLUS-CBHE@ec.europa.eu