ANALYSIS OF THE SITUATION OF CHILDREN’S RESIDENTIAL INSTITUTIONS IN THE KYRGYZ REPUBLIC
This publication is a product of a national study on children in child care residential institutions in the Kyrgyz Republic, which was carried out by Public Fund “My Family” upon the initiative and support of the United Nations Children’s Fund (UNICEF) in cooperation with the Ministry of Education and Science of the Kyrgyz Republic and the Ministry of Social Development of the Kyrgyz Republic during the period from September 2010 to January 2012.

This research report fills current gaps in national data on children in child care residential institutions in the Kyrgyz Republic and provides an analysis of the situation in the institutions. It sheds light on the perspectives of children and caregivers and provides recommendations for improving the situation of these children. The findings of the report provide a foundation for the elaboration of further strategic programmes and action plans on child care system reform in the Kyrgyz Republic.

The opinions expressed in this document do not necessarily reflect the policies or views of the United Nations Children’s Fund and the organization does not bear any responsibility.
# TABLE OF CONTENTS

ACKNOWLEDGMENTS

ABBREVIATIONS

GLOSSARY

EXECUTIVE SUMMARY

1. INTRODUCTION

2. AIMS AND TASKS OF THE RESEARCH

3. RESEARCH METHODOLOGY

4. CLARIFYING THE DATA ON THE NUMBER OF CHILDREN’S RESIDENTIAL INSTITUTIONS IN OPERATION IN THE KYRGYZ REPUBLIC

5. FINDINGS OF RESEARCH INTO CHILDREN’S RESIDENTIAL INSTITUTIONS
   5.1. General information about state and non-state residential children’s institutions
   5.2. Demographic characteristics of children living in residential institutions
   5.3. The health of children living in residential institutions
   5.4. Mechanisms for moving institution residents between regions and types of institution
   5.5. Monitoring (Evaluation) of condition of infrastructure, equipment and facilities in children’s residential institutions
   5.6. Services provided by children’s residential institutions
   5.7. Results of testing of staff of private and state residential institutions
   5.8. Results of the survey of children’s residential institutions’ staff members
   5.9. Results of interviews of children resident in the institutions

6. FINDINGS OF RESEARCH INTO SPECIALISED RESIDENTIAL INSTITUTIONS
   6.1. General information about specialised children’s institutions reporting to the Ministry of Education and Science
   6.2. Demographic characteristics of children living in specialised Ministry of Education and Science institutions
   6.3. Services provided by specialised children’s residential institutions
   6.4. Monitoring (Evaluation) of the condition of infrastructure, facilities and equipment at the specialised children’s residential institutions
   6.5. Movement of residents of specialised children’s residential institutions by region and type of institution

7. CONCLUSIONS

8. RECOMMENDATIONS

   8.1 Recommendations to improve the work of children’s residential institutions in the Kyrgyz Republic
   8.2 Recommendations to improve the work of specialised children’s residential institutions in the Kyrgyz Republic

APPENDICES

Appendix 1: List of 71 investigated residential institutions

Appendix 2: List of 15 investigated specialised children's residential institutions

Appendix 3: List of institutions brought to light but not studied

Appendix 4: Types of states children’s residential institutions investigated

Appendix 5: Types of private children’s residential institutions investigated

Appendix 6: Evaluation of needs and requirements by region

Appendix 7: Recommendations to improve the work of the investigated children's residential institutions
ACKNOWLEDGEMENTS

The United Nations Children’s Fund (UNICEF) acknowledges and thanks nongovernmental organization Public Fund “My Family”, who provided their knowledge and expertise in carrying out this research, processed the information, conducted the analysis and wrote the final report. UNICEF is highly grateful to the Ministry of Education and Science of the Kyrgyz Republic and the Ministry of Social Development who provided their expertise and the necessary approval and access to children’s residential institutions, which made this research possible. Words of appreciation go to the children and staff of the residential institutions - without their participation and cooperation this research would not have been possible.

ABBREVIATIONS

CCA
FCSD
NGO
PMEC
UK
UN
UNICEF

Commission for Children’s Affairs
Family and Child Support Department
Non-Governmental Organisation
Psychological-Medical Educational Consultation
United Kingdom
United Nations
United Nations Children’s Fund
### GLOSSARY

1. **Social work**
   A form of state and non-state influence on persons, or groups of persons, with the aim of providing them with socio-medical, psychological-pedagogical, and/or socio-legal assistance to ensure them an appropriate standard of living and empower them to overcome difficult situations in life.\(^1\)

2. **Antisocial family**
   An antisocial family is a family which violates the rights of the child. The main criteria for a family being in this category are the following:
   - cruel treatment of the child which is dangerous for the child’s life and health
   - systematic failure to perform duties with regard to upbringing, education or care of the child
   - negative influence of the parents on the child (use of alcohol, amoral lifestyle, use of drugs)
   - involving the child in illegal or antisocial activities (use of alcohol or drugs, begging or prostitution)

3. **Orphan**
   An orphan is a person who is deprived of one or both parents as a result of the death of the latter. As a rule, the term is applied to children who have not yet reached the age of majority.

4. **Social services**
   A group of services provided to an individual (family) facing challenging conditions. They are aimed to prevent the emergence of social problems and to create the same opportunities for participation in the life of society as those of other citizens\(^2\)

5. **Family with many children**
   A family with many children is taken to refer to a family with four or more children (included adopted children and stepchildren) under sixteen years of age, or under eighteen if they are studying at school-level institutions

6. **Single mother**
   A single mother is a woman who has given birth and is caring for a child without being married and has not submitted a joint parental statement to establish the identity of the father when registering the birth of child at the registration office.

7. **Social orphans**
   A social orphan is a child who has biological parents but they, for some reason, do not bring the child up or care for the child. In such cases, society or the state takes

\(^1\) Law “On the foundations for social provision in the Kyrgyz Republic”
responsibility for the child.³
Social orphans are children whose parents have legally not been deprived of their parental rights, but in practice do not care for their children⁴

<table>
<thead>
<tr>
<th>9. Socio-medical services</th>
<th>Provision of primary healthcare and social services for persons with disabilities, and supporting their socio-medical rehabilitation⁵</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. Needy family</td>
<td>A needy family is a family with a per capita income that is less than the minimum consumption level</td>
</tr>
<tr>
<td>11. Children’s residential institution</td>
<td>A residential institution is an institution in which children living on an on-going basis or stay temporarily in isolation from their family⁶</td>
</tr>
<tr>
<td>12. Guaranteed state minimum social standard</td>
<td>The minimum guaranteed level of guaranteed universally-accessible free and subsidised social services and payments⁷</td>
</tr>
<tr>
<td>13. Deinstitutionalisation</td>
<td>Deinstitutionalisation is the transfer of children from large-scale children’s residential institutions to alternative, more attentive surroundings⁸</td>
</tr>
</tbody>
</table>

³ M.A. Galaguzova (ed.), Sotsial’naya pedagogika: Kurs lektsiy, Moscow, 2000, p. 192
⁴ Yu.V. Vasil’kova, T.A. Vasil’kova, Sotsial’naya pedagogika, Moscow, 1999, p. 299
⁵ Law “On the foundations for social provision in the Kyrgyz Republic”
⁶ From Open Society Institute, Observing human rights in institutions for children deprived of the family environment for 2009-10, Bishkek, 2011, p. 19
⁷ Law “On Guaranteed State Minimum Social Standards”
EXECUTIVE SUMMARY

International research has shown that children in long-term residential care are at risk of impaired cognitive, social and emotional development. However, despite Government commitment to tackle the problem, the number of residents of institutions for children deprived of parental care and children with disabilities in Kyrgyzstan increased between 2005 and 2010, as more children entered than left the institutions. This report is the outcome of a large-scale research project to analyze the state of residential care for children in Kyrgyzstan, and to recommend how to reduce the use of such care.

The increase in institutionalisation can partially be attributed to poverty and unemployment, as many people are forced to migrate in search of work, or else simply cannot meet the basic needs of their children. The lack of alternative forms of care means that state bodies responsible for children’s care make referrals to residential institutions. There have also been many cases of children being taken to the institutions by parents themselves with the aim of ensuring a better education and regular meals for their children. In recent years there has been a particularly worrying increase in the number of 3-4 year old children entering residential care. Meanwhile, children with disabilities face spending their childhoods in institutions because of the acute shortage of specialised social services available in or near their communities, particularly in remote areas.

The research included a desk review of documentation from 71 institutions, observation of the physical conditions at 62 of these institutions, interviews with staff members and resident children about institutional care, and the psychological testing of some care staff. It was conducted by the Moya Semya Public Foundation, in partnership with the Ministry of Education and Science; the Child Protection Department in the then Ministry of Labour, Employment and Migration; the Department for Development of Family and Child Social Services in the Ministry of Social Development; local self-government bodies; and district-level Family and Child Support Departments. It was commissioned by the United Nations Children’s Fund (UNICEF) and received financial support from UNICEF.

Research findings

There are no centralised records kept by the authorities of the number of residential institutions for children in Kyrgyzstan run by national and local government and by private care providers. Having worked from an initial list of 71 residential institutions known to the participating organisations, the research team discovered a further 46 institutions during the project. A total of 10,908 children live in these 117 institutions, which house anything between eight and 355 children each. Of these, 3,731 children live in 24 residential schools in the care of the Ministry of Education and Science, of which 15 are for children with disabilities and have 2,477 residents. The other children live in either state, local self-government or private residential institutions predominantly for children deprived of parental care.

A total of 1,138 staff members work in the 15 Ministry of Education and Science institutions for children with disabilities, of whom 394 are maintenance and support staff. Thus, on average, one institution specialist (excluding maintenance or support) has responsibility for three children. Most of the
personnel have not been educated in working with disabilities. The issue of specialisation and professional development courses on teaching methods for specialised training programmes remains acute. The desk review revealed that the standard gatekeeping procedure established by law to prevent the over institutionalisation of children is widely flouted. Instead of care decisions being taken by Commissions on Children’s Affairs at district level, admission documents mention:

- decisions by a district or municipal administration. Some do not give reasons for the decision while others refer specifically to poor material conditions in the family;
- referral from the Ministry of Education and Science (sometimes after the admission has occurred);
- referral by a district psychological-medical-pedagogical consultation;
- referral by the police, neighbours or relatives, or the parents themselves.

There were cases in which parents had left their children in institutions temporarily in order to conduct business or trade in the bazaar.

In addition, cases have been reported of staff members of certain private institutions purposefully visiting families to persuade them to seek admission for their children.

The conditions of care in the residential facilities varied from excellent to poor in state, local self-government and private institutions. The most common infrastructural problems related to the absence or poor conditions of washing and sanitary facilities, and the unsatisfactory and unhygienic conditions of toilets. These were somewhat better in Bishkek and Chuy Province. Other problems widely reported around the country included overcrowded bedrooms, poor cleaning, and acute shortages of recreational facilities.

Fifty eight per cent of staff interviewed stated that they believe it would be better for the children in their care to be living with their families. However 80 per cent believe that children’s homes provide all the conditions necessary for children’s full potential to be developed. Only 24 per cent have noticed a reduction in the number of residents following the beginning of state programmes to reunite children with their biological families. About 45 per cent of staff think it would be possible for their institutions to be transformed into alternative social support facilities, while 33 per cent believe this would not be possible. However, only 19 per cent stated they are ready for such a transformation.

A total of 62 per cent of interviewed children stated life is better in the institution than with their families, with 22 per cent giving the opposite opinion. While 13 per cent said they would like to live with another family, 73 disagreed. The interviewed children revealed a wide range of career goals, with healthcare, creative industries, education and welfare, and catering the most common professional groups.

**Recommendations**

There are several key steps that need to be taken to facilitate the de-institutionalisation process and to support the children currently living in residential care. A moratorium should be introduced on the opening of new large residential state institutions, and of private orphanage-type children’s
institutions. A monitoring and supervision system needs to be put in place for the existing private institutions to ensure that they are acting in the best interests of their wards. All children living in institutions should be taught in community schools rather than in-house, in order to support their integration and adaptation from institutional care into society. The rehabilitative psychosocial and therapeutic opportunities for children in residential care should be expanded. State social services for children without parental supervision should be reoriented towards providing family environments. This should include introduction of child fostering, and the creation of daycare departments at institutions, and family and child support centres, as well as other alternative adaptation services for children. District authorities should ensure access to services to families and children living in difficult circumstances in their own areas, to ensure that the children remain in familiar surroundings, do not suffer further psychological trauma and preserve their family relationships. There should also be improvements made to the education provided at the children's places of family residence, as a common reason why children end up in institutions is lack of access to good-quality education.

Meanwhile, the research revealed the remoteness of the Ministry of Education and Science's residential institutions for children with disabilities from their family settings. These institutions should be reformed and transformed into other types of support centre. Children with disabilities at specialised children's institutions and boarding schools should be reintegrated or returned to their biological or extended families, and study at their places of residence in ordinary schools, alongside other children. These children may require additional support, such as a system of foster families, daycare centres, consultation rooms for their families in district centres and towns, specialised centres for children with severe learning and physical disabilities, and so on. These additional services should be provided near to their places of residence, making them accessible for children living at home, and cheaper to provide for the authorities.

During the research process, cases emerged of incorrect diagnoses and recommendations referring children to specialised institutions. Deeper and more focussed evaluation should be conducted into the existing procedures and mechanisms for documentation of children's disabilities in order to prevent separation from families. In addition, a group of competent medical personnel should screen, examine and study the documents of every child in these institutions, to determine if they actually require such care. Work should be undertaken with families and society to change their attitudes to childhood disability. Gatekeeping mechanisms and processes should be created to prevent placement of children in state residential institutions, and coordinate the work of local government bodies and social protection departments with families and children with disabilities.
1. INTRODUCTION

In 1994, Kyrgyzstan ratified the UN Convention on the Rights of the Child, which includes reference to the rights of children deprived of their family environments. The Convention requires States Parties to:

- Provide for adoption “in the best interests of the child”,
- Protect the child from “all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation”, and
- “Provide rehabilitative care and treatment for children who have suffered abuse or neglect”.
- Article 25 of the Convention states: “States Parties recognise the right of a child who has been placed by the competent authorities for the purposes of care, protection or treatment of his or her physical or mental health, to a periodic review of the treatment provided to the child and all other circumstances relevant to his or her placement.”

The Convention provides impetus to reform the system of care for orphans and children deprived of parental care throughout the world, as life in institutions interferes with healthy development and is harmful for children.

Irrespective of their situation, most children who find their way into institutions end up living in them until reaching the age of majority.

The economic crisis faced by the developing state on its path to a free market economy is a crucial reason why some parents are unable to care for their children. The number of children becoming “wards of the state” is continuing to rise.

In the 1970s, most industrial countries in the West began the de-institutionalisation process. The term “de-institutionalisation” refers to a cutting back in use of children’s residential institutions by changing the way they operate. De-institutionalisation is important and necessary for society, and helps children find new families or return to their own homes. For example, it is proposed to convert a number of children’s homes into daycare centres for children. In such a scenario, contrary to the fears of the staff of these institutions, de-institutionalisation does not even cut their jobs.

Many institutions have been closed, while those that remained open have been converted. New legislation requires schools to expand their educational programmes to ensure that all children, including children with disabilities, can study in “less restricted conditions”.

Concerned about the situation in Kyrgyzstan, in 2001 UNICEF, the UN Children’s Fund, conducted research about the situation of orphans and children deprived of parental care and living in residential institutions. The research indicated there had been an increase in the number of children living in residential institutions in the country. It was revealed that the children’s homes were being filled by the most socially vulnerable large and single-parent families, families of children with disabilities, and families living in poverty. These research results triggered introduction of the idea of de-institutionalisation in the Kyrgyz Republic.
Between 2002 and 2006, UNICEF implemented de-institutionalisation programmes and pilot projects to transform three children’s institutions: Belovodvsk Pre-school Children’s Home, and Voенноantonovka and Uch Korgon Children’s Homes. In 2005, a Government Regulation was passed to carry out a pilot project on the site of the Belovodvsk Pre-school Children’s Home to transform it into a reception centre for families. Between 2005 and 2007 Moya Semya, with financial support from UNICEF and in the framework of an agreement with the Ministry of Education and Science, worked to convert the Uch Korgon Children’s Home into a temporary care and rehabilitation centre for children. The experience of de-institutionalisation under this model has proved it possible to introduce alternative forms of care for children using the institutions’ physical resources and without incurring additional expenditure by the state.

Between 2007 and 2009, in the framework of a joint project by Save the Children (UK) and Everychild entitled Reducing the influence of poverty on children, activities were conducted to transform three children’s institutions – Panfilov Boarding School, Myrza Ake Boarding School and Oktyabr’ Children’s Home – into centres to provide support to families, children and staff members. The project revealed that the introduction of families and community models of care requires less expenditure from the state than the customary large institutions. (From report on the results of the Reducing the influence of poverty on children joint project by Save the Children (UK) and Everychild to transform three children’s institutions: Panfilov Boarding School, Myrza Ake Boarding School and Oktyabr’ Children’s Home into centres to provide support to families, children and staff members, Bishkek, 2007).

Save the Children (Denmark) were involved in partially transforming three children’s homes – Tokmok Specialised Infant Home, a specialised children’s home in Bishkek, and Osh Infant Home – as well as one institution for children with disabilities into centres providing alternative forms of childcare. Family-type homes were created in Chuy, Jalalabad, Naryn and Issyk Kul Provinces. This experience showed that provision of community social services leads to a reduction in the number of children admitted into large residential institutions, and facilitates the integration of children on return to their families.

After the creation of Family and Child Support Departments, a belief arose in the country that children would be sent to institutions only after careful analysis of their situations and those of their families, and high-quality work on the family set-up of the children. The final decision on the arrangements for the child should be made by a Commission for Children’s Affairs (CCA). However currently children are sent to state children’s institutions not just after CCA decisions, but also after those of Social Protection Departments, municipal authorities, polyclinics, city education departments, and on application by parents and relatives without a full set of documents and a precise address. Institutional care too often becomes the only system available for children, instead of being the last resort. Poverty and unemployment have weakened

---

families, as many people are forced to migrate in search of work, or else simply cannot meet the basic needs of their children. The lack of alternative forms of care means that the bodies responsible for care send children to institutions. There have been many cases of children being left by parents themselves with the aim of ensuring a better education and regular meals for their children. In this way, because of the increasing cost of school education, families use institutions to provide their children with education. Often children’s institutions admit children on the basis of direct application from parents or relatives, or the self-identification of children on the street or in stations. Members of staff of certain shelters have been known to visit families and invite children, tempting them with good food, television sets and interesting video films.

The profile of children in institutional care has also changed significantly. There are now far fewer orphans, while now many have faced great deprivation, separation or violence, often sexual.

In recent years, a favourable environment has emerged for reform in the child protection field. In response to UN Committee on the Rights of the Child recommendations, the Children’s Code was developed and adopted; Family and Child Support Departments, Commissions on Children's Affairs, and the Ombudsman’s Office’s Child Rights Department were created; an Interagency Action Plan for Child Protection System Reform and Development of Social Services was adopted; reforms were made to structures and agencies; and a Department for Development of Family and Child Social Services was created in the Ministry of Social Development. At the second international forum held in Kyrgyzstan on improvement of the child protection system, the needs to transform children’s institutions into centres to assist families and children and to introduce alternatives forms of family care were highlighted.

However, a major problem still remains with regard to the lack of a reliable database of children in institutions. There are also no precise figures about the number of state and non-state institutions in the country. This is slowing the process of selecting institutions to transform from large-scale institutions into alternatives. In this connection, thorough analysis was needed at national level of the situation in state and non-state children’s institutions throughout the country, in partnership with representatives of agencies and local self-

---

10 Analysis of the situation of children in state and private institutions is carried out by various organisations implementing a variety of projects. The project areas for these cover certain provinces, districts or cities. However, in general, these are pin-point studies. They could consist of single visits for various purposes: reactions to complaints; congratulations on festive occasions; one-off charitable donations; supporting political candidates’ election campaigns and so on. Several large-scale studies should be noted. In 2004 the Secretariat of the Novoe Pokolenie [New Generation] State Programme analysed the situation of children in Issyk Kul and Osh Provinces. In 2009, the Child Protection Department in the State Agency for Physical Education, Sport, Youth Policy and Child Protection researched the conditions of children in selected institutions around the country, and noted a 2.5-fold increase in the number of children in these institutions. This study mainly focused on the observance of the rights and interests of these children. Also in 2009, the Youth Human Rights Group analysed the situation of children in Issyk Kul and Osh Provinces. In 2010, the Ombudsman’s Office’s Child Protection Department, in co-operation with the Youth Human Rights Group investigated 18 institutions in all provinces except Issyk Kul and Osh Provinces with the aim of exposing violations of children’s rights. In 2010, the League of Children’s Rights Defenders, an NGO, researched observance of children’s rights to a family environment and revealed that about 7,000 to 11,000 som is allocated monthly for children residing in institutions, of which only about 40 per cent is used for meeting their direct needs.
government bodies, in order to establish the real situation in residential institutions with regard to functional and qualitative indicators.

This report is based on the study “Analysis of the situation in residential children’s institutions in the Kyrgyz Republic” carried out by Moya Semya Public Foundation with the participation of the Ministry of Education and Science, the Child Protection Department in the Ministry of Labour, Employment and Migration (before the reform), the Department for Development of Family and Child Social Services in the Ministry of Social Development, local self-government bodies, and Family and Child Support Departments. The research was commissioned by the United Nations Children’s Fund (UNICEF) and received financial support from UNICEF.
2. AIMS AND TASKS OF THE RESEARCH

The main aim of the research was to conduct comprehensive quantitative and qualitative analysis of residential institutions in the Kyrgyz Republic, including boarding schools for children with disabilities, and their residents.

In order to achieve the research aim, the following tasks needed to be performed:
- Clarification of the number of state and non-state children’s institutions in the country.
- Analysis of the services provided in children’s residential institutions.
- Assessment of the condition and quality of care in children’s residential institutions in the following areas: hygiene and sanitation; facilities and equipment; and social provision.
- Revealing the barriers to the de-institutionalisation process.
- Conducting qualitative and quantitative analysis of the make-up of the residents of children’s residential institutions.
- Tracking the patterns of movement of residents of residential institutions by region and by type of institution.

On the basis of the research results, a list was created of institutions ready for short-term, medium-term and long-term transformation into Family and Child Support Centres, and concrete recommendations were developed for the change (actions, aims, activities, expected / achieved results and so on) for every children’s residential institution in the country.
3. RESEARCH METHODOLOGY

In order to meet the aims of the research, qualitative and quantitative methods were used to collect and analyse data including a desk review, unstructured in-depth expert interviews, monitoring, and a survey of residents and personnel of the institutions.

- Desk review

As part of the desk review, secondary information already existing on the theme was processed. The results of the desk review helped systemise information about the children's residential institutions now functioning in Kyrgyzstan, and allow the creation of a reliable database of children in residential care and the conditions of institutional care. The main sources of secondary information were documents concerning the residential institutions and the resident children, in particular the institutions' Charters,\(^\text{11}\) reports and case files on the residents.\(^\text{12}\) In addition, statistical compendia and reports from state bodies, international organisations and NGOs were studied.

At the outset, the research was intended to cover all the children's residential institutions in the country. During the research, particularly in the fieldwork phase, it became clear that the information about the number of institutions provided by various agencies was extremely equivocal. Several institutions were recorded twice; there were cases where one institution had different names and was recorded as two different institutions; and some institutions were included in the database but in fact their existence was not confirmed. In addition, completely new institutions were revealed that did not appear in the lists. After processing and checking the information, a list was created of 71 orphanage-type children's residential institutions and 15 specialised residential institutions for children with disabilities functioning in the country. Thus, a total of 86 institutions were researched, of which 60 were state institutions and 26 private. All these 86 institutions provided documentation for the desk review.

It should be noted here that after the research period, 31 additional institutions were identified that had not been included in the study. More accurate information about the number of institutions operating in the country, as elucidated by this research, is provided in Chapter 4.

A total of 8,155 children are in the residential care of the surveyed institutions. More information about the institutions for orphans and children deprived of parental care, and about the specialised boarding schools for children with disabilities, are provided in Chapters 5.1 and 6.1 respectively.

---

\(^{11}\) One private institution did not have a Charter / Regulation of its work. Often the activities in private institutions do not tally with the aims and tasks contained in the Charter. Instead of the Charter, other documents were provided: “Summary of work”, institutional work regime, and functional duties.

\(^{12}\) In many cases, children’s case files do not contain all their documents. Also, in several cases, the case files are not kept in the required fashion. In two of the private institutions, personal files were kept at the directors’ homes.
The selection includes children’s residential institutions in all regions of the country: Bishkek, Chuy, Issyk Kul, Naryn, Talas, Batken, Osh, and Jalalabad Provinces.

- **Participant observation**

Participant observation was used to assess the condition of the infrastructure, facilities and equipment in the institutions. In particular, inspections were made of the condition of the buildings, hygiene and sanitation facilities, the layout of the grounds, water supply, electricity supply, heating, and leisure facilities.

This research component was implemented by a working group made up of *Moya Semya* staff members and specialists from the Ministry of Education and Science, the Child Protection Department, the Ministry of Social Protection, and Family and Child Support Departments. The research was structured and quantitative: data collected was recorded in field diaries and observation sheets.

The monitoring of infrastructure included inspections of the following: the external condition of buildings, equipment inside the buildings, grounds and their equipment, electricity systems, heating and water supply, toilets, washrooms, baths, showers, bedrooms and other living conditions. Evaluation of all facilities, except the external condition of buildings, was carried out on a 4 point scale (4 excellent, 3 good, 2 satisfactory, 1 unsatisfactory, and 0 absent). Evaluation of the external conditions of buildings was carried out on a scale of 0 to 12.
**Number of inspected institutions**
The research was carried out in all provinces of the country, including Bishkek city. The total number of children’s residential institutions covered by this component was 62. Because of difficulties with logistics, permissions, finances and other organisational issues, nine institutions were not inspected. Nationwide, eight institutions were monitored in Jalalabad Province, seven in Bishkek, 25 in Chuy Province, two in Naryn Province, one in Talas Province, 10 in Issyk Kul Province, three in Batken Province, and six in Osh Province.

**Number of inspected institutions for children with disabilities**
The monitoring also covered most of the specialised children’s residential institutions under the Ministry of Education and Science (eight out of 15). Because of difficulties with logistics, permissions, finances and other organisational issues, seven institutions for children with disabilities were not inspected. The monitoring was conducted in four institutions in Chuy Province, two in Osh Province, and one each in Jalalabad and Batken Provinces.

- **Survey of residents of residential institutions**

For this part of the research, interviews were conducted with 216 7-17 year-old children living in 62 children’s residential institutions in the country. Because of difficulties with logistics, permissions, finances and other organisational issues, residents of nine institutions were not surveyed. The interviews sought to ascertain the readiness and willingness of children to live in their biological family and / or another family. In view of the ages of the respondents, icebreaker questions were used to establish an initial relationship and a safe, trusting atmosphere.

- **Survey of personnel of residential social care institutions**

**Standardisation of interviews**
The survey of staff members of the institutions revealed their professional needs, and also their subjective views on the readiness of the institutions for transformation into centres to provide alternative forms of care for children. In particular, the interviews included questions to elicit their opinions about their work with children from disadvantaged families, find out their opinions about how ex-residents adapt when leaving the institutions and begin independent life, and clarify what extra information staff need to improve their work.

The interviews were conducted with caring staff, who at the point the research was conducted, were on duty and in their workplaces. Interviews were conducted with a total of 257 staff members from 62 institutions around the country: eight in Jalalabad Province, seven in Bishkek, 25 in Chuy Province, two in Naryn Province, one in Talas Province, 10 in Issyk Kul Province, three in Batken Province, and six in Osh Province. Most respondents (195 people) were personnel of state institutions, while 62 worked in private institutions. It was not possible to conduct the personnel survey in nine institutions because of difficulties with logistics, permissions, finances and other organisational issues.
Survey
A survey of staff members of institutions revealed their professional needs, and also provided insight into the extent to which they felt ready for the transformation of their institutions into centres that would provide alternative forms of care for children. Respondents filled in the survey forms themselves. A total of 257 staff members from 62 institutions across the country participated in the survey, after selection by cluster sampling. Most (195 persons) were employees of state institutions, while the other 62 worked for private institutions.

Psychological tests
In addition to the surveying, the staff of 17 children’s residential institutions in Chuy (7 institutions), Osh (3), Jalalabad (4) and Issyk Kul (3) Provinces were also tested. A total of 37 care staff took part in the testing in these provinces. Because of difficulties with logistics and permissions, finances, time constraints and other organisational issues, the testing was not undertaken in 54 institutions.

The instruments selected for this section of the research was A. Assinger’s “Evaluation of aggressiveness in relationships” and I.M. Yusupov’s method “The ability of a teacher to empathise”.

Assinger test
This test was selected to determine whether a carer or teacher acts correctly with respect to colleagues and pupils, and whether or not that individual is easy to communicate with.

The evolution of aggressive behaviour is a difficult and multifaceted process which is a result of many factors. Aggressive behaviour is influenced by the family, peers, and the media. Adolescents learn about aggressive behaviour by direct corroboration, as well as by observing aggressive actions. With regard to the family, the evolution of aggressive behaviour is influenced by the degree of family cohesion, the closeness of parents and children, the relationship between brothers and sisters, and the style of family leadership. A degree of aggressive behaviour is also typical for the personnel of children’s residential institutions. It is clear that such patterns of behaviour can influence both the socialisation of the child residents, shaping their own behaviour patterns; and also the social and psychological climate of the children and teaching staff of the institutions.

The test is made up of 20 questions, for each of which three possible answers were suggested. The answer should be provided immediately after reading the question.

Yusupov test
I.M. Yusupov’s method “The ability of a teacher to empathise” was chosen with the aim of researching the level of empathy among the institution’s staff: that is, their ability to see themselves in someone else’s shoes, and their ability to emotionally respond to the concerns of others. The level of empathy is key and indispensable for activities which require understanding of others, especially in
education and care. “Empathy is the adoption of those feelings experienced by someone else as if they were one’s own.”\(^\text{13}\) A certain degree of empathy is an essential quality for all specialists who work directly with children in residential institutions (teachers, carers, psychologists, psychotherapists and so on). Yusupov's test is a survey of 36 projectional questions, each of which has six possible answers. Respondents have to select the response which best represents their views.

\(^{13}\) Carl Rogers: “Empathy means understanding the emotional state of another person by means of imaginative insight and entering into that person’s subjective world.” The term empathy first appeared in an English dictionary in 1912 and was close to the concept of sympathy. It was derived from the German word einfühlung (literally penetration), as applied by T. Lipps in 1885 in relation to psychological theory on the impact of art. One of the earliest definitions of empathy is found in Freud's “The Joke and its Relation to the Unconscious” (1905): “We take into account the patient’s mental state, putting ourselves in their position and trying to understand it by comparing it with our own.” There is a wide range of manifestations of empathy. At one extreme is the position of full immersion into the world of the senses of the child or the communication partner. This does not just mean knowledge of the emotional state, but real experience of the feelings. This type of empathy is called affective or emotional. The other pole is more abstract, an objective understanding of the experiences of children through communication, but without significant emotional involvement with them. In this connection the following levels of empathy can be distinguished: immersion (when a person feels exactly the same emotions as those observed), empathy (an emotional response, motivation to help another), and sympathy (a warm, kind-hearted attitude towards others). Empathic understanding is not the result of intellectual effort. Many experts consider empathy an innate property which is genetically determined. The life experience of an individual can only strengthen or weaken it. Empathy depends on the accessibility and richness of life experience, the accuracy of perception, and the ability to tune in and listen to the interlocutor and be on one emotional wave with that person.
4. CLARIFYING THE DATA ON THE NUMBER OF CHILDREN’S RESIDENTIAL INSTITUTIONS IN OPERATION IN THE KYRGYZ REPUBLIC

The research revealed that a total of 117 children’s residential institutions are in operation in the country (84 state and 33 non-state), and that these house a total of 10,908 children.

Table 1. The number of children’s residential institutions in Kyrgyzstan and the number of residents in these institutions

<table>
<thead>
<tr>
<th>Agency responsible and source of financing</th>
<th>Institutions</th>
<th>Residents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>%</td>
</tr>
<tr>
<td>National budget</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ministry of Education and Science</td>
<td>24 (^{14})</td>
<td>20.5%</td>
</tr>
<tr>
<td>Ministry of Health</td>
<td>3</td>
<td>2.6%</td>
</tr>
<tr>
<td>Ministry of Social Development</td>
<td>3</td>
<td>2.6%</td>
</tr>
<tr>
<td>Ministry of Internal Affairs</td>
<td>2</td>
<td>1.7%</td>
</tr>
<tr>
<td>Local budgets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational boarding schools</td>
<td>32</td>
<td>27.4%</td>
</tr>
<tr>
<td>Temporary shelters</td>
<td>20</td>
<td>17%</td>
</tr>
<tr>
<td>Private</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Children’s homes, shelters, boarding schools, religious boarding schools and so on.</td>
<td>33</td>
<td>28.2%</td>
</tr>
<tr>
<td>Total:</td>
<td>117</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Twenty-four children’s residential institutions, or 20.5 per cent of the total, are in the care of the Ministry of Education and Science. These house 3,731 children (34.2 per cent). Three institutions under the Ministry of Social Development make up about 2.6 per cent of the total number of institutions, and the number of residents in these institutions is 5 per cent of the total number of children in institutional care. The costs of 1.8 per cent of residents in three institutions (2.6 per cent of the total number) are financed by the Ministry of Health. Two institutions are under the supervision of the Ministry of Internal Affairs, and 24 children live in these. There are 32 children’s residential institutions financed locally in the education system (27.4 per cent of the institutions), and 40.3 per cent of the total number of residents live in these. About 17 per cent of children’s residential institutions, and about 5 per cent of the residents, are supported by local authorities. Finally, 28.2 per cent of all residential institutions are non-state, and 13.5 per cent of residents live in these.

\(^{14}\) The Ministry of Education and Science is responsible for nine children’s homes and boarding schools and 15 specialised boarding schools for children with disabilities. The other boarding schools (lyceums, gymnasia and secondary schools) are locally financed within the education system. The Ministry only plays a methodological role through district and city education departments.
Table 2. Number of secondary boarding schools for children with disabilities and the number of residents of these schools

<table>
<thead>
<tr>
<th>Institution</th>
<th>Number</th>
<th>%</th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>For children with learning difficulties</td>
<td>8</td>
<td>53%</td>
<td>957</td>
<td>39%</td>
</tr>
<tr>
<td>For children with delayed psychological development</td>
<td>1</td>
<td>7%</td>
<td>160</td>
<td>6%</td>
</tr>
<tr>
<td>For children with speech impairments</td>
<td>1</td>
<td>7%</td>
<td>275</td>
<td>11%</td>
</tr>
<tr>
<td>For children with sight impairments</td>
<td>2</td>
<td>13%</td>
<td>310</td>
<td>13%</td>
</tr>
<tr>
<td>For children with hearing impairments</td>
<td>3</td>
<td>20%</td>
<td>775</td>
<td>31%</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>100%</td>
<td>2477</td>
<td>100%</td>
</tr>
</tbody>
</table>

Of the 24 children’s residential institutions under the supervision of the Ministry of Education, 15 are state boarding schools for children with disabilities. A total of 2,477 children reside in these institutions, which are financed from the national budget. Most of these boarding schools (8) were opened for children with learning difficulties, and about 957 children live in these. Three schools are specialised in caring for children with hearing impairments, and about a third of the residents live in these (775 children). Children with sight impairments can be educated in two institutions; currently 310 children live in these. There is also one school for children with speech impairments in Kyrgyzstan (275 residents) and one for children with delayed psychological development (160 residents).
5. FINDINGS OF RESEARCH INTO CHILDREN’S RESIDENTIAL INSTITUTIONS

As already stated, the information about the number of children’s residential institutions provided by various agencies varied significantly. Thus, one of the biggest problems in designing the research was verification of the data about the number and types of such institutions operating in Kyrgyzstan. More precise information about the number of institutions, which was elicited during the course of the research, is presented in Chapter 4. However, at the time when the research was carried out, a list had been put together of 71 children’s residential institutions, with regard to which the research was planned and conducted. This chapter provides the main results for the 71 institutions studied. The list and types of institution covered by the researchers is presented in Appendix 1.

5.1. General information about state and non-state residential children’s institutions

Diagram 1. Distribution of children’s residential institutions by province and Bishkek city

More than a third (38 per cent) of children’s residential institutions that were included in the study are located in Chuy Province. Every fifth institution (21 per cent) is in Bishkek city. About 14 per cent of the institutions are located in Issyk Kul Province, while 11 per cent are in Jalalabad Province.

Diagram 2. Distribution of institutions by form of ownership
About two-thirds of the institutions covered by the research are state facilities, while slightly more than 35 per cent are private.

**Diagram 3. Private and state children’s residential institutions by province**

<table>
<thead>
<tr>
<th>Province</th>
<th>Bishkek</th>
<th>Chuy</th>
<th>Naryn</th>
<th>Talas</th>
<th>Issyk Kul</th>
<th>Batken</th>
<th>Osh</th>
<th>Jalalabad</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number of institutions</strong></td>
<td>14</td>
<td>27</td>
<td>2</td>
<td>1</td>
<td>10</td>
<td>3</td>
<td>6</td>
<td>8</td>
<td>71</td>
</tr>
<tr>
<td><strong>Number of children</strong></td>
<td>1132</td>
<td>1799</td>
<td>159</td>
<td>337</td>
<td>351</td>
<td>475</td>
<td>863</td>
<td>562</td>
<td>5678</td>
</tr>
<tr>
<td><strong>Average number of children</strong></td>
<td>81</td>
<td>67</td>
<td>80</td>
<td>337</td>
<td>35</td>
<td>158</td>
<td>144</td>
<td>70</td>
<td>80</td>
</tr>
</tbody>
</table>

The smallest number of residential institutions operates in Talas and Naryn Provinces. In these regions there are no private children’s residential institutions. All three extant institutions are state-owned. Meanwhile, in Issyk Kul Province, where the number of institutions is relatively high (10) and primarily made up of privately-owned children’s homes (60 per cent), the total number of children living in these institutions is about the same as that in Chaldybar Boarding School in Talas Province. That is, a total of 351 children live in the ten children’s residential institutions in Issyk Kul Province, while 337 children live in the one institution in Talas Province.

The institutions can be divided into two broad groups by age: those institutions established before 1991 (the Soviet period) and those created between 1991
and 2011 (the period of independence). At the moment, a total of 12 institutions in use today (16.9 per cent of the total in use today) were established before 1991 (see Table 4). These include Uch Korgon Children’s Home in Kadamjay District, Batken province created in 1922 during the existence of the Karakyrygz Autonomous Province. The other 59 (83.1 per cent of the total) children’s residential institutions were created during the period of independence.

Table 4. List of older children’s residential institutions

<table>
<thead>
<tr>
<th>Name of institution</th>
<th>Year of creation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Uch Korgon Children’s Home, Kadamjay District, Batken province</td>
<td>1922</td>
</tr>
<tr>
<td>2. Chaldybar Boarding School, Talas province</td>
<td>1926</td>
</tr>
<tr>
<td>3. Sosnovka Sanatorium Boarding School, Chui province</td>
<td>1931</td>
</tr>
<tr>
<td>4. Oktyabr’ Children’s Home, Jalalabad province</td>
<td>1933</td>
</tr>
<tr>
<td>5. Belovodsck Psychoneurological Children’s Boarding Home, Chui province</td>
<td>1935</td>
</tr>
<tr>
<td>6. Voippo-Antonovka Children’s Home, Chui province</td>
<td>1946</td>
</tr>
<tr>
<td>7. Tokmok Specialised Infant Home, Chui province</td>
<td>1950</td>
</tr>
<tr>
<td>8. Dadan Sultanov Boarding School 118, Karasuu, Osh province</td>
<td>1960</td>
</tr>
<tr>
<td>9. Tereshkova Boarding School 11, Osh city, Osh province</td>
<td>1963</td>
</tr>
<tr>
<td>10. U. Asanov Boarding School Lyceum, Naryn province</td>
<td>1964</td>
</tr>
<tr>
<td>11. Osh Children’s Home, Osh province</td>
<td>1966</td>
</tr>
<tr>
<td>12. M. Razakov Boarding School for Orphans, Myrza Ake, Osh province</td>
<td>1978</td>
</tr>
</tbody>
</table>

Diagram 4. Average number of residents in institutions created before 1991 and after 1991.

A total of 2,001 children are being cared for in the 12 older institutions, while the remaining 59 institutions are responsible for 3,677 children. Thus, the average number of children in each of the older institutions is more than 2.5 times that in the institutions established in the last 20 years.
5.2. Demographic characteristics of children living in residential institutions

Number of residents of children’s residential institutions by province

More than half of the children in institutional care (52 per cent) live in Bishkek or Chuy Province. Despite the fact that the third largest province in terms of number of institutions is Issyk Kul Province, the number of residents in that province is significantly smaller than the number in Osh, Jalalabad and Batken Provinces. About a third of the children are cared for in institutions in these three provinces.

Diagram 5. Number of residents of children’s residential institutions by province

During the research process it was revealed that there are inconsistencies between the actual number of children living and being cared for in residential institutions and the number officially registered as permanent residents. The following discrepancies were discovered:

- The records of U. Asanov Boarding School Lyceum in Naryn Oblast officially registered 121 residents, while in actual fact 109 children were living there;
- Officially there were 94 children living in Ak Suu Children’s Home in Issyk Kul Province (with personal files) while in fact the number of children living there was established to be 87 children.

Thus, project specialists recommend that the discrepancies need to be investigated, in order to ascertain whether they are the results of simple mistakes or negligence in documentation, or if precedents have been found of artificial inflation of the number of residents in order to increase the financing of the institutions.
Gender distribution of children in residential institutions

Diagram 6. Gender distribution of children in residential institutions as percentages

![Gender distribution diagram]

Most residents of children’s residential institutions (58 per cent) are boys. The proportion of boys is higher than that of girls in all the children’s residential institutions – the difference varies from 8 per cent in Issyk Kul Province to 24 per cent in Batken Province.

The research showed that there only is a tendency of growth in so-called gender-disbalanced residential institutions in which only one sex lives (just boys or just girls) in Chuy Province and Bishkek city. In such institutions there is also a preponderance of boys – 62.3 per cent of the total number of children in these institutions. All the gender-disbalanced institutions are private.

Table 5. List of children’s residential institutions in which just one sex of children reside

<table>
<thead>
<tr>
<th>Region</th>
<th>Name of institution</th>
<th>Number of girls</th>
<th>Number of boys</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chuy Province</td>
<td>Altyn Uyu House of Mercy (religious), Novopokrovka village</td>
<td>33</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Detskiy Kovcheg Charitable Foundation, Novopokrovka village</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Jibek Jolu Boarding School at Altyn Uy for 13-18 year-old girls</td>
<td>29</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Motherhood and childhood centre at Dafka school for boys, Sokoluk village</td>
<td>129</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tokmok Boarding School Charitable Institution</td>
<td>58</td>
<td></td>
</tr>
<tr>
<td>Bishkek city</td>
<td>Al Buhari Shelter for Orphaned Boys</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Altyn Uyu House of Mercy (Archa Beshik)</td>
<td>46</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Birinchi Kadam Charitable Institution for boys</td>
<td>59</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Bishkek Motherhood and childhood centre (Dafka)</td>
<td>172</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Elistan Childhood Centre for Boys</td>
<td>39</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>236</strong></td>
<td><strong>390</strong></td>
</tr>
</tbody>
</table>
In children’s residential institutions, the plurality of children are at the age of early puberty (12-13 years). Institutional life starts from early school age (6-7 years) and peaks among 13 year olds, with a steady fall in the number of children up to the age of 17. Nevertheless, the analysis shows real precedents of residents staying in the institutions up to the age of 26 even though, according to the age classifications of L.S. Vygotskiy, 21 is the age at which children are already completely developed and are fully ready for independent life. The research also revealed a relatively high number of children (371) whose age is not confirmed by any official identification documents whatsoever.

Institution residents by ethnicity

The largest proportion of children living in children's residential institutions are ethnic Kyrgyz (83 per cent). A smaller proportion of residents are ethnic Russians (10 per cent), and the third largest ethnic group is Uzbeks (3 per cent). Other ethnic groups were also recorded in the research. However, they appeared in insignificant numbers, and totalled about 3 per cent of all children living in
institutions. Here it should be noted that the case notes of about 1 per cent of residents recorded their ethnicity as unknown.

The children in institutional care in Naryn and Talas Provinces were reported as almost exclusively ethnic Kyrgyz. All 159 children in institutions in Naryn Province were ethnic Kyrgyz, as were 334 of 337 children in Talas Province.

**Distribution of children living continually and periodically in residential institutions**

Children’s residential institutions can be divided into two basic types with regard to length of stay of children. The first group is institutions where children live permanently, while the second group is those from which children go home during holidays, festivals and weekends.

**Diagram 9. Proportion of children living continually and periodically in residential institutions**

Most children living in residential institutions (58 per cent) visit their homes in the holidays and weekends. This tendency is mainly because the institutions fulfil educational and welfare needs, which are supplemented by medical, social, and therapy support, providing care and medical assistance, as well as organised leisure.

**The reasons for children being admitted to residential institutions**

The results show that the most common reason for children being admitted to residential institutions is the loss of one of their parents. The next most common reason encountered was difficult material conditions in the family which cares for the child. However, this indicator is significantly backed up by a latent indicator: the desire of parents to provide a quality education for their children. It is essential to have good reasons to be accepted into children’s residential institutions and receive free education, board and lodging in them. Classification of the family’s material condition as “difficult” is such a reason.

The main reasons for children being admitted to residential institutions are the following:
Diagram 10. Reasons for children being admitted to residential institutions

- **Death of a parent**: 22%
- **Difficult financial conditions**: 21%
- **Single mother**: 9%
- **Unknown reason**: 6%
- **Death of both parents**: 6%
- **Many-child family**: 5%
- **Child with serious disabilities**: 5%
- **Divorce of parents**: 5%
- **To receive a quality education**: 4%
- **Abandoned child**: 4%
- **Antisocial family**: 3%
- **Distance from school**: 2%
- **Rejection by parents**: 2%
- **Parental illness**: 2%
- **Removal of parental rights**: 1%
- **Parents in place of detention**: 1%
- **Single father**: 1%
- **Other reasons**: 2%

5.3. The health of children living in residential institutions

The research revealed that children arrive in children’s residential institutions with underlying diseases. Thus, the total number of children with health problems is 769, 13.5 per cent of the total number of children residing in institutions.

The plurality of children residing in institutions that have been diagnosed with medical conditions are the 351 with psychoneurological diseases.

The twelve most common diseases which children in institutional care have been diagnosed with are set out in Table 6 in descending order.

The medical records of residents of the institutions reveal cases of incorrect diagnoses, and resultant incorrect treatment. In some of the institutions doctors are still using antiquated terms. The low number of diagnoses recorded indicates that detection of diseases in residents is poor, thus leading to chronic poor health among the residents. The research reveals the need for deeper medical and, in particular, psychiatric examination of institution residents, and for corresponding treatment to be made available.
Table 6. The twelve most commonly diagnosed illnesses among residents of the institutions

<table>
<thead>
<tr>
<th>Diagnosis</th>
<th>Number of cases recorded</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Iron deficiency anaemia</td>
<td>83</td>
</tr>
<tr>
<td>2 F-70 mild intellectual diseases</td>
<td>75</td>
</tr>
<tr>
<td>3 Diseases of the visual organs</td>
<td>63</td>
</tr>
<tr>
<td>4 Chronic ear, nose and throat diseases</td>
<td>50</td>
</tr>
<tr>
<td>5 F-83 Mixed specific psychological developmental disorders</td>
<td>44</td>
</tr>
<tr>
<td>6 Congenital heart disorders</td>
<td>34</td>
</tr>
<tr>
<td>7 Childhood cerebral palsy</td>
<td>32</td>
</tr>
<tr>
<td>8 Residual encephalopathy</td>
<td>26</td>
</tr>
<tr>
<td>9 Diffuse enlargement of the thyroid</td>
<td>26</td>
</tr>
<tr>
<td>10 Enuresis</td>
<td>25</td>
</tr>
<tr>
<td>11 Tuberculosis (various forms)</td>
<td>24</td>
</tr>
<tr>
<td>12 Diseases of the endocrine system</td>
<td>23</td>
</tr>
</tbody>
</table>

5.4. Mechanisms for moving institution residents between regions and types of institution

Diagram 11. Trends of admission of children to institutions, 2005-10

Analysis of the results shows that during the period covered by the research (2005-10), 8,791 children were admitted. The highest number of children were admitted to residential institutions in 2009 (because of the opening of new private institutions), while the smallest intake was in 2005. On average over this six year period, the admission rate into institutional care was 1,465 children per year.
Diagram 12. Movement of children from and into children’s residential institutions

This graph shows that reintegration of residents of institutions into their biological families has been occurring at a steady low rate, on average 334 children per year.

The smallest number of children is those going into guardianship. The lowest rate of transfer of children to guardianship was recorded in 2009, when only 18 children were transferred into guardianship, while the highest number was in 2010, when 41 children went into guardianship. The average annual number of children transferred from residential institutions into guardianship was 27.

Adoption is also a rare outcome for the children. In the six years covered by the research, a total of 387 children living in residential institutions were adopted, an average of 64 adoptions per year over the six-year period.

A total of 454 young people leave residential care every year because of completing their courses or reaching the age of majority. This is clearly significantly less, 1011 less per year, than the number of children admitted to the institutions annually. Annual intake to the institutions also exceeds the total number of children that leave the institutions for all reasons (age, transfer to other institutions, reintegration, adoption and guardianship) by 119 children.
As can be seen in Table 7, the priority form of placement of children is placement in residential institutions. This is followed by reintegration with the biological families, adoption and, finally, transfer to guardianship.

Study of the number of children and the places where they lived with their families before they were institutionalised shows that many children simply do not have their original documents, and so it is impossible to establish their former place of residence. In total, there are 262 children in residential institutions in the country without birth certificates, while 2,534 children were admitted to institutions without instructions from district authorities or Mayor’s offices.

Diagram 13. Number of children in institutions without basic documents
Before entering institutions, a large proportion of the children lived in Chuy, Osh and Jalalabad Provinces. The cities, towns and districts from which the most children moved into residential institutions were the following:

1. Bishkek
2. Osh city
3. Bazarkorgon district, Jalalabad Province
4. Kyzyl Kiya town, Batken Province
5. Kara Suu district, Osh Province
6. Jayil district, Chuy Province
7. Bakayata district, Talas Province.

This picture is primarily connected to the fact that many districts do not have alternative services for vulnerable families and children. Another reason is lack of diligence in the work of district Family and Child Support Departments (FCSDs) and local self-government (municipality administrations and Mayors' offices), which see the only solution to problem families as transfer of children to residential institutions. They can fail to closely monitor their children around the country, not take into account the negative effect of institutions on the child and the parasitical interests of the family itself, and not develop alternative services locally.

Analysis of the case notes of children show that children are sent directly to children's institutions:

- By district administrations, without denoting the reasons for the referral or the length of stay of the child, and without observing the child’s property rights. Cases often occur in which a child is referred under a district administration decision which states the ground for the referral as being “in accordance with the Convention on the Rights of the Child and the Children’s Code of the Kyrgyz Republic.” Often decisions are drafted by FCSD staff members themselves, and then formal consideration of the question of referral of the child is made at a Committee on Children’s Affairs (CCA) meeting which 3-4 CCA members attend.
- On the basis of a permit from the Ministry of Education and Science. It is often the case that the child is already in an institution, and the pass from the Ministry is issued much later.
By a district psychological-medical-pedagogical consultation. A diagnosis of “mental retardation” is known to have been recorded in consultation minutes by an ear, nose and throat doctor and a polyclinic surgeon.

At the request of the municipal administration. Some of these documents state “the material condition of the family is extremely difficult, and therefore it is essential to send the child to a children’s home.”

By city, town and district education departments.

By city, town and district social protection departments. The personal files of children record their learning ability recorded by specialists from these departments. In town K., under a Mayor’s Office decision, referrals to institutions were made by the Town Social Protection Department.

By the police, neighbours or relatives.

On the basis of a written request from the parents, without any indication of the reasons and length of time the child would be left in an institution. In some cases parents left their children in institutions temporarily to conduct business or trade in the bazaar.

5.5. Monitoring (Evaluation) of condition of infrastructure, equipment and facilities in children’s residential institutions

The travelling commissions noted the following patterns and trends in the conditions of the buildings, their grounds and facilities, which were characteristic of most of the country’s residential children’s institutions. The state of the buildings was evaluated as “satisfactory”.

The buildings in the best condition were those of four institutions in Chuy Province and two in Issyk Kul Province:
1. Svetlyi Put’ Charitable Foundation, Chuy Province (private institution);
2. Altyn Uy House of Mercy, Novopokrovka village, Issyk Ata district, Chuy Province (private institution);
3. Meerim-mentor Family-Type Home, Chuy Province (state institution);
4. Kara Balta Children’s Home, former Yrayim, Chuy Province (private institution);
5. Umut uyu Family-type Home, Karakol town, Issyk Kul Province (state institution);
6. SOS village, Cholpon Ata town, Issyk Kul Province (private institution).

Of all the institutions monitored, the ones found to have the buildings in the worst condition, potentially dangerous for the health and life of children, were two institutions in Jalalabad Province, one in Chuy Province and one in Talas Province:
1. J. Bokonbaev Children’s Home 1, Oktyabr’, Jalalabad Province (Ministry of Education and Science);
2. Bazarkorgon Sanatorium-Type Children’s Rehabilitation Centre, Jalalabad Province (healthcare system, funded through the local budget);
3. Detskiy Kovcheg Charitable Foundation, Novopokrovka village, Issyk Ata district, Chuy Province (private institution); and
The monitoring revealed extremely poor sanitation and hygiene conditions in children’s residential institutions. Overall, availability of baths, showers and washrooms, as well as their conditions, was extremely unsatisfactory. Most of the country’s institutions (83 per cent) do not have steam bath houses, 70 per cent do not have bathrooms and 47 per cent do not have showers. The washing facilities that do exist around the country are generally in unsatisfactory condition.

The rest of the monitoring indicators revealed significant differences in the quality of institutional infrastructure and the conditions in which children are cared for, depending on the province where the institution is located and its status as state or private. In order to reveal the specificities and patterns in the state of institutional infrastructure we will consider the results of the monitoring by individual province and for each specific indicator.

**Jalalabad Province**

In Jalalabad Province, the infrastructure in eight institutions was evaluated:

1. **J. Bokonbaev Children’s Home 1, Oktyabr’, Jalalabad Province (Ministry of Education and Science);**
2. **Ak Bermet Family-type Children’s Home (Jalalabad city Mayor’s Office);**
3. **Jalalabad Children’s Psychoneurological Boarding School (Ministry of Social Development);**
4. **Bazarkorgon Sanatorium-Type Children’s Rehabilitation Centre, Jalalabad Province (healthcare system, funded through local budget);**
5. **Jash Mun Children’s Rehabilitation Centre (municipality);**
6. **J. Bokonbaev School-Gymnasium Boarding Hostel, Bazarkorgon District, (education system, funded through local budget);**
7. **Complex Rehabilitation Centre for Children (Jalalabad Province); and**
According to research data, the external condition of children’s residential institutional buildings in Jalalabad Province is generally satisfactory. However almost all the institutions have serious problems with sanitation facilities. In all the institutions, with the exception of Maily Suu Town Boarding School for Homeless Children (under Maily Suu Mayor’s Office), the toilets were found to be in extremely unsatisfactory, lamentable condition. The toilets are located outside, and are decrepit and obsolete. Typically, the toilet buildings are wooden, with no internal dividers such as partitions or doors. The condition of these facilities is a potential risk to the health and safety of children for a number of compelling reasons:

a) the dilapidated state of the facilities (the toilets shake and collapse);
b) the absence of lighting at night;
c) extremely unsanitary conditions;
d) they require regular sewage disposal (in some cases (such as Ak Bermet Family-Type Children’s Home) the need for an immediate clean-out was noted);
e) no marking for male and female toilets; and
f) the toilets do not lock from the inside.

Monitoring of health and safety standards in the institutions also revealed an extremely unsatisfactory situation. There was an almost complete lack of sanitation and hygiene items in steam baths, showers and bathrooms in all the institutions. Of all the eight institutions in Jalalabad Province only one, the Jalalabad Children’s Psychoneurological Boarding School was found to have a washroom. However, the children have no access to this bathroom, and its state is also unsatisfactory. The only good steam bath is in the Oktyabr’ Children’s Home. Showers were only observed in one institution Maily Suu Town Boarding School for Homeless Children (the shower room was in excellent condition).

The state of the institutions’ grounds, including their landscaping, the provision of benches, swings, play and sports equipment, cleanliness and aesthetics was in general evaluated as poor in Jalalabad Oblast. Not one of the institutions was sufficiently well-maintained and equipped to be judged “excellent”.

The monitoring of the children’s bedrooms revealed serious concerns, and their state overall was judged “unsatisfactory”. Good conditions were found in three institutions, satisfactory in two, and poor in three. Excellent conditions were not found in any of the eight institutions in the province. It was noted that the dormitory rooms are rather small but are packed with large numbers of beds: this could be a cause of sexual violence. For instance, in Bazarkorgon Sanatorium-Type Children’s Rehabilitation Centre one room contains 20 iron beds, in Jash Mun Children’s Rehabilitation Centre in Suzak district there are 15 beds in a room, and in the Jalalabad Children’s Rehabilitation Centre 7-9 beds. Because of the high occupancy of the rooms, ventilation is poor and it is difficult to keep them clean, leading to high risks of viral infections, insects and parasites, as was
revealed in the above-mentioned Bazarkorgon Sanatorium-Type Children’s Rehabilitation Centre.
Equipment in the bedrooms, such as beds, personal bedside tables and cupboards, was either insufficient or was worn out. In most cases it required replacing, while in other cases renovation was necessary. Sets of bedclothes (blankets, pillows and mattresses) were incomplete. In most of the institutions, the bedclothes were worn and gave off unpleasant smells. They looked faded from long-term use.

**Extract 4. 3: Jalalabad Children’s Psychoneurological Boarding School**

L.N.: special attention is drawn to the conditions in which residents live and spend their leisure time. There is a strong unpleasant smell in the premises. Twenty eight children sit on the floor in a room of about 12 square metres, which is not ventilated. There is a lounge with a sofa and chairs, but the children are not allowed in there: when the children were invited to sit on them, you got the feeling they were doing this for the first time. The residents (especially the boys) appeared scared. The girls seemed more relaxed, but also sat on the floor in the lounge. In the classrooms (which were shut) all the furniture and teaching materials were obsolete and scanty. There was no special equipment for rehabilitation, no toys and no books. There is only one wheelchair in the whole boarding school. The children’s bedclothes are not labelled and are dirty. It is very cold in the buildings. There are no personal items or shelves for them. The children are not clothed suitably for the season or for their size: clothes are very old, dirty, faded, and not fit for use. Not all the children have slippers and underwear. It is doubtful that the children receive treatment. There are lots of expensive medicines at the medical point, but they are all packed in boxes and one gets the feeling that they are not used as intended. Cases have been revealed of children kept in solitary confinement — a child blue with cold was left in a room without furniture or heating, wearing just an over-shirt. The children are very thin, with sores, scars and shaved heads: their physical characteristics do not match their ages. There are no facilities to maintain personal hygiene. It should be noted that last year the steam washroom was renovated using Catholic Church funds, but it is questionable whether the children have access to it. A bakery has opened, the water tower has been repaired, and there is hot water in the laundry room.

Almost all the children’s residential institutions in Jalalabad Province suffer significant difficulties with water supply, electricity and hearing, as reflected in the diagram below, where the Y axis records conditions as unsatisfactory (below 2), satisfactory (2-3), good (3-4) or excellent (4-5).
The most acute issue is providing conditions for residents to maintain their personal hygiene. In this section data were recorded on facilities for washing clothes and possibilities for girls' personal hygiene. Premises specially designated for these purposes were investigated and estimates were made of how well equipped they were with hygiene items (buckets, basins, jugs and so on). According to these criteria, 88 per cent of the region’s institutions were found to be very poor. Three of the eight institutions do not provide any facilities for children to observe personal hygiene, in three institutions these are in very bad conditions, in one institution they are satisfactory, and only one – Maily Suu Town Boarding School for Homeless Children – provides good conditions for children to maintain their personal hygiene.

**Extract 5. From observation notes J. Bokonbaev Children’s Home 1, Bazarkorgon district**

There are no facilities for personal hygiene – the outside toilet is dirty and not lit.

**Extract 6. From observation notes Jash Mun Children’s Rehabilitation Centre, Vinsovkhz, Suzak district**

There is no internal water supply: buckets are filled at a water source in the yard and taken to the utility room. There is no hot water, and it is difficult for the children to access cold water. According to the director, this problem will be resolved. The toilet is outside: it is dirty and not labelled, and does not have internal partitions.

The children’s residential institutions in Jalalabad Province do not provide the best conditions for leisure. Specific comments in the observation notes included partially absent or poorly-equipped leisure facilities, such as libraries, lounges, gyms, playgrounds, games rooms and training rooms. There is also a complete or partial absence of developing materials, teaching aids, sports equipment and toys (Play is a key activity for children. S.L Rubinstein pointed out that games
maintain and develop the children’s ability to be children, that it teaches them about life and creates practical situations that foster their development). Also, in several cases it was noted that development materials and toys were available, but the children did not have access to them.

Extract 7. From observation notes: Bazarkorgon Sanatorium-Type Children’s Rehabilitation Centre …

The course of treatment for children lasts one month. There is not a full set of bedclothes, no blankets, duvet covers or mattresses. In the bedrooms there is no electricity, and in places no lights. The water supply does not work. The building needs renovated. The beds are made of iron and antiquated. There is limited furniture and it is broken. The children do not have access to games. Medical rehabilitation equipment is reportedly missing. The premises were dirty and uncomfortable. The children look unkempt, with signs of ear, nose and throat diseases, and chronic upper respiratory diseases. Near the ceiling there were clouds of midges. The washbasin was hanged up before the commission arrived: it leaked. The institution is officially a medical one, but the medical store has no equipment nor medicines, supplies to counter anaphylactic shock, medical equipment for rehabilitation, physiotherapy room or other equipment. The bedrooms contain 20 uncomfortable iron beds each. There is a room that has books and games, but it was closed, and the children have no access to it. Near the ceiling there were clouds of midges. The toilet is outside, dirty, wooden and rickety with no markings to separate sexes.

Feeding of children and the rations proposed by the province’s institutions was evaluated as satisfactory. The best feeding was at the Ak Bermet Family-type Children’s Home under the Jalalabad City Mayor’s Office.

Extract 8. From observation notes Ak Bermet Family-type Children’s Home under the Jalalabad City Mayor’s Office

The children live in family-like conditions, with access to hot water and unlimited food.

The worst food (in terms of poor diet, small portions, inferior utensils and poor cooking) was that given to residents of Bazarkorgon Sanatorium-Type Children’s Rehabilitation Centre (healthcare system under the local budget), Jash Mun Children’s Rehabilitation Centre (municipal), and at J. Bokonbaev School-Gymnasium Boarding Hostel (education system, funded through the local budget).

Batken Province

Monitoring of the infrastructure’s condition was carried out in three children’s residential institutions in the province: Kyzyl Kiya Boarding School (Kyzyl Kiya Town Mayor’s Office); Uch Korgon Children’s Home (Ministry of Education and Science); and Batken Provincial School-Gymnasium.

The worst conditions for all the indicators, were discovered in Kyzyl Kiya Boarding School (Kyzyl Kiya Town Mayor’s Office). This institution has no improved grounds, and the building is in disrepair, suffering electricity and water
supply shortages. There are no leisure facilities for the children, and the sanitation facilities are in very poor condition.

Extract 9. From observation notes Kyzyl Kiya Boarding School (Kyzyl Kiya Mayor’s Office)
The building and grounds are dilapidated and neglected. The children's bedrooms contain 20-25 iron beds each. The bedclothes are not fresh, and there is no space to store personal belongings nor personal space. Everything is stored in an old iron wardrobe or in a walk-in cupboard. The toilet is outside, dirty and not lit. There is no sports ground or sports hall. The premises are not comfortable, and the canteen is grubby. The social adaptation room and psychologist’s room, equipped under a 2009 project, are closed and not in use. Near the boarding school, right at the gate, there is a big hole where rubbish is dumped. This stinks and attracts a lot of flies.

In general in the province children are provided with clothes and shoes for the season. The clothes are not worn out or old. The children are sufficiently clean and tidy. Feeding was evaluated as satisfactory. Uch Korgon Children's Home (Ministry of Education and Science) provides its residents with excellent portions and organises feeding well.

With regard to sanitation and hygiene, the Batken Provincial School-Gymnasium has no steam washrooms, bathrooms or shower rooms.

Extract 10. From observation notes Batken Provincial School-Gymnasium
The building is very old, and needs capital renovation. The sports field is not equipped. Inside, the building is clean but cold. There are not enough cupboards or beds in the dormitory and some children share beds. There is no hot water or personal hygiene room, though there is a room with a washbasin. The bedrooms smell musty and the bedding is not fresh. The desks are very old. The kitchen block consists of two small rooms. There was no menu for the day. Clothes are not washed: children take them home at weekends. The children are welcoming and look healthy.

Osh Province

Six children’s residential institutions were investigated in the Province.
1. Boorukerdik Boarding School (Osh City Mayor’s Office);
2. Razakov Boarding School for Orphans, Myrza Ake (Ministry of Education and Science);
3. Tereshkova Boarding School (Osh City Mayor’s Office);
4. Dadan Sultanov Boarding School 118, Kara Suu
5. Osh Infant Home (Ministry of Health);
6. Bala Umutu Centre to Support Families and Children, the Single and the Elderly, Kara Suu

Like the previously-mentioned children’s residential institutions, those in Osh Province suffer from a lack of sanitary and hygiene facilities. In general, the residential institutions in Osh Province do not even provide satisfactory
conditions in this area. Most of the institutions have no cleaning facilities. For instance, Tereshkova Boarding School, Dadan Sultanov Boarding School 118 in Kara Suu, and the Bala Umutu Centre to Support Families and Children, the Single and the Elderly in Kara Suu have no steam washrooms, bathrooms nor shower rooms. In those institutions which do have sanitation facilities, access to these for children is severely limited.

Extract 11. From observation notes: Razakov Boarding School for Orphans, Myrza Ake (Ministry of Education and Science)

Last year, capital renovation was carried out of the dormitory building. Toilets and showers were installed on every floor, but access for children was limited, and they were always locked. Children continued to go to the badly-built outdoor toilet and washed once every ten days in the old steam washroom. What is more, the director took the initiative at the beginning of winter to cancel lunch, stating that it was being moved to the evening, but no changes were observed from the usual evening, lunch and breakfast menus. It should be noted that the children’s bedclothes and clothes were not fresh, that two children were discovered to have lice, many children’s heads were shaved and many had symptoms of ear, nose and throat infections. Throughout the grounds there are open manholes containing rubbish. There are no facilities for leisure, though there is a museum (the aim of which is not clear). The work of staff members is very poorly organised, and then can search for room and office keys for hours. They were more frightened than the children and some hid, so as not to open their offices (the laundry woman and the housekeeper.

The grounds of all the institutions in the province are not improved and not equipped. Where grounds are relatively spacious, they do not contain the equipment necessary for development and to ensure the physical health of children, such as sports fields and playgrounds. Some children's residential institutions rent out some of their grounds, but this does not usually lead to improved conditions in either the grounds or the institutions in general.

Extract 12. From observation notes Boorukerdik Boarding School (Osh City Mayor’s Office);

The one-storey building needs capital renovation. There are insufficient leisure facilities for the children: a small television room and a large veranda housing the canteen, which is also used as a schoolroom. The indoor toilet is for two children, and has one shower. The grounds are large, but do not have a playground. There is a newly built hairdresser’s with a sauna (the children do not have access to the sauna). The same grounds contain an old people’s home, and part of the plot is let to a private nursery garden. The grounds also house a shelter for women who have suffered domestic violence, which has recently been renovated and has a five year lease. Some of the grounds were given by the mosque for the old people’s home. The kitchen is far from the main building. Food is not prepared to schedule, but is sent to the main building where at the allotted time it is heated in a kitchen room on an electric ring. The reaction of the children to strangers was reasonable: the children freely communicated and spoke about themselves.
The province’s institutions are facing serious problems with water supply and electricity. Despite the fact that the institutions are relatively clean, because of the lack of heating or, at least, the extremely insufficient heating, the living accommodation not look fit for purpose or comfortable.

In general, around the province, the institutional infrastructure and living conditions of the children is unsatisfactory. The worst conditions were recorded in the Bala Umutu Centre to Support Families and Children, the Single and the Elderly and Dadan Sultanov Boarding School 118, both in Kara Suu, where the conditions are basically not fit for children to live in.

Extract 13. From observation notes: Bala Umutu Centre to Support Families and Children, the Single and the Elderly, Kara Suu
The children live in a single-storey building with elderly people. The children take up two rooms: one, made up of two adjoining rooms, is the bedroom while the other, small, room is sometimes the canteen, sometimes a playroom and sometimes a schoolroom. The bedroom is heated by electric appliances, with outlets and bare wires. Water is provided by a pump in the yard. The toilet (outside) is in critical condition. There is nowhere for personal hygiene. The beds are not fresh and the rooms have a musty smell. There are kitchen windows that are not glazed and there are exposed wires from the storeroom. The floor is earthen, and the pantry is empty. On the veranda there are tables: according to the director this is a classroom, but it is not heated and is passed through by all those living in the Centre (children and the elderly). Some of the elderly residents have mental health problems, and so there is a threat to the children’s lives and health. The yard has two stalls, where the elderly sit. The children go to play in the neighbouring sports field.

Extract 14. From observation notes: Dadan Sultanov Boarding School 118, Kara Suu
Special notes: Leaky roof in the children’s dormitory, and very cold: it was almost impossible to sit in the resource teacher’s room. The technical staff’s room was hurriedly converted into a personal hygiene room: it contained a basin and a flask. The bedrooms are not comfortable, with 4, 8 or 10 beds. The glass is broken, and one window is dirty. The grounds are not well kept, and there is no playground. The toilet, outside, is unhygienic. The working group was shown a washbasin which was not working, and which ran out of water very quickly, as the pumps were not working.

Issyk Kul Province

Monitoring of conditions and the state of infrastructure in 10 residential institutions in Issyk Kul Province (Aksu Children’s Home; Irada Emergency Assistance Centre in Karakol; Kelechek Family-type Children’s Home; Khadicha Rehabilitation Centre for orphans, children with disabilities and children from deprived families; Karakol Children’s Home (formerly Yrayim); Meerim Bulagy Private Children’s Home; Deti Tyan Shanya Children’s Centre; Druzhnaya Semya Children’s Home and Family Reception Centre, Semenov; Umut Uyu Family-type Home in Karakol town; and SOS Village, Cholpon Ata town) showed that in
general the roofs, walls and windows were in satisfactory condition. The best premises were Umut Uyu Family-type Home in the care of Karakol Town Mayor’s Office.

The institutions in Issyk Kul Province had somewhat better sanitary conditions for residents than those in Jalalabad Province. Aksu Children’s Home (Ministry of Education and Science) has an excellent steam bath. In three of the province’s institutions (Khadicha Rehabilitation Centre for children from deprived families in Kaji Say village; Druzhnaya Semya Children’s Home and Family Reception Centre, Semenov; and SOS Village, Cholpon Ata town) excellent washrooms are in place and used. Karakol (private) Children’s Home and Kelechek Family-type Children’s Home in Kyzyl Suu village provide satisfactory sanitary and hygienic conditions for residents.

In general, the institutions in the province provide reasonable portions of food for residents. An exception to this was Meerim Bulagy Private Children’s Home, where the commission did not come across a systematic procedure for feeding children.

**Extract 15. From observation notes: Meerim Bulagy Private Children’s Home**

The working group was at this institution for a whole day, but during that period no food was organised for the children (neither lunch nor an evening meal). The kitchen worker lay on a child’s bed throughout this period, and children wandered aimlessly through the grounds. The pantry was locked shut. According to the children the director, who at that time was in Bishkek, had the key. The canteen for adults and “guests” was well equipped and comfortable. The children’s canteen was neglected, not cosy, and dirty. The building was in a semi-critical condition, with a leaking roof and peeling wallpaper. According to the children, there are always power cuts because of electricity overloads. The premises are very cold, with beds for just 17 children (there are 33 children on the books). The other children, and those who come for holidays, sleep on the floor. Washed clothing and bedclothes were drying on the beds in the girls’ bedroom. The home’s grounds are large, but not adapted for games and children’s leisure activities: they are used for grazing sheep, cows and poultry. There is an active church on the grounds.

Residents’ clothes and shoes were evaluated as good. Children, in general, wear clothes and shoes for the season. The children look well turned out. The physical characteristics and looks of the children were rated highly by the commission as were, generally in the province, the behaviour of the children, their physical characteristics, their health, and the leisure conditions. The conditions of the bedrooms and the hygiene conditions were evaluated as good.

The best conditions for children were found in SOS Village in Cholpon Ata.

The conditions in the Meerim Bulagy Private Children’s Home need significant improvement and consideration. This institution has real problems with the state of its grounds, and has acute issues with heating, electricity supply, hygiene and sanitation, and especially food, as noted above.
Naryn Province

Monitoring of conditions and infrastructure was carried out in two institutions: U. Asanov Naryn Provincial School-Lyceum and the School-age Children’s Home in Cholpon village in Kochkor district.

In general, under all the criteria the institutions were assessed as highly unsatisfactory. What is more, neither of the province’s institutions had a sanitation and hygiene facility in the form of a steam bath, a bathroom or a shower room. The institutions have serious problems with water supply, electricity, equipping of the grounds and the condition of toilets. All the areas above were evaluated as “unsatisfactory”.

Extract 16. From observation notes: U. Asanov Naryn Provincial School-Lyceum
The school building at the boarding school is in satisfactory condition. The dormitory building requires capital renovation. Though the children have families and go home at the weekends, particular attention needs to be paid in the premises to personal hygiene (bathrooms and shower rooms) and toilets (both internal and external). The bedrooms contain between six and nine bunk beds each for 12-18 children. The number of chests and cupboards to store personal affairs is limited. There is not enough lighting in the rooms and the lounge. The grounds are neglected and not equipped.

Extract 17. From observation notes: School-age Children’s Home in Cholpon village in Kochkor district.
The building is old and requires capital renovation. Facilities for development and leisure activities for children are limited: one television room for everybody, a classroom for homework with a shortage of seats, and a small gym. At the children’s home there are no facilities for personal hygiene: the children go home for the weekend and wash there.

Talas Province

A monitoring visit was paid to the only institution in the province – Chaldybar Boarding School. In general, the state of the institution and the conditions in which children were housed, according to all the criteria, were categorised as unsatisfactory.

Extract 18, From observation notes: Chaldybar Boarding School, Ministry of Education and Science
The school building where the children study is in very good condition: there are many flowers, cosmetic renovation, and offices are decorated. The dormitory building is in critical condition: it was built in 1963 and had its last serious renovation in 1997. The lounges are gloomy, and there are no play materials. The dormitories contain between eight and 12 double bunk beds, one cupboard, one table and 3-4 chairs. The former shower room now used to store personal belongings is in critical condition. Children are dressed for the season and all have parents or guardians who bathe the children when they go home every weekend.
The highest number of children’s residential institutions are located in Chuy Province, and therefore the monitoring covered 25 institutions in the province, including:

1. Altyn Uya Family-type Children’s Home, Issyk Ata district;
2. Umut Children’s Fostering-Adaptation Centre, Issyk Ata district;
3. Kelechek Centre to Assist Families and Children, Issyk Ata;
4. Syuzen Fostering-Adaptation Centre, Issyk Ata district;
5. Altyn Uya House of Mercy, Novopokrovka village, Issyk Ata district;
6. Detskiy Kovcheg Charitable Fund, Novopokrovka village, Issyk Ata district;
7. Malysh Private Children’s Shelter;
8. Belovodsk Psychoneurological Boarding School;
9. Meerim mentor Family-type Children’s Home
10. Belovodsk Pre-school Children’s Home – Family Reception Centre;
11. Voenno-antonovka Children’s Home;
12. Motherhood and childhood centre at Davka school for boys, Sokoluk village
13. Friend of Children Children’s Shelter
14. Sharlotta Family-type Children’s Home
15. Solovka Sanatorium Boarding School;
16. Kara Balta Children’s Home, former Yrayim;
17. Yavna Reception (alternative) Family (Children’s Charitable Foundation);
18. Chuy Boarding School;
19. Panfilov Boarding School;
20. Tokmok Specialised Infant Home;
21. Beykut uyu Family-type Children’s Home;
22. Tokmok Pansion Charitable Institution;
23. Nurmeeaysa Temporary Accommodation Centre;
24. Yrayim Specialised Boarding School, Kemin; and

The average figures for all areas indicate that children’s residential institutions in Chuy Province provide good living conditions for their residents. Of all the institutions visited, the worst situations were recorded at Detskiy Kovcheg Charitable Fund, Novopokrovka village, Issyk Ata district and Chuy Boarding School.

Extract 19. From observation notes: Detskiy Kovcheg Charitable Fund, Novopokrovka village, Issyk Ata district

Special notes: Donors from Germany stopped financing the institution because of the global crisis. The institution began to finance itself and went into decline. In the words of the deputy director it is finding it difficult to survive and is currently in search of donors. The number of children has fallen, and currently there are only boys at the institution as, according to a staff member, when they had girls in residence there were problems in the institution. At the time of the visit the building was dirty and required capital renovation; the rooms were dirty and neglected with windows that had not been cleaned for a long time; and the canteen (which doubled up as a study) was very dirty and unhygienic. Despite the fact that half the building, where the “parents” live, was fresher and renovated with
good wooden varnished doors, this part was also unclean, with piles of rubbish, which two daughters of the owners hurriedly cleaned. There was nowhere for children to play, the boys' bedroom was also used as a leisure hall and library, and furniture was broken. Two rooms had been converted into a store room for old, broken computers. Another room had become a drying room and laundry. There was a very small classroom with four desks and two chairs. The playground remained in good condition, along with the toilet for children in care. The grounds were not suitable for children to relax in. The steam washroom did not have an entrance door or lighting.

**Extract 20. From observation notes: Chuy Boarding School**

Special notes: The children’s were housed in two two-storey buildings. The one for older children had been renovated but the other was in a critical condition: the heating was turned off and it was very cold, the washbasin was broken and the taps not working. The toilets in the old dormitory were not working, while in the new building the toilets had been renovated and tiles installed by the prosecutor's office. The outdoor toilet, which according to the children was used by all the child residents, was in a very unhygienic state. In the old building, the dormitories were dirty and cold, with 8, 10 or 12 beds in each, dirty bedclothes and some children without blankets. The television did not work and the leisure room was dark and empty. The children were not dressed for the season and wore flip-flops without socks on their feet. Their fingernails were dirty and not cut. As to their appearance, the children had shaved heads and were not neat, some wearing old ragged clothes. The younger schoolchildren had runny noses and were coughing. According to a carer the children regularly get lice.

These two institutions were absolutely unsatisfactory under all criteria.

Alongside these institutions with poor conditions and infrastructure, institutions were also recorded in the province with excellent scores. The best children’s residential institution in the province, as well as nationally, was found to be Yavna Reception (Alternative) Family Children's Charitable Foundation. The charitable foundation has created excellent conditions for children’s life and development. This is the only institution in the country for which not a single criticism was noted, and which was evaluated under all criteria as “excellent”.

**Bishkek**

The infrastructure and conditions in the seven children’s residential institutions in Bishkek were evaluated:

1. **Bishkek Centre for Rehabilitation of Homeless Children**;
2. **Putnik Children’s Centre**;
3. **Svetlyi Put’ Charitable Foundation**;
4. **Dafka Centre for Mothers and Children, Bishkek**;
5. **Uchkun Shelter for Neglected Children**;
6. **SOS Children’s Village, Bishkek**; and
7. **Bishkek Centre for Adaptation and Rehabilitation of Minors**.
In general, the children's residential institutions in Bishkek provide their residents with satisfactory living conditions. In comparison with the conditions recorded in the institutions in the country’s provinces, those in Bishkek are relatively good. Not one of the indicators for institutions in Bishkek was evaluated as unsatisfactory.

**Conclusions of the monitoring conducted (Evaluation) of the conditions of the infrastructure, facilities and equipment of children’s residential institutions**

The monitoring revealed the real differences between conditions in institutions and their infrastructure, dependent on the province in which they are located. It is clear that the least favourable conditions in this regard are in Jalalabad, Osh, Batken and Naryn Provinces. The best conditions were recorded in Chuy Province, Bishkek, and Issyk Kul Province.

The number of the less favoured institutions in the country, which have terrible infrastructure and facilities evaluated as unsatisfactory, is quite high. Of these institutions three, where the infrastructure and conditions are particular poor, were evaluated as “extremely bad”:

1. Bazarkorgon Sanatorium-Type Children’s Rehabilitation Centre (Jalalabad Province);
2. Bala Umutu Centre to Support Families and Children, the Single and the Elderly, Kara Suu (Osh Province); and

**Table 8. List of institutions with the best and worst infrastructure and conditions for the care of children.**

<table>
<thead>
<tr>
<th>Institution</th>
<th>Province</th>
<th>Number of points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bazarkorgon Sanatorium-Type Children’s Rehabilitation Centre</td>
<td>Jalalabad</td>
<td>19</td>
</tr>
<tr>
<td>Bala Umutu Centre to Support Families and Children, the Single and the Elderly, Kara Suu</td>
<td>Osh</td>
<td>21</td>
</tr>
<tr>
<td>Jalalabad Children’s Psychoneurological Boarding School</td>
<td>Jalalabad</td>
<td>22</td>
</tr>
<tr>
<td>Yavna Reception (alternative) Family Children’s Charitable Foundation</td>
<td>Chuy</td>
<td>81</td>
</tr>
<tr>
<td>Kara Balta Children’s Home, former Yraiym</td>
<td>Chuy</td>
<td>79</td>
</tr>
<tr>
<td>Umut Children’s Fostering-Adaptation Centre</td>
<td>Chuy</td>
<td>76</td>
</tr>
<tr>
<td>Meerim-mentor Family-type Children’s Home</td>
<td>Chuy</td>
<td>76</td>
</tr>
</tbody>
</table>

A direct relationship was not found between the state of infrastructure and conditions of care, on the one hand, and the form of ownership on the other. In both private and state institutions precedents of both excellent care for children and unsatisfactory conditions were recorded.
5.6. Services provided by children’s residential institutions

Children’s residential institutions, in addition to their basic functions of housing and maintaining children within their walls, also perform a range of other services, such as educational and welfare services (core and additional); socio-medical rehabilitation services; social adaption services; methodological support services for teachers; and post-boarding school adaptation services.

Diagram 16. Institutions providing educational services in schools within the institutions

Preschool educational services are provided in four children’s residential institutions in the country.

Thirty three institutions provide their residents with additional education in the form of classes in Kyrgyz language, Korean language and mathematics; carpentry, woodturning and furniture-making workshops; sports clubs; vocational workshops and study circles.

A total of 27 institutions provide case management services (ensuring a family environment, restoring documents, work with parents and so on). Of these, 17 are state institutions and 10 private. Case management is conducted by social tutors, who cooperate with Family and Child Support Departments, social workers, and other personnel of the institutions.

Most of the institutions (39) provide psychological services. The vast majority of psychologists (29 specialists) work in state institutions, while 10 work in private institutions. Most of the psychologists working in institutions do not have qualifications or basic knowledge of psychology, making the psychological rehabilitation of the residents ineffective.

Socio-medical rehabilitation services are conducted in 30 state and nine private institutions. These services are provided by nurses, dentists, masseurs and speech pathologists.

Thirty seven institutions provide methodological assistance to teachers, of which 27 are state institutions and 10 are private.

Post-boarding school adaptation services are provided by nine of the institutions, all of which are privately-owned.
5.7. Results of testing of staff of private and state residential institutions

Diagram 17. Results of “Evaluation of Aggression in Relationships” test using Assinger methodology

The Assinger test showed that the majority of carers in the children’s residential institutions are individuals largely confident in their own abilities with healthy ambition, who are able to work with bouts of anger. If these teachers display anger, this would tend to be constructive rather than destructive. Nevertheless, the carers tend to be rather skilful at suppressing outbreaks of aggression, not engaging in fierce discussion and quite skilful at regulating conflict situations. This result was typical of 20 of the 37 teaching staff who participated in the testing. Test results showed that 11 of those tested were excessively peaceable. This relates to a lack of self-confidence and belief in one’s own strength and abilities. Typically, these educators are closed, and this does not mean that they are immune to flashes of aggression. Usually they suppress aggression quite carefully. The results of six test participants indicate that they are overly aggressive, overly rigid and unbalanced in their relationships with others. Hoping to get into “top” management, they rely on their own strategies, and succeed by sacrificing the interests of loved ones and associates. Therefore, such people are not surprised by the dislike of their colleagues and the children. But, at the slightest opportunity, they try to punish them.

The results of the testing using the Yusupov method showed that 16 of the 37 tested staff members has the normal level of empathy, common to the vast majority of people. They cannot be called “thick-skinned”, but at the same time they are not particularly sensitive individuals. They are not strangers to emotional displays but most of them control themselves. In interpersonal relationships they are more likely to judge others by their actions, than to trust their own feelings. They are careful in communication, trying to understand more than what is said, but faced with an excessive outpouring of feelings they quickly lose patience. They prefer tactfully not to express their views unless they

15 The Assinger test can determine if the carer is acting correctly in relationship to children and those in care, and whether the carer is an easy person to communicate with.
are sure they will be accepted. When reading fiction and watching films, they follow the action more than the characters' emotions. They find it difficult to predict the development of relations between people, so their actions can be unexpected for these people. Such individuals do not feel relaxed, and this interferes with fully perceiving the emotions of others.

In the test "Ability of the teacher to empathise" a significant proportion of the tested carers (8), on the "lie scale" did not want to be frank, which means that the results of testing can be in doubt. The carers gave too many insincere answers, trying to appear socially and psychologically normal and positive, "showing themselves in the best light", and incorrectly understanding the word "empathy".

A slightly smaller number of carers (7), according to the test, showed a high level of empathy. These individuals are sensitive to the needs and problems of those around them, are kind-hearted and tend to forgive people a lot. Those around appreciate their sincerity. They quickly find a common language with others and children are drawn to such people, who try not to allow conflicts and to find compromises, trusting more their feelings and intuition than analytical conclusions. They prefer working with people than working alone. They are constantly in need of social approval for their actions. With all these qualities, these caregivers are not always accurate in precise and painstaking work, and they are easily thrown off balance.

Four of the carers were revealed to have low levels of empathy. These individuals have difficulties establishing ties with people, and do not feel comfortable in loud company. These persons prefer to concentrate on specific tasks rather than work with people. They are in favour of precise formulations and rational decisions. It is likely that such people have few friends, and that they value those they do have for business acumen and clear thinking rather than sensitivity and responsiveness. People pay them the same, and those around do not particularly pay attention to them.

Two of the participants were found in the study to have very low levels of empathy. A very low level of empathy means that empathetic tendencies are not developed in these carers. They usually find it difficult to begin conversations, and tend to be loners. Such people find it particularly difficult to develop links with children and persons who are much older. In interpersonal relationships, they often finds themselves in awkward positions. Often, these people do not reach common understandings with others. They love adrenaline rushes. In their activity they are too focused on themselves: while productive in individual work, they do not always appear in the best light working with others. They endure painful criticism, but are unable to respond quickly. Such teachers need elastic feelings.
5.8. Results of the survey of children’s residential institutions’ staff members

Reasons for choosing the caring profession
Analysis of interview results shows that the personnel chose the profession for three main reasons, which can be expressed collectively as “vocation”. Eighty-five per cent stated that work with children was their childhood dream, and so they completed the required teacher training and began working in the system. Twelve per cent became carers because of compassion and a desire to help children. Three per cent indicated that their circumstances played a significant role in their choice of profession. Such circumstances include the following: “I began working in a project”, “I saw an advert in a newspaper”, “I got through a competition”.

Factors influencing their work as carers
When asked what attracted them to work with children, the most common answer was “Love of children”. Carers in children’s residential institutions believe they are communicative, self-confident, get pleasure from working with children, and see the tangible results of their work.

The factors that upset carers in their work with children are categorised below, grouped into broad areas.

1. Medical and educational area
The children’s educational attainment is poor (at 12-14 they do not have reading and writing skills). There is low interest among the children in school learning. Their psychological and physiological development is lagging. They have mental health problems.

2. Social areas
The trend of child abandonment, and uncertainty about the future of children after leaving the institution, indifferent attitudes of parents toward the children who are being brought up in the institution.

3. Care concerns
The children and adolescents do not listen. They are closed and uncommunicative.

4. Organisational areas
Dissatisfaction with the living conditions of the institution’s residents.

The question “What information would you like to receive to improve your work?” elicited a wide range of answers, which can be classified into three main groups:

1. The self-sufficient group of answers (11 per cent): “We have enough information”, “We have training on care and play often enough”, “I have a lot of work experience”.

2. The group of answers on additional educational activities (64 per cent): “Improve qualifications”, “practical training”, “exchange of experience with
other childcare institutions”, “develop new methods of working”, “visit other institutions”, “information on children’s psychological development”.

3. The group of answers requiring improvement in the institutions’ facilities (25 per cent): “We need a speech therapist on the staff”, “language lab”, “we need new methodological literature”, “Recognition of SOS-mum status”.

**Adaptation of residents to independent life**

The question “How do young people leaving the institution adapt to independent life” elicited serious concerns regarding accommodation and livelihoods. Most answers were connected to the adaptation process, obtaining professional skills and the further educational process. A smaller proportion of the answers stated that leavers successfully and easily adapted to independent life. Below we present the most common answers of carers to this question: “When we worked on a project to reunite children with their families we thought that at last the children will live full lives, but many of the families then abandoned their children. Adaptation of leavers from our children’s home to adult independent life has had various degrees of success. We try to support them and trace their fates”;16 “Many are admitted to educational institutions from the moment they leave the children’s home”;17 “We help the leavers start studying and find accommodation, and provide them with foodstuffs and clothes”;18 “They are adapted. Our leavers go into professions”;19 “We sent the leavers to the elderly people’s homes in Tokmok and Kara Balta”;20 “It is very difficult for them. They find it difficult to adapt – nobody is waiting for them and they have nowhere to live. Links should be established with relatives or parents”;21 and “Our leavers adapt excellently. They are leaders everywhere”.22

**Problems in communication with parents**

The carers that took part in the interviews touched on several problems which they face in communicating with the parents of children’s home residents. The most common issue faced is the parents’ alcoholism: “If a family is antisocial, the parents do not want to make contact. They come here drunk, and do not hand over documents”;23 “There are conflicts because the parents are not sober – the children refuse to talk with them”;24. Another frequent problem for carers in working with parents is their consumer and welfare mentality with respect to the institution: “There are parents who believe that it is the state’s duty to look after their children: they make large claims upon the institution, often accompanied with gossip, accusations and discontent”; “Parents are used to their children being provided for by the institutions. They come in drunk and dirty. They look at their children and leave”.25

---

16 Interview with a carer at J. Bokonbaev Children’s Home 1, Oktyabr’
17 Interview with a carer at Ak Suy Children’s Home
18 Interview with a carer at Meerim Bulagy Private Children’s Home
19 Interview with a carer at Putnik Children’s Centre
20 Interview with a carer at Belovodsk Psychoneurological Boarding School.
21 Interview with a carer at Uch Korgon Children’s Home
22 Chuy Province School-Gymnasium
23 Interview with a carer at Bishkek Centre for Adaptation and Rehabilitation of Minors
24 Interview with a carer at Meerim Bulagy Private Children’s Home
25 Interview with a carer at Ferst Children’s Centre
The apathy of parents is another widespread problem: “The parents do not care at all about their children, and don’t care about their future. They don’t understand what lessons or examples they are giving when they visit them drunk and dirty.”

Diagram 18. Answers to the question “Is it harmful for the children in the institution to communicate with their dysfunctional families?”

An absolute majority (62 per cent) of respondents to the question “Is it harmful for the children to communicate with their dysfunctional families?” answered: “Whatever sort of family it is, functional or not, the child should communicate with the family”,27 “Children are sincerely glad when their parents come to visit, whatever they are like, however they look, and in whatever state they come”.28 A third (31 per cent) of carers believe that communication with dysfunctional families is not desirable: “Communication with dysfunctional families negatively influences the child’s psyche”;29 “After communicating with that sort of parents, the children become aggressive”.30

Six per cent of carers believe that every case should be dealt with on its own merits. If the family does not exert a negative influence, communication is essential. Some clarified their answers: “Living in that sort of family is not desirable, but it is essential for the child to be in touch with the family”.31 One per cent of carers could not answer the question.

In general, the survey of staff revealed a firm conviction that children should only be admitted to institutions in the most extreme circumstances, when there is no alternative form of care available for the children. They believe that children need to be cared for in families, or at least in conditions approaching those of

---

26 Interview with a carer at Sharlota Family-type Children’s Home
27 Interview with a carer at Ak Suy Children’s Home
28 Interview with a carer at Chaldybar Boarding School
29 Interview with a carer at Meerim Bulagy Private Children’s Home
30 Interview with a carer at Detskiy Kovcheg Nadezhdy Shelter Charitable Foundation
31 Interview with a carer at J. Bokonbaev Children’s Home 1, Oktyabr’
families. Nevertheless, the isolation of children living in dysfunctional families was also not doubted.

**Priority place for residents to be**

Diagram 19. The opinion of staff about the priority place for residents to be

The survey results indicate that most (58 per cent) of staff members believe that it is better for children to be living with their families rather than in the institution in which they work. Eighteen per cent believe that the children are better off in the institutions than with the families they were living with before. About a quarter (24 per cent) took neutral positions on this issue.

About 80 per cent of staff members do not agree with the assertion that children’s homes provide all the conditions necessary for children’s full potential to be developed. Thirteen per cent are neutral on this, while 7 per cent agree with the statement, including respondents from private institutions.

In response to the question “What do you think of reunification of children with their biological parents?” the respondents unanimously answered that children, without question, need to be in a family environment. Nevertheless, the carers indicated that there are real risks inherent in work for reunification. These risks were supplemented with precedents of unsuccessful reunification of children with their biological families.

**From an interview with a carer at J. Bokonbaev Children’s Home 1, Oktyabr’**

“There was a project at our children’s home specifically to reintegrate children into their families. However, the children that were returned to their families at the end were left on the street. Children should not be returned to families that display antisocial behaviour.”

“Of course, we are very favourable. However, children come to the home who are orphans or have lost one parent, or are neglected children who nobody wants. The relatives refused to care for them, and that’s why they are here. If they had families, they would not be here.”
Regarding the effectiveness of activities to reunite resident children with their biological and extended families, the absolute majority of staff members (52 per cent) of children's residential institutions took a neutral position, while the existing programme was said to be effective by 17 per cent of staff members. The other 31 per cent of respondents cast doubt on the effectiveness of programmes to reunite the resident children.

The next question sought to determine whether the number of children has declined following the beginning of project activities to reunite residents with their biological families. Most (64 per cent) staff members took neutral positions on this issue. A quarter (24 per cent) are confident that positive changes have taken place, and believe the number of children in institutions has fallen. Twelve per cent do not see any positive changes.

Respondents stated that the most effective alternative forms of care were family-type children's homes (37 per cent), adoption (28 per cent) and guardianship (14 per cent). About 9 per cent of respondents answered that parents can care for their children, 7 per cent named centres as a form of alternative care, and 5 per cent referred to foster parents.

**Possibilities of transformation of institutions**

**Diagram 20. Answers to the question “Is it possible that children’s homes and boarding schools will be transformed into centres?”**

To the question “Do you believe it is possible to transform children's homes and boarding schools into centres?” about half the respondents, though not the absolute majority (45 per cent), stated that transformation of the children’s homes is possible, and supported the statement by saying that in such a case, the children would live better and the state would steadfastly pay attention to the problems of children. Transformation could lead to reform of the residential institution system as a whole, and new effective approaches could be developed to work with children and return them to their biological families.

A third of respondents (33 per cent) suggest that transformation is not feasible, and support this with the view that centres would support children on a short-term basis, while boarding schools support children until they reach the age of
majority. Some respondents suggest that children receive all they need in their children’s homes – warmth, comfort, good food, and an appropriate upbringing – and that therefore transformation does not make sense. Certain staff members believe that instead of transforming institutions, the conditions need to be improved for the children living in them, and that support should be given to improve their skills in working with children.

Sixteen per cent of respondents either did not answer the question at all or found it difficult to answer. Six per cent answered that their institutions had already been transformed into centres for assistance to families and children.

Diagram 21. Answers to the question: “Are you ready for transformation of your institution into a Centre?”

There is a serious lack of readiness among respondents to discuss this issue, as was revealed in the high number that did not answer (41 per cent) the question. Meanwhile, 33 per cent answered honestly that they were not ready for transformation, arguing that it is still too early for profiling, the staff are not ready and transformation could have a devastating effect on the children’s psyches. The respondents believe that at the moment they do not have the methodological resources for such a change. They would need additional theoretical and practical knowledge to work with families and children, in particular on issues of care for children, educating, and resolving crisis situations. About 19 per cent of respondents said they were ready for transformation, and 7 per cent stated that they did not know the answer.

5.9. Results of interviews of children resident in the institutions

According to answers to the question “Where did you live before entering the children’s home? With whom?”, most (68 per cent) of the children lived with their parents, or one of them. As a rule, the children named their districts and settlements. Some children explained the reason why they were now in an institution: “I lived with my mother, before she became an alcoholic. Then FCSD staff took me away”,32 “I have parents. They got divorced. I lived at home with

32 Interview with a resident at Karakol Children’s Home
mum and dad. When they divorced, I was brought to the children’s home”. Some also indicated their specific living conditions before coming to the institution. Twenty three per cent of those interviewed answered that they lived with close relatives (such as grandparents, sisters or aunts). Nine per cent admitted that before the children’s home they had no fixed abode: “I lived at the bazaar, homeless. A policeman brought me here.”

A question asked to elicit where the child felt more comfortable: Was it better for you with your family or at the children’s home?” revealed that most of the children (62 per cent) prefer being in the children’s home. Nevertheless, the reasons for this came in three main groups. The first reason was that it is physically more comfortable in the children’s home: “Of course I prefer it here. You get fed, study, and are supported by the carers. When I lived with my parents I was often hungry. I didn’t wash and went begging; “It’s good for me here: it’s warm, we get clothes and shoes. I go to school. At home I was hungry, there was no electricity and I didn’t go to school”; “To be honest, I’m happy here in the children’s home. Because my grandmother and dad drink”; “My stepmother used to beat me and scold me at home. My father also hit me. I like it more in the children’s home because nobody beats me here.” The second reason is the feeling among children that they are a burden for their parents and so therefore they prefer being at the institution. “It’s good for me at the centre, they give us clothes and we get food three times a day. And if I went to mum, it’d be difficult for her, there’d be problems with money”. A third reason is that children simply do not remember how they lived with their parents, as they have spent most of their lives in the residential institution: “It’s better here in the children’s home. It was difficult living alone. I’ve already been here seven years.”

Diagram 22. Answers for the question “Where was it better for you – with your family or in the children’s home?”

---

33 Interview with a resident at Kelechek Children’s Home, Kyzyl Suu village, Jety Oguz district.
34 Interview with a resident at Irada Emergency Assistance Centre
35 Interview with a resident at Chuy Boarding School for Orphans and Children Deprived of Parental Care.
36 Interview with a resident at Umut Uyu Family-type Children’s Home
37 Interview with a resident at Kelechek Family-type Children’s Home
38 Interview with a resident at Ak Suy Children’s Home, Issyk Kul Province
39 Interview with a resident of Khadicha Centre
40 Interview with a resident at Friend of Children Shelter
A fifth (22 per cent) of the children interviewed said it was better at home: “It was better living at home. I’ve got used to the children’s home. But I want to live with my family”. It is noteworthy that the children were never able to explain why it was better to be with their families. The children simply answered: “It’s better to be with mum and dad”, or “it’s good to be with parents”. They did not give any other explanations.

Sixteen per cent of the children were not able to express a preference either for the children’s home or their families: “I like living both with my family and at the Centre. When I’m at home I miss the Centre. When I’m in the Centre I miss my loved ones”; “I like living in the children’s home, but I’d like to live with mum”; “It’s just the same. At home you also sit and watch television.”

Asked “Have you lived with another family?”, only six per cent of the children interviewed had had such an experience: “Yes, I lived with my mum’s friends”; “Yes, they wanted to adopt me but I didn’t want them to”. The other 94 per cent had never lived with other families.

When asked “Would you like to live with another family?” most children could not imagine living with another families. The absolute majority (73 per cent) of respondents answered that they did not want to live with another family, explaining “I have my own family. When dad and mum make up, they will fetch me home”; “No, with another family I think I would be side-lined. Even now, I feel like I’ve become side-lined by my father”; “No, I don’t want a new family, they might be nice for two or three days, but then they would beat me.” A tenth of the children interviewed gave no answers at all to the question, 4 per cent said that didn’t know, and 13 per cent said they wanted to live with another family. The positive answers were supported with arguments like: “It would be good. Mum has died. I don’t know where dad is. I would like to live in a family with good parents”; “Yes, because I wish that my little sister and I had real parents and our own house”.

The question about professional intentions “What will you be when you grow up?” revealed a wide range of career plans among children living in residential institutions. Nevertheless the most common suggestions were professions in the healthcare field: 17 per cent of the children interviewed dream of becoming doctors, or more rarely nurses or masseurs. Many children explained this choice: “I want to be a nurse because the health of Kyrgyzstan’s population is not very

---

41 Interview with a resident at Sharlota Family-type Children’s Home
42 Interview with a resident at Kelechek Family and Child Support Centre
43 Interview with a resident at Orphanage
44 Interview with a resident at Irada Emergency Assistance Centre
45 Interview with a resident at Shelter for Neglected Children
46 Interview with a resident at Chuy Boarding School for Children Deprived of Parental Care
47 Interview with a resident at Kelechek Family-type Children’s Home
48 Interview with a resident at SOS Children’s Village, Bishkek
49 Interview with a resident at Ak Suy Children’s Home
50 Interview with a resident at Umut Children’s Fostering-Adaptation Centre
51 Interview with a resident at Voenno-Antonovka Children’s Home
good. I want to help people and treat them and gave the specialisms that they wanted to enter: “I want to be a paediatrician” or “I’ll be a surgeon.”

Diagram 23. The professions chosen by the children grouped into categories

About 15 per cent of the children in institutional care imagined their future in creative professions. Children said they would like to be artists, computer programmers, singers, film actors, journalists or writers.

The third most popular group of professions chosen by the respondents (14 per cent) was trades. In particular, this category included specialisms such as joiner, lathe operator, electricians, welders, handyman, seamstress, driver or salesperson.

The fourth most popular group of professions was education and care specialists. About 13 per cent of the answers showed that children wanted to be teachers (with precise answers such as “physics teacher” “English teacher”, “Greco-Roman wrestling trainer”) or carers.

About 9 per cent of the children wanted to work in the food industry. In particular they mentioned wanting to be chefs or confectioners, or prepare shashlik (kebabs).

Eight per cent of respondents chose professions in public service or business. The most common mentioned were banker, businessperson, parliamentarian, diplomat and president.

About 7 per cent dreamed of working in the area of security, law and order. Professions listed included the police, traffic police, or the military.

About 6 per cent of those interviewed stated that they wanted to be translators of English or German. It should be noted that all children that gave this preference only mentioned these two languages.

---

52 Interview with a resident at Ak Suy Children’s Home
Among the other professions recorded were beekeeper: “I want to be a beekeeper. My godfather has a beehive, and he will teach me everything”, a Dawaat (Muslim missionary), or a pilot.

Answers such as “I don’t know”, “haven’t decided”, “I haven’t thought about it” made up 7 per cent of the total number of children interviewed.

---

53 Interview with a resident at Irada Emergency Assistance Centre
6. FINDINGS OF RESEARCH INTO SPECIALISED RESIDENTIAL INSTITUTIONS

6.1. General information about specialised children’s institutions reporting to the Ministry of Education and Science

This stage of the research took the form of a situational analysis of children’s specialised institutions that report to the Ministry of Education and Science. A total of 15 institutions were included. Referral and admission of children to specialised children’s institutions is based on the Standard Regulation on specialised educational institutions for children with impeded mental or physical development, as confirmed by Government Regulation 555 of 21 December 1995. The list of 15 boarding schools is provided in Appendix 2.

The boarding schools studied have four main functions and specialties: institutions following general programmes for the care and development of children with learning difficulties and delayed psychological development; institutions that educate blind and visually impaired children; institutions for deaf and audial impaired children; and institutions for children with severe speech impediments.

Diagram 24. Number of institutions by specialisation

![Diagram 24](image_url)

As seen in the diagram, the focus of specialised institutions is primarily on children with learning difficulties. Most (53 per cent) of the institutions work in these areas.

The specialised children's residential institutions under the Ministry of Education and Science are mainly located in Chuy Province and Bishkek. Nine out the 15 institutions in Kyrgyzstan are located in these two areas.
Fourteen of the specialised children's residential institutions were founded in Soviet times in the period between 1934 and 1980. During the period of independence, one specialised children's residential institution was created, in Osh city in 2003.

The oldest specialised children's residential institution is the Republican Specialised Boarding School for Deaf Children, opened in 1934 in Frunze. An institution with another specialisation – the Specialised Boarding School for Blind and Visually Impaired Children – was opened five years later in 1939, also in Frunze.

In the 1950s three further specialised children’s institutions were opened:
- Krasnorechka Specialised Boarding School for Orphans and Children Deprived of Parental Care with Learning Difficulties, founded in 1953 in Krasnaya Rechka village in Chuy Province;
- Nizhne-Chuyskaya Primary Specialised Boarding School for Children with the diagnosis “delayed psychological development”, founded in 1954 in Chuy Province; and
- Kara Suu Specialised Boarding School for Deaf Children, founded in 1956 in Osh Province.

A total of 1,138 staff members work in the 15 specialised children’s institutions, of whom 394 are maintenance and support staff. Thus, on average, one institution specialist (not maintenance or support) has responsibility for three residents of the institution. It should be noted that most personnel have not been educated in working with disabilities. The question of specialisation and professional development courses on teaching methods for specialised training programmes remains acute.
Diagram 27. Personnel of children’s residential institutions, including maintenance and support staff

The diagram above shows that the highest number of staff members work in the Republican Specialised Boarding School for Deaf Children – a total of 127. There are 342 children in this institution. The smallest number of staff members work in Dmitrievskaya Boarding School in Chuy Province: a total of 52 staff, working with 125 child residents.

The highest number of maintenance and support staff was 34, recorded in Nizhne-Chuyskaya Primary Specialised Boarding School for Children with the diagnosis “delayed psychological development”. Here they made up 51 per cent of the institution’s staff. Meanwhile, the smallest number of maintenance and support staff was 14 persons, working in the Osh Specialised Boarding School for Blind and Visually Impaired Children and making up 26 per cent of the institution’s staff. However, in percentage forms the smallest number of maintenance and support staff (22 per cent, or 28 out of 127 staff members) was recorded in the Republican Specialised Boarding School for Deaf Children.

6.2 Demographic characteristics of children living in specialised Ministry of Education and Science institutions

There are 2,477 residents of specialised educational institutions for children with mental and physical disabilities under the Ministry of Education and Science. Chuy Province and Bishkek have the highest number of children in specialised residential institutions. In the six institutions in Chuy province there are 894 children, while in the three institutions in Bishkek, 800 children study. Meanwhile, the total number of children in all the other institutions, in Osh, Jalalabad, Batken and Talas Provinces, is 783.
Here is should be noted that the administrations of several specialised institutions artificially increase the number of orphans and children with one living parent so, according to a deputy principal, “that sponsors will provide assistance”.

Residents of institutions by gender

This stage of the situational analysis in specialised children's residential institutions confirmed that residents of institutions are more likely to be boys than girls. The number of boys is higher than the number of girls in all the institutions researched, on average 1.2 – 2.6 times more, with the exception of the Republican Specialised Boarding School for Deaf Children, which has four more girls than boys in residence.
Residents of institutions by age

In the specialised children’s residential institutions, like in all the other children’s residential institutions in the country, the most common age group is children in early puberty (10-14 years). There were a total of 950 children in this age group in the specialised institutions. In nine of the specialised institutions children start from four years of age. The institution with the most pre-school and early-school age children (82) is Sokoluk Specialised Boarding School for Children with Severe Speech Impediments. This is probably because this is the only boarding school in the country with a special programme to work with children with severe speech impediments. Nizhne-Chuyskaya Primary Specialised Boarding School for Children with the diagnosis “delayed psychological development” has a total of 101 residents, who are aged between seven and ten.
The institutions for children with special needs arising from sensory impairments (visually impaired, blind and deaf, as well as children with speech impairments) work primarily with 7-18 year-old children. There have also been cases reported in the institutions of 18-23 year old residents. For example, in Republican Specialised Boarding School 21 for the hard of hearing and late-onset deaf, there are 12 adults with disabilities, and in the Republican Specialised Boarding School for blind and visually impaired children three students are 18 to 23 years old.54

Categories of children living in specialised Ministry of Education and Science institutions

Specialised children’s residential institutions were revealed to vary in the extent to which their residents have been referred to them based on conclusions of a Psychological-Medical Educational Consultation (PMEC). In particular, institutions for children with special needs arising from sensory impairments (visually impaired, blind and deaf, as well as children with speech impairments) in general admit children exclusively on PMEC referral. The other institutions do not follow this principled line.

In several cases, the PMEC conclusions included the line “referred for one trial year”, but after that period the children were not examined again in the same way and remained in the institution. According to the heads of the four children’s residential institutions “schools send socially and educationally

---

54 Young people in specialised institutions who have passed the age of majority are there because they started studying on the special programmes late. Previously they were outside the education system because of lack of awareness of parents, services not being provided to these children at home, and poor detection in the field.
abandoned children to specialised boarding schools”. Because of lack of understanding among parents of their children’s conditions, and the lack of competence among teachers in standard schools, children start studying in special programmes from the fifth, sixth, seventh and sometimes even eighth grade, making the correctional process more difficult, and causing additional psychological trauma for the children and their families.

Diagram 31. Number of institution residents by PMEC referral

Diagram 32. Categories of children in institutions, per cent
It should be noted that residents of specialised institutions in the main have complete families and go home for the holidays (77 per cent). Only 3 per cent of the children are orphans. Every fifth resident of a children’s residential institution (20 per cent) has suffered the death of one parent.

Diagram 33. Districts, towns and cities where children lived before referral to specialised institutions

The diagram indicates the districts, cities and towns from which more than ten children were admitted to specialised institutions. The largest number of children admitted to specialised institutions (313) lived in Bishkek. Two hundred and twelve children entered institutions from Sokoluk district and 164 from Issyk Ata district.
The primary reason why most residents of specialised institutions are from Bishkek and Chuy Province is because the capital and the Province have the most potential to provide educational services to children with special needs. Thus, children from the above-mentioned regions in need of specialised education are more likely to be given places in appropriate institutions than children with disabilities in remote regions of the country, who are forced to be hidden from the public eye and locked up at home, without the possibility to study in correctional and specialised programmes.

6.3. Services provided by specialised children’s residential institutions

Specialised children’s residential institutions, in addition to their basic correctional, educational and rehabilitation services also provide several additional services. Six out of the 15 specialised institutions (Uch Korgon, Petrovka and Dmitrieva Boarding Schools, the Osh Specialised Boarding School for Blind and Visually Impaired Children, the Sokoluk Boarding School and the Republican Specialised Boarding School for Deaf Children) organise summer camps for their residents.

All 15 studied specialised children’s residential institutions support development of the working and creative skills and abilities of their children. To varying degrees, the institutions organise clubs for handicrafts, sewing, music, dancing, drawing, footwear making and sports. Twelve of the fifteen institutions teach their children computer literacy.

Seven of the specialised institutions (Uch Korgon Boarding School; Petrovka Boarding School; Krasnorechka Boarding School for Orphans and Children Deprived of Parental Care with Learning Difficulties; Dmitrievka Boarding School; Talas Boarding School for Children with Learning Difficulties; the Bishkek Specialised Boarding School for Blind and Visually Impaired Children; and the Osh Specialised Boarding School for Blind and Visually Impaired Children) organise vocational training for residents.

Residents of 12 specialised institutions attend clubs in handicrafts and sewing. In these clubs, children engage in beadwork, embroidery and folk crafts.

Children living in three specialised institutions (Uch Korgon Boarding School; the Bishkek Specialised Boarding School for Blind and Visually Impaired Children, and the Osh Specialised Boarding School for Blind and Visually Impaired Children) can engage in amateur dramatics.

Residents of Petrovka Boarding School for Children with Learning Difficulties and Dmitrievka Boarding School for Children with Learning Difficulties make Kyrgyz traditional household effects and souvenirs.

In the Osh Specialised Boarding School for Blind and Visually Impaired Children clubs have been established to study English, engage in photography, and take part in competitions for the humorous and sharp-witted.
Students at the Bishkek Specialised Boarding School for Blind and Visually Impaired Children create their own braille manuals, and make chess and draughts sets.

For their work with residents of the institutions, teachers use the “Programme for special schools” which was published in Russian in 1972. The teachers themselves translate all the antiquated textbooks and programmes into Kyrgyz.

6.4. Monitoring (Evaluation) of the condition of infrastructure, facilities and equipment at the specialised children’s residential institutions

The travelling commissions noted the following patterns and trends in the conditions of the buildings, their grounds and facilities, which were characteristic of most of the country’s specialised residential children’s institutions.

Diagram 34. The infrastructure and condition of eight institutions by the total number of points received in monitoring

The diagram above shows that the institution revealed by the monitoring to have the best conditions for residents was the Osh Specialised Boarding School for Blind and Visually Impaired Children. This institution received 72 out of 84 possible points. The Osh Specialised Boarding School for Blind and Visually Impaired Children provides excellent conditions for their residents in most of the areas evaluated, namely: external condition of the building, equipment inside the building, electricity, heating, water supply, toilet, leisure conditions, personal...
hygiene items and conditions for ensuring sanitation and hygiene, and children looking tidy (see Diagram 35).

**Extract 3.1. From observation notes: Osh Specialised Boarding School for Blind and Visually Impaired Children**
Everything is excellent! If only it was like this in all the institutions!

Meanwhile, the monitoring also recorded institutions in which the condition of infrastructure and living and development conditions for children were not better than satisfactory. Orto Suu Boarding School had the smallest number of points for most criteria (42). For some criteria, this institution was evaluated as unsatisfactory, particularly the limited access to the premises where children can ensure their sanitation and hygiene, lack of storage facilities for personal possessions, and lack of leisure facilities.

**Extract 3.2. From observation notes: Orto Suu Boarding School**
Despite the fact that facilities such as toilets, shower room and canteen were renovated using donor funds, they were evaluated poorly. This is not because of an absence of a flush toilet or tiling, but because of access to the toilet, and its state of cleanliness. Keys for the toilet, shower room, and hygiene rooms were held by the caretaker (as is always the case), and at the time of the monitoring visit he was buying lamp bulbs in the bazaar. Posters were displayed in the canteen with the menu for 2008! It should be noted that the games rooms were not tidy, and the teachers had hurriedly swept rubbish from dirty carpets. The children were sitting peacefully, waiting for the “Commission”. There were no cupboards in the dormitory rooms, which were cold. The leisure rooms had just one television and a carpet on the floor. There are 4-5 empty rooms on every floor, which are unused.

The other six specialised children’s residential institutions covered by the monitoring received between 45 and 59 points, which testifies to a generally good state of infrastructure and living conditions for children.

**Extract 3.3. From observation notes: J. Niyazov Boarding School, Nook**
The hygiene room for girls is in the yard in the premises of an old steam bath. In the yard there is also a room with a washbasin and hot water. There are between two and 11 beds in each bedroom, depending on the size of the rooms. The rooms are very warm, heated by solid fuel and electricity. There is no laundry room: washing is done outside. There are no showers or bathrooms.

**Extract 3.4. From observation notes: Petrovka Boarding School**
At the entrance to the building (shared with the girls’ bedrooms) is a ramp. It is clean and tidy everywhere. In the bedrooms there are lockers for personal items, mirrors, pictures by the children, a comments log, and a room datasheet. Each child has a labelled washbasin for personal hygiene and other hygiene items marked. However, there is only running water for 1.5 hours a day, so the inside toilets are only used at night. The central heating only heats rooms to 17 degrees, as opposed to the norm of 22 degrees. The bedrooms vary in size, and so contain from 3 to 12 beds (2 rooms with 2-storey bunk beds). There is no sports hall or sports ground.
Extract 3.5. From observation notes: Dmitrevka Boarding School
The toilet and shower room keys are held by the caretaker! They are locked, so access for the children is in question. There is a separate block of three rooms with a toilet for children with incontinence. The bedrooms have 7-9 beds each. There are not enough cupboards to store personal belongings. Heating is with solid fuel, and the school has its own boiler, but it is cold in the rooms. In 2012 it is planned to switch to electric heating (with a grant from an international organisation). The grounds are not well developed, though some planting has taken place.

Extract 3.6. From observation notes: Specialised Boarding School for Deaf Children, Kara Suu
The building was built in 1936. Capital renovation was undertaken in 2002 just in the school, and in 2004 leaks in the roof were closed. It is warm in the buildings. A new building with washbasins and one shower is being completed (to open on 1 December). There is a great need for sports equipment.

Extract 3.7. From observation notes: Uch Korgon Boarding School
The institution consists of two buildings, built in 1956 and 1976. It has not undergone capital renovation, but leaks in the roof were fixed in 2006. Part of the premises was critically damaged in an earthquake. Some of the dormitory rooms have broken glass in the windows. The institution uses electric heating and it is warm in the rooms, but there are some electric sockets with bare wires that are accessible to children, and therefore a danger of electric shocks. There are not enough cupboards for the children’s personal belongings.

Extract 3.8. From observation notes: Krasnorechka Boarding School for Orphans and Children Deprived of Parental Care with Learning Difficulties
A two storey building which houses the boys’ dormitories has been renovated. The girls’ dormitories are on the ground floor of another two storey building below guest rooms (it is not clear who for). The (inside) toilets do not work because of a problem with water supply – there is no pressure. On the whole floor there is just one small lounge for evening relaxation (two sofas) for all 45 girls. The hygiene rooms for girls have not been equipped with the necessary supplies.
Diagram 35. The infrastructure and state of the eight institutions under specific evaluation criteria. The evaluation was carried out on a four point system (4 is excellent; 3 good; 2 satisfactory; 1 unsatisfactory; and 0 is lacking).

<table>
<thead>
<tr>
<th>Leisure facilities</th>
<th>Storage facilities for personal belongings</th>
<th>Dormitories</th>
<th>Showe facilities</th>
<th>Steam bath house</th>
<th>Bathroom</th>
<th>Toilet</th>
<th>Water supply</th>
<th>Heating</th>
<th>Electricity</th>
<th>Equipment within the building</th>
<th>Grounds</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

On the whole, the monitoring showed that the most vulnerable area in the institutions examined is the lack of bathrooms and showers which children could use to wash daily. The institutions do have steam baths, where the children can clean themselves in once a week. Almost all the specialised children’s residential institutions monitored face problems with storage of residents’ personal possessions. Most of the institutions do not have the conditions necessary for effective use of leisure time.

6.5. Movement of residents of specialised children’s residential institutions by region and type of institution

Analysis of the results received shows that in the period 2005 to 2010, a total of 2,729 children were admitted to 14 of the 15 Ministry of Education and Science institutions covered.\(^5^5\)

The highest intake of children into residential institutions (510) occurred in 2009, and the smallest intake was 421 in 2006. On average, the Ministry’s specialised institutions admitted a fairly stable 454 children per year during the period.

\(^{55}\) The analysis of movement of residents did not include data from Nizhne-Chuy Specialised Boarding School for Children with the diagnosis “delayed psychological development” (primary school). The initial documents submitted by this institution for analysis were found to contain serious mistakes.
The number of children leaving for reason of age showed a steady downward trend. In the six-year period in question, a total of 1,181 children left institutions because they had completed their study programmes and reached the age of majority. On average, 196 children graduated from the institutions every year.

Meanwhile, about 30 per cent of residents of specialised institutions transferred to ordinary schools. The highest number of such transfers (174) occurred in 2007.

Three per cent of children who left to residential institutions in the six year period went back to their families. On average 15 children from institutions return to their families every year. A total of 8.9 per cent of residents move to other residential institutions. The figures for adoption and transfer to guardianship are extremely low. In the whole period, just seven children were adopted, four of whom were adopted by foreign citizens (international adoption). Two children a year usually go into guardianship, with a total of 17 finding guardians over the six years. There is also a weak trend of migration of institution residents to other states: 44, of whom 28 moved to Russia.
7. CONCLUSIONS

- The main reasons for children being admitted to residential care are difficult financial conditions and the death of a parent;
- A large number of children are admitted because of: parental divorce, having a single mother, parents who are labour migrants, parents working in a market, remoteness from school and to receive a quality education;
- Almost all institutions are geared towards upkeep rather than rehabilitation or social adaptation;
- At the local level institutions have a trend to accumulate up to 400 children. The research showed that in local-level institutions children are admitted usually based on applications, without the participation of FCSDs and CCAs, and by referral from various structures;
- 3,286 children who go home at weekends and in the holidays could potentially be reintegrated into their family environments;
- Case management services are only provided in 29 institutions, and even here they are narrow and do not fully meet the children's needs for a family environment;
- Institutional specialists (social pedagogues and psychologists) on the whole do not have specific training, and the positions are just on paper;
- Staff members require professional training (especially in Ministry of Social Development institutions);
- If a correct gatekeeping system was introduced, within five years the number of children in institutional care would fall by three times, thanks to the release of adolescent children from institutions;
- Growth has been noted in the number of private residential institutions: they admit children under their own criteria, often groundlessly and artificially depriving children of their family environments; they have no links with the state, and there is no supervision of the children's fate from the state; and they do not have standardised norms and standards (on nutrition, welfare; education, health and development); and
- Registration of these institutions as public associations, public limited companies or charitable foundations, particularly when the sponsor is a religious group which believes “we give money and the state does not have the right to interfere”, is sometimes used as a smokescreen in care for children.
8. RECOMMENDATIONS

8.1. Recommendations to improve the work of children’s residential institutions in the Kyrgyz Republic

1. Introduce a moratorium on the opening of new residential state institutions with large capacity, and private orphanage-type children’s institutions;
2. For the existing private institutions, create a monitoring and supervision system for the activities in the best interests of the child;
3. Create new and/or restructure existing state services so that they are better oriented towards providing a family environment for children without parental supervision. For example, introduce a system of foster families, and create daycare departments at institutions, family and child support centres, as well as other forms of alternative adaptation services for children;
4. Recommend that FCSDs and territorial social protection departments ensure access to services to families and children living in difficult circumstances in their own areas, with the aim of ensuring the child remains in familiar surroundings, preventing further psychological trauma and preserving child-family relationships;
5. Introduce multiple sustainable models to prevent children being deprived of parental care;
6. Develop the professional skills essential for care and rehabilitation of children in institutional care;
7. Resolve the issue of taking educational services out of the institutions, in the best interests of the integration and adaptation of children in institutional care into society;
8. Expand the rehabilitative psychosocial space for children in residential care, and provide additional educational services to meet their interests; and
9. Resolve the issue of receiving a quality education at the child’s place of residence, as one of the reasons for children ending up in institutions is lack of access to education.

8.2. Recommendations to improve the work of specialised children’s residential institutions in the Kyrgyz Republic

1. It is imperative to reform the specialised children’s institutions. This includes de-institutionalisation and the transformation of boarding-school type children's institutions, For this:
   a. Children with disabilities at specialised children's institutions and boarding schools should be reintegrated or returned to their biological or extended families.
   b. Children should study at their places of residence in ordinary schools, alongside other children.
   c. Work should be undertaken with families and society to change their attitudes to childhood disability.
   d. Gatekeeping mechanisms and processes should be created to prevent placement of children in state residential institutions, and coordinate the work of local government bodies and social protection departments with families and children with disabilities.
2. The research clearly revealed the remoteness of children’s specialised institution and their services from the users. Therefore it is essential to reform the provision of such services and assistance to families and children with disabilities, in order that they become accessible geographically, easy to get to (with transport provided) and cheaper to provide.

3. Create new and/or restructure existing state services so that they are better oriented to children with disabilities. For example, introduce a system of foster families, create daycare centres (or departments in institutions) for children with disabilities, open consultation rooms for the families of children with disabilities in district centres and towns, create specialised centres for children with severe learning and physical disabilities and with multiple disabilities, and so on.

4. Carry out deeper and more focussed evaluation of the existing procedures and mechanisms for documentation of children’s disabilities from the point of view of preventing their separation from their families. In addition, in order to reveal the appropriateness of the child’s placement in an institution, create a wide independent commission or working group made up of competent specialists (psychiatrists and pathologists) to screen, examine and study the documents of every child in a specialised institution.

5. Conduct regular professional training courses for psychiatrists in the field. During the research process cases emerged of incorrect diagnoses and recommendations referring children to specialised institutions.

6. Analyse the work of inter-provincial and district Psychological-Medical Educational Consultations (PMEC) and their staff members, against the requirements enshrined in the Model Statute for PMECs in the Kyrgyz Republic.
## APPENDICES

### Appendix 1: List of 71 investigated residential institutions

<table>
<thead>
<tr>
<th>Institution</th>
<th>Number of Children in residence</th>
<th>Name of director</th>
<th>Address</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Chuy Province</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Issyk Ata district</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Altyn Uyu Family-type Home</td>
<td>8</td>
<td>Z.Kh. Estemesova</td>
<td>30, 60 let VKKSM, Kant</td>
<td>State (National)</td>
</tr>
<tr>
<td>2. Umut Children’s Fostering-Adaptation Centre</td>
<td>31</td>
<td>Z.Kh. Estemesova</td>
<td>42 ul. Molodezhnaya, Kant</td>
<td>State (National)</td>
</tr>
<tr>
<td>4. Susan Fostering-Adaptation Centre</td>
<td>29</td>
<td>G. Sakharova</td>
<td>47 ul. Lenin, Kant</td>
<td>State (National)</td>
</tr>
<tr>
<td>6. Detskiy Kovcheg Charitable Foundation</td>
<td>9</td>
<td>Executive Director: V.V. Dederer; Deputy Director B.Zh. Manabaeva</td>
<td>13 ul. Kirova, Novopokrovka</td>
<td>Private</td>
</tr>
<tr>
<td>8. Malysh Children’s Shelter Private Centre</td>
<td>2</td>
<td>O. Sokorina</td>
<td>113 ul. Gor’kogo, Kant</td>
<td>Private</td>
</tr>
<tr>
<td><strong>Moskovskiy district</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Meerim mentor Family-type Children’s Home</td>
<td>10</td>
<td>A. Abdykanova</td>
<td>17 ul. Sovetskaya, Ak Suu</td>
<td>State (National)</td>
</tr>
<tr>
<td><strong>Sokoluk district</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No.</td>
<td>Facility Name</td>
<td>No. of Places</td>
<td>Manager's Name</td>
<td>Address/Location</td>
</tr>
<tr>
<td>------</td>
<td>---------------------------------------------------</td>
<td>---------------</td>
<td>------------------</td>
<td>-------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Jayil district</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>Sosnovka Sanatorium Boarding School</td>
<td>163</td>
<td>A.N. Junushbaev</td>
<td>152 ul. 1 maya, Sosnovka</td>
</tr>
<tr>
<td>18.</td>
<td>Yavna Reception (alternative) Family (Children's Charitable Foundation)</td>
<td>17</td>
<td>V. Yashin</td>
<td>120/17 pr. Truda, Kara Balta; 6 ul. Zapadnaya, Sosnovka</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Chuy district</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Panfilov district</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Tokmok town</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21.</td>
<td>Tokmok Republic Specialised Infant Home for children with damage to the central nervous system and psychiatric disorders</td>
<td>82</td>
<td>T.P. Grin'ko</td>
<td>82 ul. Gaargarina, Tokmok</td>
</tr>
<tr>
<td>23.</td>
<td>Tokmok Pansion Charitable Institution</td>
<td>58</td>
<td>Sh. Ametov</td>
<td>Promzon, 3 mikrorayon, Tokmok</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Alamedin district</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25.</td>
<td>Al Buhari Shelter for Orphaned Boys</td>
<td>50</td>
<td>I. Murzakhimov</td>
<td>ul. XXII Parts'ezda, Oktryabr'skoe</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Kemin district</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27.</td>
<td>Yrayim Specialised Boarding School, Kemin</td>
<td>40</td>
<td>G.M. Bosikov</td>
<td>32 ul. Shevchenko, Kemin</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>29.</td>
<td>Boarding School 1 under the Bishkek Mayor’s Office</td>
<td>356</td>
<td>N. Baymatov</td>
<td>625 ul. Jibek Jolu</td>
</tr>
<tr>
<td>32.</td>
<td>Birinchi Kadam Charitable Institution for 13-18 year old boys (Altyн Uya) (Vostok-5)</td>
<td>59</td>
<td>F. Khaidarov</td>
<td>Vostok 5, Bishkek</td>
</tr>
<tr>
<td>33.</td>
<td>Svetlyi Put’ Charitable Foundation</td>
<td>43</td>
<td>S.C. Kochetkova</td>
<td>14a, 8 mkr. Bishkek</td>
</tr>
<tr>
<td>34.</td>
<td>Davka Centre of Motherhood and Childhood, Bishkek</td>
<td>172</td>
<td>Abdel’ Tavvad Mokhammed Shafik Agami</td>
<td>67 ul. Ibraeva, Bishkek</td>
</tr>
<tr>
<td>35.</td>
<td>Putnik Children’s Centre</td>
<td>10</td>
<td>S. Derbeneva</td>
<td>15 ul. Vasil’eva, Bishkek</td>
</tr>
<tr>
<td>36.</td>
<td>Uchkun Shelter for Abandoned Children (Sverdlovsk District State Administration)</td>
<td>26</td>
<td>D.B. Junusalieva</td>
<td>97, ul. Chymdyndyk, Mkr. Uchkun</td>
</tr>
<tr>
<td>37.</td>
<td>SOS Children’s Village, Bishkek</td>
<td>88</td>
<td>A.A. Toktorbaeva</td>
<td>137 ul. Toktonalieva</td>
</tr>
<tr>
<td>38.</td>
<td>Centre for Rehabilitation of Neglected Children under the Bishkek Mayor’s Office</td>
<td>80</td>
<td>A.V. Petrushevskiy</td>
<td>1 ul. Novaya, Bishkek</td>
</tr>
<tr>
<td>39.</td>
<td>Elistan Childhood Centre for Boys</td>
<td>39</td>
<td>J.T. Muzuratbekov</td>
<td>52/1, 12 mkr., Bishkek</td>
</tr>
<tr>
<td>40.</td>
<td>Centre for Social Adaptation of Children under the Bishkek Mayor’s Office (Jal)</td>
<td>65</td>
<td>M.A. Atamyrzaeva</td>
<td>70 ul. Kurchatova, mkr. Jal</td>
</tr>
<tr>
<td>41.</td>
<td>Child Protection Centre</td>
<td>50</td>
<td>M. Itikeeva</td>
<td>31 ul. Astrakhanskaya</td>
</tr>
</tbody>
</table>

**Naryn Province**

| 43. | School-age Children’s Home, Cholpon village, Kochkor district | 50 | A. Abakirova | Aknazarov School, Cholpon, Kochkor district | State (National) |

**Talas Province**

| 44. | Chaldybar Boarding School | 337 | S.A. Ormotoev | Kyzylsyaу, Bakayata district | State (National) |

**Issyk Kul Province**

<p>| 45. | Ak Suu Children’s Home | 87 | J.K. Niyazova | 152, ul. Lenina, Ak Suu (Teploklyuchenka), Aksuy district | State (National) |</p>
<table>
<thead>
<tr>
<th>No.</th>
<th>Service Description</th>
<th>Address</th>
<th>Contact Person</th>
<th>Location</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>47.</td>
<td>Irdada Emergency Assistance Centre, Karakol</td>
<td>59 ul. Krasnovostochnaya, Kyzyl Suu, Jety Oguz district</td>
<td>A.A. Omurbaeva</td>
<td>State (National)</td>
<td></td>
</tr>
<tr>
<td>48.</td>
<td>Kelechek Family-type Children's Home</td>
<td>1 ul. Junusova, Kajy Say</td>
<td>A.A. Baratova</td>
<td>State (National)</td>
<td></td>
</tr>
<tr>
<td>49.</td>
<td>Khadisha Rehabilitation Centre for orphans, children with disabilities and children from deprived families, Kaji Say</td>
<td>135 ul. Karasaeva, Karakol</td>
<td>K. Akhmatova</td>
<td>Private</td>
<td></td>
</tr>
<tr>
<td>50.</td>
<td>Karakol Children's Home (formerly Yrayim)</td>
<td>21 ul. Tel'baeva, Ak Bulun, Tyup district</td>
<td>T.Yu Gutorova</td>
<td>Private</td>
<td></td>
</tr>
<tr>
<td>51.</td>
<td>Meerim Bulagy Private Children's Home</td>
<td>299 ul. Ozernaya, Balykchy</td>
<td>G. Degenbaeva</td>
<td>Private</td>
<td></td>
</tr>
<tr>
<td>52.</td>
<td>Deti Tyan Shanya Children's Centre</td>
<td>10a ul. Shkol'naya, Semenovka, Issyk Kul district</td>
<td>I. Trofimova</td>
<td>Private</td>
<td></td>
</tr>
<tr>
<td>53.</td>
<td>Druzhnaya Semya Children's Home and Family Reception Centre, Semenov</td>
<td>84 ul. Andijanskaya, Uch Korgon, Kadamjay district</td>
<td>S. Studenikina</td>
<td>Private</td>
<td></td>
</tr>
<tr>
<td>54.</td>
<td>SOS Village, Cholpon Ata</td>
<td>PMK, Cholpon Ata, Issyk Kul district</td>
<td>B.I. Abdiev</td>
<td>Private</td>
<td></td>
</tr>
</tbody>
</table>

**Batken Province**

<table>
<thead>
<tr>
<th>No.</th>
<th>Service Description</th>
<th>Address</th>
<th>Contact Person</th>
<th>Location</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>56.</td>
<td>Batken Provincial School-Gymnasium</td>
<td>1 ul. K. Sabyrova, Batken</td>
<td>O. Erkebaev</td>
<td>State (Local)</td>
<td></td>
</tr>
</tbody>
</table>

**Osh Province**

<table>
<thead>
<tr>
<th>No.</th>
<th>Service Description</th>
<th>Address</th>
<th>Contact Person</th>
<th>Location</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>58.</td>
<td>Razakov Boarding School for Orphans, Myrza Ake</td>
<td>Uch. Obkom, Myrza Ake, Uzgen district</td>
<td>K. Sarykov</td>
<td>State (National)</td>
<td></td>
</tr>
<tr>
<td>59.</td>
<td>Osh Children's Home</td>
<td>296 ul. Lenina, Osh</td>
<td>B. Toktosunova</td>
<td>State (National)</td>
<td></td>
</tr>
<tr>
<td>60.</td>
<td>Tereshkova Boarding School 11, Osh</td>
<td>1 ul. Shkol'naya, Osh</td>
<td>G.M. Matykeeva</td>
<td>State (Local)</td>
<td></td>
</tr>
<tr>
<td>No.</td>
<td>Institution Name</td>
<td>Location</td>
<td>City</td>
<td>Type of Care</td>
<td></td>
</tr>
<tr>
<td>-----</td>
<td>---------------------------------------------------------------------------------</td>
<td>---------------------------</td>
<td>------------------------------</td>
<td>--------------</td>
<td></td>
</tr>
<tr>
<td>61</td>
<td>Dadan Sultanov Boarding School</td>
<td>118, Kara Suu</td>
<td></td>
<td>State</td>
<td></td>
</tr>
<tr>
<td>62</td>
<td>Boorukerdik Boarding House for the Elderly and Children</td>
<td></td>
<td>9 ul. Ferganskaya, Osh</td>
<td>State</td>
<td></td>
</tr>
<tr>
<td>63</td>
<td>Bala Umutu Centre to Support Families and Children, the Single and the Elderly,</td>
<td></td>
<td></td>
<td>State</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Kara Suu</td>
<td></td>
<td></td>
<td>National</td>
<td></td>
</tr>
<tr>
<td>64</td>
<td>Oktyabr’ Children’s Home</td>
<td></td>
<td></td>
<td>State</td>
<td></td>
</tr>
<tr>
<td>65</td>
<td>Jalalablad Psychoneurological Boarding School</td>
<td></td>
<td></td>
<td>State</td>
<td></td>
</tr>
<tr>
<td>66</td>
<td>J. Bokonbaev Boarding School-Gymnasium, Oktyabr’</td>
<td></td>
<td></td>
<td>State</td>
<td></td>
</tr>
<tr>
<td>67</td>
<td>Bazarkorgon Sanatorium-Type Children’s Rehabilitation Centre,</td>
<td></td>
<td></td>
<td>State</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Jalalablad Psychoneurological Boarding School</td>
<td></td>
<td></td>
<td>State</td>
<td></td>
</tr>
<tr>
<td>68</td>
<td>Ak Bermet Family-type Children’s Home, Jalalablad city</td>
<td></td>
<td></td>
<td>State</td>
<td></td>
</tr>
<tr>
<td>69</td>
<td>Jash Mun Rehabilitation Centre</td>
<td></td>
<td></td>
<td>State</td>
<td></td>
</tr>
<tr>
<td>70</td>
<td>Ak Jol Complex Rehabilitation Centre, Jalalablad Province</td>
<td></td>
<td></td>
<td>State</td>
<td></td>
</tr>
<tr>
<td>71</td>
<td>Maily Suu Children’s Home for neglected children</td>
<td></td>
<td></td>
<td>State</td>
<td></td>
</tr>
</tbody>
</table>

**Jalalablad Province**

<table>
<thead>
<tr>
<th>No.</th>
<th>Institution Name</th>
<th>Location</th>
<th>City</th>
<th>Type of Care</th>
</tr>
</thead>
<tbody>
<tr>
<td>66</td>
<td>J. Bokonbaev Boarding School-Gymnasium, Oktyabr’</td>
<td>Bazarkorgon</td>
<td></td>
<td>State</td>
</tr>
<tr>
<td>67</td>
<td>Bazarkorgon Sanatorium-Type Children’s Rehabilitation Centre,</td>
<td>Bazarkorgon</td>
<td></td>
<td>State</td>
</tr>
<tr>
<td>68</td>
<td>Ak Bermet Family-type Children’s Home, Jalalablad city</td>
<td></td>
<td>13 5-y tupik, ul. Barpy,</td>
<td>State</td>
</tr>
<tr>
<td>69</td>
<td>Jash Mun Rehabilitation Centre</td>
<td></td>
<td></td>
<td>State</td>
</tr>
<tr>
<td>70</td>
<td>Ak Jol Complex Rehabilitation Centre, Jalalablad Province</td>
<td></td>
<td>18 Osmonova, Jalalablad</td>
<td>State</td>
</tr>
<tr>
<td>71</td>
<td>Maily Suu Children’s Home for neglected children</td>
<td>Maily Suu</td>
<td></td>
<td>State</td>
</tr>
</tbody>
</table>

**Total number of children:** 5,678
### Appendix 2: List of 15 investigated specialised children’s residential institutions

<table>
<thead>
<tr>
<th>Institution</th>
<th>Number of children (in residence)</th>
<th>Director</th>
<th>Address</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Chuy Province</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Issyk Ata district</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Dmitrievka Boarding School for Children with Learning Difficulties</td>
<td>125</td>
<td>Z. Ch. Konokbaev</td>
<td>Dmitrievka State (National)</td>
<td></td>
</tr>
<tr>
<td>2. Krasnorechka Boarding School for Orphans with Learning Difficulties</td>
<td>118</td>
<td>M.K. Madiyarova</td>
<td>Krasnaya Rechka State (National)</td>
<td></td>
</tr>
<tr>
<td><strong>Moskovskiy district</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Sokoluk district</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Sokoluk Specialised Boarding School for Children with Severe Speech Impediments.</td>
<td>275</td>
<td>S.V. Sudakova</td>
<td>ul. Lenina, Sokoluk State (National)</td>
<td></td>
</tr>
<tr>
<td><strong>Jayil district</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Bishkek</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Talas Province</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

83
<table>
<thead>
<tr>
<th>Province</th>
<th>School Name</th>
<th>Code</th>
<th>Name</th>
<th>Location</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Batken Province</td>
<td>Uch Korgon Boarding School for Children with Learning Difficulties</td>
<td>134</td>
<td>Z.M. Raimjanova</td>
<td>Uch Korgon, Kadamjay district</td>
<td>State (National)</td>
</tr>
<tr>
<td></td>
<td>Sulyukta Boarding School for Children with Learning Difficulties</td>
<td>108</td>
<td>D.R. Jurueva</td>
<td>Sulyukta town</td>
<td>State (National)</td>
</tr>
<tr>
<td>Osh Province</td>
<td>Osh Boarding School for Blind Children</td>
<td>110</td>
<td>A.M. Kudaykulova</td>
<td>mkr. Keme Too, Osh</td>
<td>State (National)</td>
</tr>
<tr>
<td></td>
<td>Kara Suu Boarding School for Deaf Children</td>
<td>175</td>
<td>Sh. A Bekajiev</td>
<td>Kara Suu district</td>
<td>State (National)</td>
</tr>
</tbody>
</table>

Total number of children: 2477
### Appendix 3: List of institutions brought to light but not investigated

<table>
<thead>
<tr>
<th>Institution</th>
<th>Number of children (in residence)</th>
<th>Director</th>
<th>Address</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Naryn Province</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. 1 Akbayrak Centre</td>
<td>23</td>
<td>Sh. Omuralieva</td>
<td>ul. Chatyrkol', Atbashy district</td>
<td>Private</td>
</tr>
<tr>
<td><strong>Talas Province</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. 2 Boarding Lyceum for socially-vulnerable families</td>
<td>200</td>
<td>Jangysh Januzakov</td>
<td>Talas district</td>
<td>State (Local)</td>
</tr>
<tr>
<td>3. 3 Babanov Boarding Lyceum</td>
<td>82</td>
<td>Daniyar Jumabekov</td>
<td>Karabuura district</td>
<td>State (Local)</td>
</tr>
<tr>
<td>4. 4 Ulukman Boarding Lyceum</td>
<td>92</td>
<td>Ulukbek Abdyrazakov</td>
<td>Pokrovka, Manas district</td>
<td>State (Local)</td>
</tr>
<tr>
<td>5. Pokrovka Pschyoneurological Children's Home</td>
<td>190</td>
<td></td>
<td></td>
<td>State (Local)</td>
</tr>
<tr>
<td><strong>Issyk Kul Province</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Children’s Home (religious)</td>
<td>60</td>
<td>From a charitable foundation</td>
<td>Cholpon Ata</td>
<td>Private</td>
</tr>
<tr>
<td><strong>Batken Province</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Samarkandek Boarding Gymnasium</td>
<td>80</td>
<td>Il’yas Jusupov</td>
<td>Samarkandek, Batken district</td>
<td>State (local)</td>
</tr>
<tr>
<td><strong>Osh Province</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. A. Turgunov Boarding School</td>
<td>280</td>
<td>Shukron Akhmedov</td>
<td>Aravan district</td>
<td>State (local)</td>
</tr>
<tr>
<td>12. M. Gaparov Boarding Gymnasium</td>
<td>175</td>
<td>Jusup Moldobaev</td>
<td>Nookat district</td>
<td>State (local)</td>
</tr>
<tr>
<td>15. Kelechek Family Children’s Home</td>
<td>12</td>
<td>B. Tulesheva</td>
<td>ul. Tel’mana, Kara Suu district,</td>
<td>State (local)</td>
</tr>
<tr>
<td>16. Tashmamat Family Children’s Home</td>
<td>9</td>
<td>G. Tagaeva</td>
<td>Uzgen district</td>
<td>Private</td>
</tr>
<tr>
<td>17. Loyus Family Children’s Home</td>
<td>10</td>
<td>N. Yarmutaryi</td>
<td>Osh city</td>
<td>State (local)</td>
</tr>
<tr>
<td>No.</td>
<td>Location</td>
<td>Name</td>
<td>Level</td>
<td>Type</td>
</tr>
<tr>
<td>-----</td>
<td>---------------------------------</td>
<td>-------------------------------------</td>
<td>-----------</td>
<td>-----------------</td>
</tr>
<tr>
<td>18.</td>
<td>Altyn Uya Family Children's Home</td>
<td>9</td>
<td>T. Toktoma-metova</td>
<td>1 ul. Sportivnaya, Osh city</td>
</tr>
<tr>
<td>19.</td>
<td>Centre for Adaptation and Rehabilitation of Minors</td>
<td>13</td>
<td>K. Kaparov</td>
<td>Osh city</td>
</tr>
<tr>
<td>20.</td>
<td>Altyn Uya shelter</td>
<td>53</td>
<td>T. Akhmatova</td>
<td>Osh city</td>
</tr>
<tr>
<td>21.</td>
<td>Children’s Home</td>
<td>50</td>
<td>From a charitable foundation</td>
<td>Kara Suu district</td>
</tr>
<tr>
<td>22.</td>
<td>Shelter</td>
<td>56</td>
<td>From an NGO</td>
<td>Osh city</td>
</tr>
</tbody>
</table>

**Jalalabad Province**

<table>
<thead>
<tr>
<th>No.</th>
<th>Location</th>
<th>Name</th>
<th>Level</th>
<th>Type</th>
<th>Address</th>
<th>Province</th>
<th>District</th>
<th>City</th>
<th>Owner</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>23.</td>
<td>N. Isanov Boarding Gymnasium</td>
<td>210</td>
<td>Asan Nusupbekov</td>
<td>Nooken district</td>
<td>State (local)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24.</td>
<td>Kogart Boarding School</td>
<td>60</td>
<td>Dilara Shaimkulova</td>
<td>Suzak district</td>
<td>State (local)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25.</td>
<td>V. Lenin Shakafartskaya Boarding Gymnasium</td>
<td>110</td>
<td>Alimjan Sulaymanov</td>
<td>Chatkal district</td>
<td>State (local)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26.</td>
<td>Ermatov Boarding Lyceum</td>
<td>102</td>
<td>Aymbek Eshenov</td>
<td>Suzak district</td>
<td>State (local)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27.</td>
<td>J. Mavlyanov Boarding Lyceum</td>
<td>85</td>
<td>Erkin Sataev</td>
<td>Kerben, Aksy district</td>
<td>State (local)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28.</td>
<td>Abdurakhmanovs’ Family Children’s Home</td>
<td>11</td>
<td>A. Abdurakhmanova</td>
<td>Jalalabad city</td>
<td>Private</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Chuy Province**

<table>
<thead>
<tr>
<th>No.</th>
<th>Location</th>
<th>Name</th>
<th>Level</th>
<th>Type</th>
<th>Address</th>
<th>Province</th>
<th>District</th>
<th>City</th>
<th>Owner</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>29.</td>
<td>Family Children’s Home</td>
<td>9</td>
<td>Z. Shatmanalieva</td>
<td>Leninskoe, Alamedin district</td>
<td>State (local)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30.</td>
<td>Belovodsk Specialised Children’s Home</td>
<td>55</td>
<td>E. Alymbev</td>
<td>Belovodskoe, Moskovskyi district</td>
<td>State (local)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Bishkek**

<table>
<thead>
<tr>
<th>No.</th>
<th>Location</th>
<th>Name</th>
<th>Level</th>
<th>Type</th>
<th>Address</th>
<th>Province</th>
<th>District</th>
<th>City</th>
<th>Owner</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>31.</td>
<td>Family Children’s Home</td>
<td>8</td>
<td>N. Kolosova</td>
<td>mkr. Uchkun</td>
<td>State (local)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total:** 2753
## Appendix 4: Types of states children’s residential institutions investigated

<table>
<thead>
<tr>
<th>Type of institution</th>
<th>Source of financing</th>
<th>Number of institutions</th>
<th>Number of children</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children’s homes</td>
<td>Ministry of Education and Science</td>
<td>3</td>
<td>260</td>
</tr>
<tr>
<td>Children’s homes with schools</td>
<td>Ministry of Education and Science</td>
<td>2</td>
<td>183</td>
</tr>
<tr>
<td>Boarding schools for orphans and children deprived of parental care</td>
<td>Ministry of Education and Science</td>
<td>4</td>
<td>811</td>
</tr>
<tr>
<td>General boarding schools</td>
<td>Local self-government</td>
<td>5</td>
<td>1544</td>
</tr>
<tr>
<td>Boarding gymnasiums</td>
<td>Local self-government</td>
<td>2</td>
<td>246</td>
</tr>
<tr>
<td>Boarding lyceums</td>
<td>Local self-government</td>
<td>1</td>
<td>109</td>
</tr>
<tr>
<td>Schooling children’s homes</td>
<td>Local self-government</td>
<td>1</td>
<td>50</td>
</tr>
<tr>
<td>Sanatory boarding schools</td>
<td>Local self-government</td>
<td>1</td>
<td>163</td>
</tr>
<tr>
<td>Psychoneurological children’s boarding schools</td>
<td>Ministry of Social Development</td>
<td>2</td>
<td>349</td>
</tr>
<tr>
<td>Specialised boarding schools</td>
<td>Ministry of Health</td>
<td>2</td>
<td>169</td>
</tr>
<tr>
<td>Infant homes</td>
<td>Ministry of Health</td>
<td>1</td>
<td>31</td>
</tr>
<tr>
<td>Children’s sanatorium-type children’s rehabilitation centres</td>
<td>Local self-government</td>
<td>1</td>
<td>70</td>
</tr>
<tr>
<td>Centre for Adaptation and Rehabilitation of Minors</td>
<td>Ministry of Internal Affairs</td>
<td>1</td>
<td>11</td>
</tr>
<tr>
<td>Family-type home</td>
<td>Local self-government</td>
<td>7</td>
<td>80</td>
</tr>
<tr>
<td>Boarding home</td>
<td>Local self-government</td>
<td>1</td>
<td>30</td>
</tr>
<tr>
<td>Children’s home for neglected children</td>
<td>Local self-government</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Children’s fostering-adaptation centre</td>
<td>Local self-government</td>
<td>1</td>
<td>31</td>
</tr>
<tr>
<td>Family and children assistance centre</td>
<td>Local self-government</td>
<td>1</td>
<td>40</td>
</tr>
<tr>
<td>Adaptation centre</td>
<td>Local self-government</td>
<td>1</td>
<td>29</td>
</tr>
<tr>
<td>Shelter for homeless children</td>
<td>Local self-government</td>
<td>1</td>
<td>26</td>
</tr>
<tr>
<td>Rehabilitation centre for homeless children</td>
<td>Local self-government</td>
<td>1</td>
<td>80</td>
</tr>
<tr>
<td>Centre for social adaptation of children</td>
<td>Local self-government</td>
<td>1</td>
<td>65</td>
</tr>
<tr>
<td>Emergency assistance centre</td>
<td>Local self-government</td>
<td>1</td>
<td>13</td>
</tr>
<tr>
<td>Centre to assist families and children, the single and the elderly</td>
<td>Local self-government</td>
<td>1</td>
<td>16</td>
</tr>
<tr>
<td>Rehabilitation Centre</td>
<td>Local self-government</td>
<td>1</td>
<td>16</td>
</tr>
<tr>
<td>Complex rehabilitation centre</td>
<td>Mixed</td>
<td>1</td>
<td>30</td>
</tr>
</tbody>
</table>
### Appendix 5: Types of private children’s residential institutions investigated

<table>
<thead>
<tr>
<th>Type of institution</th>
<th>Number of institutions</th>
<th>Number of children</th>
</tr>
</thead>
<tbody>
<tr>
<td>Temporary shelter centre</td>
<td>1</td>
<td>42</td>
</tr>
<tr>
<td>Charitable institution</td>
<td>2</td>
<td>117</td>
</tr>
<tr>
<td>Children’s charitable foundation</td>
<td>1</td>
<td>17</td>
</tr>
<tr>
<td>Private children’s home public association</td>
<td>3</td>
<td>114</td>
</tr>
<tr>
<td>Children’s shelter</td>
<td>1</td>
<td>29</td>
</tr>
<tr>
<td>Motherhood and childhood centre</td>
<td>2</td>
<td>301</td>
</tr>
<tr>
<td>Boarding house (Pansion)</td>
<td>1</td>
<td>29</td>
</tr>
<tr>
<td>Public charitable foundation</td>
<td>2</td>
<td>52</td>
</tr>
<tr>
<td>House of Mercy</td>
<td>2</td>
<td>79</td>
</tr>
<tr>
<td>Shelter for orphaned boys</td>
<td>1</td>
<td>50</td>
</tr>
<tr>
<td>Specialised boarding schools</td>
<td>1</td>
<td>40</td>
</tr>
<tr>
<td>Children’s centre public association</td>
<td>3</td>
<td>26</td>
</tr>
<tr>
<td>SOS children’s villages</td>
<td>2</td>
<td>165</td>
</tr>
<tr>
<td>Childhood centre</td>
<td>1</td>
<td>39</td>
</tr>
<tr>
<td>Child protection centre</td>
<td>1</td>
<td>50</td>
</tr>
<tr>
<td>Children’s home – foster family centre</td>
<td>1</td>
<td>19</td>
</tr>
<tr>
<td>Rehabilitation centre for orphans, children with disabilities and children from needy families</td>
<td>1</td>
<td>47</td>
</tr>
</tbody>
</table>
## Appendix 6: Evaluation of needs and requirements by region

<table>
<thead>
<tr>
<th>Category of children</th>
<th>Number</th>
<th>Problem</th>
<th>Resources and services available</th>
<th>Need for new and additional services</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Batken Province: 180,590 children, or 41.0 per cent of the total population</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| **Children deprived of parental care**       | 510    | 1. Living with relatives, many not attending school.  
2. Risk of ending up in residential care;  
3. Some children are working;  
4. Risk of criminalisation;  
5. Children exposed to violence; | 1. There are trained specialists  
2. Uch Korgon children’s home;  
3. Kyzyl Kiya boarding school | 1. Improve access to medicinal, educational, and out-of-school services.  
2. Develop alternative forms of care.  
3. Open daycare or temporary shelter centres at transformed residential institutions and on sites.  
4. Consultative services on legal, social and psychological problems. |
| **Children with disabilities**               | 1,900  | 1. A high proportion of children are not covered by specialist educational, rehabilitation and socialisation programmes.  
2. There are no programmes for early detection of problems and prevention of disability.  
3. Not integrated with society.  
4. Families hide their children with disabilities at home. | 1. The Nur Rehabilitation Centre is operating in Batken town.  
2. Sulyukta Boarding School.  
4. Kadamjay district PMEC.  
5. Uch Korgon children’s home – consultative room for children with disabilities in the village (project level) with 29 pre-school children.  
6. There are NGOs working with the families of children with disabilities (2 in Kyzyl Kiya). | 1. Transformation of Uch Korgon Children’s Home to create a rehabilitation department to develop and widen rehabilitation services for children with disabilities.  
2. Create a screening service for early detection of health problems in 0-3 year old children.  
3. Open a consultation room in every district for families of children with disabilities (in polyclinics, centres and so on).  
4. Information campaign on the problems of persons with disabilities.  
5. Make public buildings, schools, polyclinics, clubs and transport accessible for persons with disabilities. |
| **Children in conflict with the law**        | 230    | No re-socialisation process  
Punitive measures predominate over education and rehabilitation, leading to repeat offending | The Tayanych Centre has been created | 1. Create crisis centres in Isfana, Kadamjay and Kyzyl Kiya at the sites of existing vocational lyceums.  
2. Activate the work of extra-school organisations to involve children from risk groups. |
| Children of labour migrants | 9,922 | 1. The number of children in this category has grown in the last five years.  
2. More than 10 per cent of children are at risk of losing their families.  
3. 15 per cent of children do not attend educational institutions.  
4. Lack of legal representatives.  
5. 5 per cent of children end up in slavery.  
6. The child-parent relationship is violated, and thus an orphan syndrome is created.  
7. Risk of criminalisation. | FCSD | 1. Review the financial state of children of migrants.  
2. Monitoring by the social protection authorities.  
3. Develop out-of-school education at local level.  
4. Create social, legal, and psychological services for this category of children at FCSDs at district level. |
|---|---|---|---|
| 3-7 year olds | 35,000 | 1. Only 6,700 children attend pre-school education.  
2. Lack of pre-school institutions.  
3. Pre-school education is not accessible for families living in poverty.  
4. Alternative forms of preschool education not developed. | With UNICEF support, 13 preschools were opened in Batken district and five in Leilek district | 1. Disseminate the experience of community-based kindergartens to every village.  
2. Open centres and consultation rooms to develop pre-school education. |
| Children in institutions | 491 | 1. No set of social guarantees.  
2. Leavers are not ready for independent life.  
3. Number of "social orphans" artificially increased.  
4. Creation of welfare mentality among parents. | 1. Leilek, Batken and Kadamjay district FCSDs have experience of reintegration of children  
2. Uch Korgon Children's Home is ready for transformation  
3. Kyzyl Kiya Boarding School | Create social services to work with families at municipality level.  
Reconsider referral and care of children in Kyzyl Kiya Boarding School, analyse the needs and requirements of children from the town, and consider transforming the boarding school, as from November 2011, Kyzyl Kiya boarding school will be supported from the |
| Children with disabilities | 6,000 | 1. Children with disabilities and learning difficulties are not admitted into school, pre-school or out-of-school education.  
2. A large proportion of children are not covered by the system of special educational services, rehabilitation and socialisation.  
3. There are no programmes for early detection of problems and prevention of disability.  
4. Not integrated into society.  
5. Families hide their children with disabilities at home. | 1. A rehabilitation centre has been created in Osh city.  
2. The specialised boarding school for blind and visually impaired children in Osh city.  
4. Krupskoy special school in Osh city | 1. Introduce inclusive education into pre-school and school education  
2. Improve rehabilitation services at existing specialised institutions  
3. Create a screening service for early detection of health problems in 0-3 year old children.  
4. Open a consultation room in every district for families of children with disabilities (in polyclinics, centres and so on)  
5. Information campaign on the problems of persons with disabilities.  
6. Make public buildings, schools, polyclinics, clubs and transport accessible for persons with disabilities |
| Children of labour migrants | 14,835 | 1. The number of children in this category has grown in the last five years  
2. More than 10 per cent of children are at risk of losing their families.  
3. 5 per cent do not attend educational institutions.  
4. Lack of legal representatives.  
5. Children end up in slavery.  
6. The child-parent relationship is violated, and thus an orphan | FCSDs in the province | 1. Develop services to help children access legal, educational and medical services.  
2. Develop out-of-school education at local level. |
### Syndrome

1. No set of social guarantees.
2. Leavers are not ready for independent life.
3. Number of "social orphans" artificially increased.
4. Creation of welfare mentality among parents

### Creation of welfare mentality among parents

1. The capacity of FCSDs in Osh city and Kara Suu district has been developed to work with families for reintegration of children.
2. Myrza Ake Boarding School
3. Tereshkova Boarding School
4. Boorukerdik Centre in Osh
5. Osh Centre for Adaptation and Rehabilitation of Minors
6. NGOs (A Family for Every Child and so on)

1. Creation of social services in the field to work with families on reintegration and prevent children losing their families.
2. Transform the existing institutions into temporary residence and daycare centres.
3. Develop alternative forms of family placement.

### Jalalabad Province, 410,003 children, or 48.0 per cent of the total population

<table>
<thead>
<tr>
<th>Children in institutions</th>
<th>841</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orphans</td>
<td>774</td>
</tr>
<tr>
<td>Children who have lost one parent</td>
<td>10300</td>
</tr>
</tbody>
</table>

#### Orphans

1. 368 children live in residential institutions.
2. There is a risk of losing the family environment

#### Children who have lost one parent

1. There is a risk of children being referred to institutions

#### Jalalabad Province

1. FCSD
3. Ak Beret Family-type Children’s Home – 10 children

1. Transfer children out of institutions into guardianship or adoption.
2. Develop alternative forms of family placement.
3. Develop out-of-school education services

#### Jalalabad Province

1. FCSD
3. Ak Beret Family-type Children’s Home – 14 children

1. Develop a programme to improve the family’s status.
2. Transfer children out of institutions into guardianship.
3. Develop alternative forms of family placement.
4. Develop out-of-school education services
<table>
<thead>
<tr>
<th>Children deprived of parental care</th>
<th>4843</th>
<th>1. There is a risk of being referred to residential institutions</th>
<th>FCSD 1. Create social services at municipal level to provide legal and psychological consultations. 2. Link all the centres into one system to increase the effectiveness and coverage of assistance to children.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children with disabilities</td>
<td>3500</td>
<td>1. Children with disabilities and learning difficulties are not admitted into school, preschool or out-of-school education. 2. A large proportion of children are not covered by the system of special educational services, rehabilitation and socialisation. 3. There are no programmes for early detection of problems and prevention of disability. 4. Not integrated into society. 5. Families hide their children with disabilities at home.</td>
<td>FCSDs in every district. 1. In Tash Bulak in Suzak district a rehabilitation centre has opened for children with disabilities 2. Jalalabad Children’s Psychoneurological Boarding School – 96 children. 3. Niyazov Boarding School, Nookan 1. Create rehabilitation centres in Bazarkorgon district for children with disabilities. 2. Create a day rehabilitation centre at Nookan Boarding School 3. Transform Jalalabad Children’s Psychoneurological Boarding School into a rehabilitation centre with day attendance and weekly boarding. 4. Introduce inclusive education into pre-school and school education 5. Create a screening service for early detection of health problems in 0-3 year old children. 6. Open a consultation room in every district for families of children with disabilities (in polyclinics, centres and so on) 7. Information campaign on the problems of persons with disabilities. 8. Make public buildings, schools, polyclinics, clubs and transport accessible for persons with disabilities</td>
</tr>
<tr>
<td>Working children</td>
<td>460</td>
<td>1. Working children fall out of the education system (secondary, specialised secondary). 2. There is a risk of serious chronic diseases and violence.</td>
<td>FCSDs in every district Work with the ILO. Create social services to protect the rights and interests of working children and provide legal, medical and psychological services.</td>
</tr>
<tr>
<td>Children in conflict with the law</td>
<td>422</td>
<td>The real number of children in conflict with the law is higher. Punitive measures predominate over education and rehabilitation, leading to repeat offending</td>
<td>The Bazarkorgan centre for rehabilitation of child offenders has opened</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Children in institutions</td>
<td>580</td>
<td>580 are in long-term residential care 1. No set of social guarantees. 2. Leavers are not ready for independent life. 3. Number of “social orphans” artificially increased. 4. Creation of welfare mentality among parents</td>
<td>1. The capacity of the Jalalabad city and Bazarkogon district FCSDs has been increased to work with families 2. Oktyabr’ Children’s Home – 68 children. Ak Beret Family-type Children’s Home – 14 children 3. Jash Mun Rehabilitation Centre - 16 children. 4. Ak Jol Complex Rehabilitation Centre – 30 children. 5. Bokonbaev Boarding School – 258 children</td>
</tr>
</tbody>
</table>

**Issyk Kul Province, 171,993 children, or 40.0 per cent of the total population**

<p>| 3-7 year olds | 26,800 | 1. 6,200 attend pre-school institutions 2. The pre-school institutions are full and the main requirement is extra spaces. 3. Children from poor families are left out of the pre-school education system because of parental contributions. 4. 20,600 children | Municipalities own suitable buildings | 1. Create community-based kindergartens in every municipality. Create a kindergarten at the SOS children’s village for children from poor families. 2. Open pre-school institutions using local resources and grant support. |</p>
<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
<th>Description</th>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children with disabilities</td>
<td>2370</td>
<td>do not have the chance to fully develop their potential 1. Children with disabilities and learning difficulties are not admitted into school, pre-school or out-of-school education. 2. A large proportion of children are not covered by the system of special educational services, rehabilitation and socialisation. 3. There are no programmes for early detection of problems and prevention of disability. 4. Not integrated into society. 5. Families hide their children with disabilities at home.</td>
<td>1. FCSD 2. Khadicha is the only rehabilitation centre in the whole province 1. Create rehabilitation centres in Cholpon Ata and Balykchy towns, and Ak Suu and Tyup districts 2. Introduce inclusive education into pre-school and school education 3. Create a screening service for early detection of health problems in 0-3 year old children. 4. Open a consultation room in every district for families of children with disabilities (in polyclinics, centres and so on) 5. Information campaign on the problems of persons with disabilities. 6. Make public buildings, schools, polyclinics, clubs and transport accessible for persons with disabilities</td>
</tr>
<tr>
<td>Children in conflict with the law</td>
<td>380</td>
<td>8 children have been convicted 28 are under investigation (figures from 2011) Punitive measures predominate over education and rehabilitation, leading to repeat offending 1. FCSD. 2. Rural municipalities and Karakol, Balykchy and Cholpon Ata towns own suitable buildings</td>
<td>Create crisis centres in Karakol, Balykchy and Cholpon Ata</td>
</tr>
<tr>
<td>Children of labour migrants</td>
<td>700</td>
<td>The number of children in this category has grown in the last five years 2. There is a risk of losing families. 3. Some children do not attend educational institutions. 1. The number of children in this category has grown in the last five years 2. There is a risk of losing families. 3. Some children do not attend educational institutions.</td>
<td>1. Create services to provide access to legal, educational and medical services for these children. 2. Develop out-of-school education at local level.</td>
</tr>
<tr>
<td>Disadvantaged families</td>
<td>Children in institutions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------------</td>
<td>-------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11,033</td>
<td>381</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. Lack of legal representatives.
5. Some children fall into slavery.
6. The child-parent relationship is violated, and thus an orphan syndrome is created
7. Risk of criminalisation
8. Risk of emotional, physical and sexual violence against the children

<table>
<thead>
<tr>
<th>Disadvantaged families</th>
<th>Children in institutions</th>
</tr>
</thead>
</table>
| 1. Risk of being deprived of the family environment.
2. High level of violence in the families.
3. 10 per cent of children from disadvantaged families do not attend school.
4. Added to by children in conflict with the law.
5. Running away from home.
6. Criminalisation.
7. Ending up in slavery.
8. Susceptible to chronic diseases |
| 1. FCSD.
2. Umut Uyu and Kelechek Family-type Children's Homes
3. Ak Suu Children's Home.
4. Irada Emergency Assistance Centre
5. Khadicha Rehabilitation Centre.
   Karakol Children's Home.
7. Deti Tyan' Shanya Children's Centre
8. Druzhnaya Sem'ya Children's Home, Semenovka |
| 1. No set of social guarantees.
2. Leavers are not ready for independent life.
3. Number of 'social orphans' artificially increased'.
4. Creation of welfare mentality among parents
5. The province's children have been sent to institutions elsewhere in the |
| 1. FCSD
2. 4 state institutions and 6 private ones (Umut Uyu and Kelechek Family-type Children's Homes. Ak Suu Children's Home. Irada Emergency Assistance Centre. Khadicha Rehabilitation Centre. Karakol Children's Home. Meerim Bulagy. Deti Tyan' |
| 1. Transform Ak Suu Children's Home into a Family and Child Support Centre
2. Create social services in localities to reintegrate children from institutions.
3. In all institutions require introduction of day attendance and temporary residence of up to six months. |

1. Create social services to work with families in every district.
2. Open day centres.
3. Develop out-of-school education (clubs, sports clubs, creative centres).
4. Develop a programme to counter disadvantage in families and improve family health.
| Orphans | 184 | 1. 108 are in residential care  
2. There is a risk of losing the family environment | 1 FCSD  
2. Chaldybar Boarding School | 1. Create alternative forms of family care  
2. Develop out-of-school education services |
| Children with disabilities | 940 | 1. Children with disabilities and learning difficulties are not admitted into school, pre-school or out-of-school education.  
2. A large proportion of children are not covered by the system of special educational services, rehabilitation and socialisation.  
3. There are no programmes for early detection of problems and prevention of disability.  
4. Not integrated into society.  
5. Families hide their children with disabilities at home. | 1. FCSD  
2. Talas Boarding School | 1. Create rehabilitation centres in Karabuura and Manas districts  
2. Create a day rehabilitation department at the Talas Boarding School, improve rehabilitation services.  
2. Introduce inclusive education into pre-school and school education  
3. Create a screening service for early detection of health problems in 0-3 year old children.  
4. Open a consultation room in every district for families of children with disabilities (in polyclinics, centres and so on)  
5. Information campaign on the problems of persons with disabilities.  
6. Make public buildings, schools, polyclinics, clubs and transport accessible for persons with disabilities |
2. There is a risk of serious chronic diseases and violence. | FCSD | Analyse the reasons  
Work with the ILO  
Create social services to protect the rights and interests of working children and provide legal, medical and psychological services. |
| Children of labour migrants | 570 | 1. The number of children in this category has grown in the last five years | FCSD | 1. Create services to ensure access of children to legal, educational and medical services.  
2. Develop out-of-school |
<table>
<thead>
<tr>
<th><strong>Disadvantaged families</strong></th>
<th>4600</th>
<th>2. More than 5 per cent are at risk of losing their families. 3. 5 per cent do not attend educational institutions. 4. Lack of legal representatives. 5. Children end up in slavery. 6. The child-parent relationship is violated, and thus an orphan syndrome is created. 7. Risk of criminalisation. 8. Risk of emotional, physical and sexual violence against the children.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Children in institutions</strong></td>
<td>412</td>
<td>1. Risk of being deprived of the family environment. 2. High level of violence in the families. 3. Children from disadvantaged families do not attend school. 4. Added to by children in conflict with the law. 5. Running away from home. 6. Criminalisation. 7. Ending up in slavery. 8. Susceptible to chronic diseases.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Create social services to work with families in every district. 2. Open day centres. 3. Develop out-of-school education (clubs, sports clubs, creative centres). 4. Develop a programme to counter disadvantage in families and improve family health.</td>
</tr>
</tbody>
</table>

- **Disadvantaged families**
- **Children in institutions**

<table>
<thead>
<tr>
<th><strong>Children in institutions</strong></th>
<th>412</th>
<th>1. The main reason: to receive quality education and remoteness from school. 2. Leavers are not ready for independent life. 3. Number of &quot;social orphans&quot; artificially increased. 4. Creation of</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1. FCSD 2. Chaldybar Boarding School 3. Talas Boarding School Transfer children with learning difficulties from boarding schools in Chuy Province to Talas Province. 1. Transform Chaldybar Boarding School into a Family and Child Support Centre. 2. Create social services in localities to reintegrate children from institutions.</td>
</tr>
</tbody>
</table>

1. FCSD 2. Chaldybar Boarding School
<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
<th>Description</th>
<th>FCSD, Boarding School, Lyceum, Province</th>
<th>Access to services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children who have lost one parent</td>
<td>4,200</td>
<td>There is a risk of children being sent to institutions.</td>
<td>1. FCSD</td>
<td>Improve the status of families.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. U. Asanov Boarding School Lyceum, Naryn Province.</td>
<td>1. Develop a programme to improve the status of families.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3. Develop alternative forms of family placement.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4. Develop out-of-school education services.</td>
</tr>
<tr>
<td>Children with disabilities</td>
<td>2010</td>
<td>1. Children with disabilities and learning difficulties are not admitted into school, preschool or out-of-school education. 2. A large proportion of children are not covered by the system of special educational services, rehabilitation and socialisation. 3. There are no programmes for early detection of problems and prevention of disability. 4. Not integrated into society. 5. Families hide their children with disabilities at home.</td>
<td>1. FCSD</td>
<td>Create rehabilitation centres for children with disabilities in Naryn and Ak Talaa districts, and in Kochkor and Naryn towns.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2. Introduce the inclusive education model in schools and pre-schools.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3. Create a screening service for early detection of health problems in 0-3 year old children.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4. Open a consultation room in every district for families of children with disabilities (in polyclinics, centres and so on)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5. Information campaign on the problems of persons with disabilities.</td>
</tr>
<tr>
<td>Children in institutions</td>
<td>260</td>
<td>1. Children are in care to receive better quality education.</td>
<td>1. FCSD</td>
<td>Examine the placement of children in institutions to receive quality education.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. U. Asanov Boarding School Lyceum, Naryn</td>
<td></td>
</tr>
</tbody>
</table>
| 2. Leavers are not ready for independent life.  
3. Number of "social orphans" artificially increased'.  
4. Creation of welfare mentality among parents  
5. The province's children are living in institutions throughout the country. | Province.  
2. Transform the School-age Children's Home in Cholpon village into a Family and Child Support Centre  
3. Create social services in localities to reintegrate children from institutions, and provide access to social, out-of-school and other services. | 

| **Chuy Province:** 272,417 children, or 34.5 per cent of the total population | 
| **3-7 year olds** | 
| **52,000** | 
| 1. The pre-school institutions are full and the main requirement is extra spaces.  
3. Children from poor families are left out of the pre-school education system because of parental contributions.  
4. 70 children do not have the chance to fully develop their potential  
4. There are villages with no pre-school institutions at all (Jangy Pakhta village in Sokoluk district) | 1. Create pre-schools in all districts of the province  
Help equip the existing pre-school institutions.  
2. Introduce alternative institutions that require less financial expenditure from local government and parents. | 

| **Orphans** | 
| **2,190** | 
| 1. There are 500 children in institutions  
2. Risk of being deprived of the family environment | 1. FCSD  
2. 16 state residential institutions and 11 private ones | Searching for parents. Transfer to guardianship and adoption. | 

| **Children who have lost one parent** | 
| **6,200** | 
| 1. There is a risk of children being sent to institutions | 1. FCSD  
2. 16 state residential institutions and 11 private ones. | Increase the status of families. Confirm the status of Belovodsk Pre-School Children's Home as a Centre to Assist Children.  
1. Develop a programme to improve the status of families. |
| Children with disabilities | 2700 | 1. Children with disabilities and learning difficulties are not admitted into school, pre-school or out-of-school education. 2. A large proportion of children are not covered by the system of special educational services, rehabilitation and socialisation. 3. There are no programmes for early detection of problems and prevention of disability. 4. Not integrated into society. 5. Families hide their children with disabilities at home. | 1. Create day rehabilitation centres at the six existing institutions. 2. Create new Centres in Panfilov, Jayil, Kemin and Chuy districts 3. Introduce inclusive education into pre-school and school education 4. Create a screening service for early detection of health problems in 0-3 year old children. 5. Open a consultation room in every district for families of children with disabilities (in polyclinics, centres and so on) 6. Information campaign on the problems of persons with disabilities. 7. Make public buildings, schools, polyclinics, clubs and transport accessible for persons with disabilities. |
| Working children | 756 | 1. Working children fall out of the education system (secondary, specialised secondary). 2. There is a risk of serious chronic diseases and violence. | FCSDs in every district Work with the ILO Create social services to protect the rights and interests of working children and provide legal, medical and psychological services. |
| Children in conflict with the law | 721 | 13 convicted children 42 adolescents under investigation Punitive measures predominate over education and rehabilitation, leading to repeat offending | FCSD Create crisis centres in Chuy, Kemin and Panfilov sitricts, and Tokmok town. |
| Children of labour migrants | 1,680 | 1. Growth has been noted in the figures in the last five years.  
2. Children are at risk of deprivation of family environment.  
3. Do not attend educational institutions.  
4. Lack of legal representatives.  
5. Some end up in slavery.  
6. The child-parent relationship is violated, and thus an orphan syndrome is created  
7. Risk of criminalisation  
8. Risk of emotional, physical and sexual violence against the children | FCSD  
1. Reconsider the financial cost of housing children in institutions.  
2. Create services to ensure access of these children to legal, educational and medical services.  
3. Develop out-of-school education at local level. |
|---|---|---|
| Children in institutions | 1,152 | 1. In general children from antisocial families, of single mothers and after divorce.  
2. 11 private residential institutions  
3. Eight of these are under the care of various religious confessions, and house children from all over the country. | 1. FCSD  
2. 16. state institutions, 11 private ones  
3. FCSD  
4. Impose a moratorium on the opening of new private institutions.  
5. Create a service to work with parents and relatives of children living in private residential institutions, particularly religious ones. |
<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
<th>Issues</th>
<th>Solutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orphans</td>
<td>423</td>
<td>1. 6 state institutions, 9 private ones. 2. Risk of being deprived of the family environment 3. FCSD staff members do not enter data about children into the state database.</td>
<td>Searching for parents. Transfer to guardianship and adoption. 1. Creation of alternative forms of family care. 2. Activate FSCDs and social workers at Centres for reintegration and providing alternative forms of care for children.</td>
</tr>
<tr>
<td>Children with disabilities</td>
<td>2141</td>
<td>1. Children with disabilities and learning difficulties are not admitted into school, pre-school or out-of-school education. 2. A large proportion of children are not covered by the system of special educational services, rehabilitation and socialisation. 3. There are no programmes for early detection of problems and prevention of disability. 4. Not integrated into society. 5. Families hide their children with disabilities at home.</td>
<td>1. 9 non-state institutions and centres. 2. There are NGOs that work with children with disabilities. 3. Bishkek State PMEC. 4. In Bishkek there is a system of more than 20 special preschools and schools 5. 3 specialised boarding schools. 1. Introduce inclusive education into pre-school and school education 2. Improve rehabilitation services in existing specialised institutions. 3. Create a screening service for early detection of health problems in 0-3 year old children. 4. Open a consultation room in every district for families of children with disabilities (in polyclinics, centres and so on). 5. Information campaign on the problems of persons with disabilities. 6. Make public buildings, schools, polyclinics, clubs and transport accessible for persons with disabilities.</td>
</tr>
<tr>
<td>Working children</td>
<td>216</td>
<td>98 permanently working children 1. Working children fall out of the education system (secondary, specialised secondary). 2. There is a risk of serious chronic diseases and violence.</td>
<td>Work jointly with centres Create social services to protect the rights and interests of working children and provide legal, medical and psychological services.</td>
</tr>
<tr>
<td>Children in conflict with the</td>
<td>900</td>
<td>4 convicted 78 under investigation</td>
<td>FCSD 1.Create a crisis centre in Bishkek 2. Reorient the work of</td>
</tr>
</tbody>
</table>
| Children in institutions | 430 | 1. Some children live in institutions on the outskirts of the city and in Chuy Province.  
2. 4 private institutions in the care of various religious confessions are not supervised by the authorities. | 1. 6 state and 9 private institutions.  
1. Build the capacity of Social Protection Department personnel.  
2. Transform Bishkek Boarding School 1 into a Family and Child Support Centre.  
3. Create social services out of the state institutions.  
4. Impose a moratorium on the opening of new private institutions.  
5. Create a service to work with parents and relatives of children living in private residential institutions, particularly religious ones. |
### Appendix 7. Recommendations to improve the work of the investigated children’s residential institutions

<table>
<thead>
<tr>
<th>No</th>
<th>Institution, district</th>
<th>Concrete actions and recommendations</th>
</tr>
</thead>
</table>
| 1  | Umut Children’s Fostering-Adaptation Centre, Issyk Ata district                       | 1. Limit the term of residence of children to six months.  
2. Introduce team analysis of the centre’s children.  
3. Improve the qualifications of staff members.  
4. Introduce the position of social tutor to restore the child-parent relationship.  
Within a year                                                                                     |
| 2  | Altyn Uya Family-type Children’s Home, Issyk Ata district                             | 1. Strengthen work to provide family surrounding for the home’s children, in cooperation with the FCSD.  
2. Improve the qualifications of staff members.  
Within a year                                                                                     |
| 3  | Kelechek Family and Child Support Centre, Issyk Ata district                          | 1. Limit the term of residence of children to six months.  
2. Strengthen work to provide family surrounding for the home’s children, in cooperation with the FCSD.  
3. Increase the rehabilitation space for children.  
4. Provide additional rehabilitation equipment.  
5. Improve the qualifications of staff members.  
Within two years                                                                                   |
| 4  | Susan Fostering-Adaptation Centre, Issyk Ata district                                 | 1. Increase the rehabilitation space for children.  
2. Provide additional rehabilitation equipment.  
3. Improve the qualifications of staff members.  
Within a year                                                                                     |
| 5  | Altyn Uyu Religious House of Mercy, Novopokrovka, Issyk Ata district                  | 1. Introduce daily attendance for children from Novopokrovka village and five-day stays for children from nearby districts.  
2. Prohibit admission of children from other regions of the country.  
3. Create a system of monitoring and supervision by the district FCSD and CCA over the services provided by the institution to children.  
4. Introduce professional rehabilitation and child development programmes  
5. Establish partnership with the FCSD on admission and withdrawal of children.  
6. Resolve the issue of involving the children in religious outreach.  
7. Study techniques of work with families and children through Kyrgyz Academy of Education professional training courses (oblige by regulation!).  
8. Test the staff on their appropriateness for their positions through the Ministry of Education and Science.  
Within three years                                                                                   |
| 6  | Detskiy Kovcheg Charitable Foundation, Novopokrovka, Issyk Ata District               | 1. Transfer the nine boys to the Kelechek Family and Child Support Centre.  
2. Close the centre  
By the end of 2011                                                                                   |
<table>
<thead>
<tr>
<th>No.</th>
<th>Location</th>
<th>Description</th>
</tr>
</thead>
</table>
| 7   | Jibek Jolu Boarding House at Altyn Uy | 1. Introduce daily attendance for children from Novopokrovka village and five-day stays for children from nearby districts.  
2. Prohibit admission of children from other regions of the country.  
3. Create a system of monitoring and supervision by the district FCSD and CCA over the services provided by the institution to children.  
4. Introduce professional rehabilitation and child development programmes  
5. Establish partnership with the FCSD on admission and withdrawal of children.  
6. Resolve the issue of involving the children in religious outreach.  
7. Study techniques of work with families and children through Kyrgyz Academy of Education professional training courses (oblige by regulation!).  
8. Test the staff on their appropriateness for their positions through the Ministry of Education and Science. Within three years |
| 8   | Belovodsk Psychoneurological Boarding School | 1. Introduce a daily attendance service for children with disabilities.  
2. Reduce the number of children in residence by 15 per cent.  
3. Open a consultations office for parents of children with disabilities.  
4. Introduce the position of social tutor to restore the child-parent relationship using the “Circles of care” technique and new information technology  
5. Improve the qualifications of staff members.  
6. Increase the rehabilitation space for children with disabilities.  
7. Equip with new specialised equipment and supportive technical resources. Within five years |
| 9   | Belovodsk Pre-school Children’s Home – Family Reception Centre | 1. Change the name to Family and Child Support Centre  
2. Approve, to replace the Temporary Regulation, a Permanent Regulation on the Centre.  
3. Provide the appropriate equipment for pre-school children in accordance with the Regulation. Within two years. |
| 10  | Meerim Mentor Family-type Children’s Home | Improve the qualifications of staff members. On an ongoing basis. |
| 11  | Voenny-antonovka Children’s Home | 1. Reduce the number of children by 30 per cent.  
2. Reorganise the education service so that children study in the local school.  
3. Expand additional educational services (hobby clubs)  
4. Provide rehabilitative psychosocial services.  
5. Introduce social tutor position to restore the child-parent relationship.  
6. Improve the qualifications of staff members. Within three years |
<table>
<thead>
<tr>
<th>#</th>
<th>Location/Institution</th>
<th>Actions</th>
</tr>
</thead>
</table>
| 12 | Maternity and Childhood Centre at Davkha School for Boys, Sokoluk | 1. Prohibit admission of children from other regions of the country.  
2. Reduce the number of children by 30 per cent.  
3. Create a system of monitoring and supervision by the district FCSD and CCA over the services provided by the institution to children.  
4. Introduce professional rehabilitation and child development programmes.  
5. Strengthen partnership with the FCSD on admission and withdrawal of children.  
6. Study techniques of work with families and children through Kyrgyz Academy of Education professional training courses (oblige by regulation!).  
7. Test the staff on their appropriateness for their positions through the Ministry of Education and Science.  
8. Improve the qualifications of staff members.  
Within two-three years |
| 13 | Friend of Children Children's Shelter | 1. Oblige the shelter’s administration to provide a narrative and content report on its activities with children.  
9. Create a system of monitoring and supervision by the district FCSD and CCA over the services provided by the institution to children.  
2. Introduce services to provide children with a family environment in partnership with the FCSD.  
3. Limit the period of residence of children to one year.  
4. Improve the qualifications of staff members.  
Within 18 months |
| 14 | Sosnovka Sanatorium Boarding School | 1. Limit the period of residence of children to one year.  
2. Reduce the number of children by 30 per cent.  
3. Equip the centre with specialised medical rehabilitation equipment.  
4. Introduce staff positions of physiotherapist, phthisiologist, therapeutic exercise instructor, masseur and others.  
5. Conduct capital renovation of the dormitory building.  
6. Improve the qualifications of staff members.  
Within five years |
| 15 | Sharlotta Family-type Children's Home | Resolve the issue of closure or renewed activity in accordance with the Regulation on Family-type Children's Homes.  
Within a year |
| 16 | Kara Balta Children’s Home – former Yrayim | 1. Create a system of monitoring and supervision by the district FCSD and CCA over the services provided by the institution to children.  
2. Oblige the institution’s administration to provide a narrative and content report on its activities with children.  
3. Introduce services to provide children with a family environment in partnership with the FCSD.  
4. Limit the term of residence of children to one year.  
5. Improve the qualifications of staff members.  
Within a year |
<table>
<thead>
<tr>
<th>No.</th>
<th>Institution Name</th>
<th>Actions</th>
</tr>
</thead>
</table>
| 17  | Yavna Reception (alternative) Family (Children’s Charitable Foundation) | 1. Create a system of monitoring and supervision by the district FCSD and CCA over the services provided by the institution to children.  
2. Oblige the institution’s administration to provide a narrative and content report on its activities with children.  
3. Improve the qualifications of staff members. |
| 18  | Chuy Boarding Schools for Orphans and Children Deprived of Parental Care | 1. Reduce the number of children by 30 per cent.  
2. Introduce foster services managed by the institution’s staff.  
3. Introduce rehabilitation and psychosocial services.  
4. Expand additional educational services (hobby clubs).  
5. Introduce social tutor position to restore the child-parent relationship.  
6. Improve the qualifications of staff members.  
Within three to five years |
| 19  | Panfilov Boarding School | 1. Reduce the number of children by 30 per cent.  
2. Limit the period of residence of children to one year.  
3. Expand additional educational services (hobby clubs).  
4. Introduce rehabilitation and psychosocial services.  
5. Introduce the position of social tutor to restore the child-parent relationship.  
6. Improve the qualifications of staff members.  
Within five years |
| 20  | Tokmok Specialised Infant Home | 1. Capital renovation of the old buildings which are used by children.  
2. Consider the issue of opening a Mother and Child Home like the Osh Infant Home.  
3. Strengthen partnership with FCSD to reintegrate children with their biological and extended families.  
4. Include Tokmok Infant Home in a foster care programme.  
Within two years. |
| 21  | Beykut Uyu Family-type Children’s Home | 1. Limit the period of residence of children to one year  
Within six months |
| 22  | Nurmeaaysa Temporary Accommodation Centre | 1. Create a system of monitoring and supervision by the district FCSD and CCA over the services provided by the institution to children.  
2. Oblige the institution’s administration to provide a narrative and content report on its activities with children.  
3. Improve the qualifications of staff members.  
Within a year |
| 23  | Yrayim Specialised Boarding School, Kemin | 1. Create a system of monitoring and supervision by the district FCSD and CCA over the services provided by the institution to children.  
2. Oblige the institution’s administration to provide a narrative and content report on its activities with children.  
3. Strengthen partnership with the FCSD and the MPEC on admission and withdrawal of children in accordance with the Standard Regulation for Specialised Boarding Schools. |
<table>
<thead>
<tr>
<th>No.</th>
<th>Institution</th>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>24</td>
<td>Chuy Provincial School-Gymnasium, Vorontsovka</td>
<td>Improve the qualifications of staff members. Within a year. The main problem is receiving quality education and the remoteness of schools from the main places of residence of children – this is a Ministry of Education and Science problem!!! The children go home for weekends and holidays!</td>
</tr>
<tr>
<td>25</td>
<td>Al Buhari Shelter for Orphaned Boys</td>
<td>Arrange for prosecutor’s office to check the activities of this institution. Within a year.</td>
</tr>
<tr>
<td>26</td>
<td>Centre for Rehabilitation of Neglected Children, Bishkek Mayor’s Office</td>
<td>Strengthen work on reunification. Limit stay of residents to six months. Widen rehabilitation and psychosocial services. Improve the qualifications of specialists. Limit admission of children from other regions of the country. Within a year.</td>
</tr>
<tr>
<td>27</td>
<td>Centre for Social Adaptation and Children, Bishkek Mayor’s Office (Jal)</td>
<td>Strengthen work on reunification. Limit stay of residents to six months. Widen rehabilitation and psychosocial services. Improve the qualifications of specialists. Limit admission of children from other regions of the country. Within a year.</td>
</tr>
<tr>
<td>28</td>
<td>Specialised Infant Home, Bishkek</td>
<td>Strengthen work to reintegrate children with their biological and extended families and prevent abandonment in maternity houses. Improve the qualifications of specialists working with institutionalised children. Within a year.</td>
</tr>
<tr>
<td>29</td>
<td>Boarding School 1, Bishkek Mayor’s Office</td>
<td>The main problem is receiving quality education and the remoteness of schools from the main places of residence of children – this is a Ministry of Education and Science problem!!! The children go home for weekends and holidays!</td>
</tr>
<tr>
<td>30</td>
<td>Elistan Childhood Centre for Boys</td>
<td>Introduce daily attendance for children from the local district in Bishkek and five-day stays for children from nearby districts. Prohibit admission of children from other regions of the country. Create a system of monitoring and supervision by the district FCSD and CCA over the services provided by the institution to children. Introduce professional rehabilitation and child development programmes. Establish partnership with the FCSD on admission and withdrawal of children. Resolve the issue of involving the children in religious outreach. Study techniques of work with families and children through Kyrgyz Academy of Education professional training courses (oblige by regulation!). Test the staff on their appropriateness for their positions through the Ministry of Education and...</td>
</tr>
<tr>
<td>No.</td>
<td>Organization</td>
<td>Action Plan</td>
</tr>
<tr>
<td>-----</td>
<td>--------------</td>
<td>-------------</td>
</tr>
</tbody>
</table>
| 31  | Uchkun Shelter for Neglected Children (Sverdlovsk district authority) | 1. Introduce work on psychosocial rehabilitation.  
2. Strengthen partnership with FSCD on work with families and children in difficult conditions  
3. Train specialists on techniques for working with families and children in difficult conditions  
4. Expand the rehabilitation space  
|     |              | Within two years |
| 32  | SOS Children’s Village, Bishkek | 1. Activate work on providing a family environment  
2. Strengthen psychosocial and rehabilitation services.  
|     |              | Within a year |
| 33  | Putnik Children’s Centre | Arrange for prosecutor’s office to check the activities of this institution because of exploitation of child labour and provision of services for child development and rehabilitation.  
|     |              | Within a year |
| 34  | Svetlyi Put' Charitable Foundation | 1. Limit the period of residence of children to one year  
2. Improve the professional qualifications of staff.  
|     |              | Within a year |
| 35  | Dafka Centre for Mothers and Children, Bishkek | 1. Prohibit admission of children from other regions of the country.  
2. Reduce the number of children by 30 per cent.  
3. Create a system of monitoring and supervision by the district FCSD and CCA over the services provided by the institution to children.  
4. Introduce professional rehabilitation and child development programmes.  
5. Strengthen partnership with the FCSD on admission and withdrawal of children.  
6. Study techniques of work with families and children through Kyrgyz Academy of Education professional training courses (oblige by regulation!).  
7. Test the staff on their appropriateness for their positions through the Ministry of Education and Science.  
8. Improve the qualifications of staff members.  
|     |              | Within two-three years |
| 36  | Altyn Uya House of Mercy (Archa Beshik new-build area) | 1. Introduce daily attendance for children from Archa Beshik and five-day stays for children from nearby districts.  
2. Prohibit admission of children from other regions of the country.  
3. Create a system of monitoring and supervision by the district FCSD and CCA over the services provided by the institution to children.  
4. Introduce professional rehabilitation and child development programmes.  
5. Establish partnership with the FCSD on admission and withdrawal of children.  
6. Resolve the issue of involving the children in religious outreach.  
7. Study techniques of work with families and children through Kyrgyz Academy of Education professional training courses.  
<p>|     |              | Within two-three years |</p>
<table>
<thead>
<tr>
<th>No.</th>
<th>Institution</th>
<th>Actions</th>
</tr>
</thead>
</table>
| 37  | Birinchi Kadam Charitable Institution for 13-18 year-old Boys (Altyn Uya) (Vostok-5) | 1. Introduce daily attendance for children from the local district in Bishkek and five-day stays for children from nearby districts.  
2. Prohibit admission of children from other regions of the country.  
3. Create a system of monitoring and supervision by the district FCSD and CCA over the services provided by the institution to children.  
4. Introduce professional rehabilitation and child development programmes.  
5. Establish partnership with the FCSD on admission and withdrawal of children.  
6. Resolve the issue of involving the children in religious outreach.  
7. Study techniques of work with families and children through Kyrgyz Academy of Education professional training courses (oblige by regulation!).  
8. Test the staff on their appropriateness for their positions through the Ministry of Education and Science. |
|     |                                                                              | Within two-three years                                                                                                                |
| 38  | U. Asanov Naryn Provincial Boarding School Lyceum                           | The main problem is receiving quality education and the remoteness of schools from the main places of residence of children – this is a Ministry of Education and Science problem!!! The children go home for weekends and holidays! |
|     |                                                                              | Within two-three years                                                                                                                |
| 39  | School-age Children's Home, Cholpon village, Kochkor district               | 1. Introduce daily attendance for children from Cholpon village and five-day stays for children from nearby districts living in difficult conditions.  
2. Capital renovation of the building and equipping.  
3. Training of specialists.  
4. Introduce psychosocial rehabilitation services for children in risk groups.  
5. Introduce club facilitator staff positions. |
|     |                                                                              | Within two years                                                                                                                      |
| 40  | Chaldybar Boarding School                                                    | 1. Reduce the number of children by 30 per cent.  
2. Introduce psychosocial rehabilitation services for children.  
3. Train staff on techniques for work with children.  
The main problem is receiving quality education and the remoteness of schools from the main places of residence of children – this is a Ministry of Education and Science problem!!! The children go home for weekends and holidays! Within two-three years |
|     |                                                                              | Within two-three years                                                                                                                |
| 41  | Ak Suu Children’s Home                                                       | 1. Reduce the number of children by 30 per cent.  
2. Limit the term of residence of children to one year.  
3. Introduce rehabilitation and psychosocial services.  
4. Expand additional educational services (hobby clubs)).  
5. Introduce social tutor position to restore the child- |
|   |   | parent relationship.  
|   |   | 6. Train staff on techniques for work with children in difficult conditions.  
|   |   | 7. Introduce the “Circles of Care” technique.  
|   |   | Within five years  
| 42 | Umut Uyu Family-type Children's Home, Karakol | 1. Intensify work to ensure family environments for the home’s children, in partnership with the FCSD.  
|   |   | 2. Improve the qualifications of staff members.  
|   |   | Within a year  
| 43 | Irada Emergency Assistance Centre, Karakol | 1. Intensify work to ensure family environments for the home’s children, in partnership with the FCSD.  
|   |   | 2. Improve the qualifications of staff members.  
|   |   | Within a year  
| 44 | Kelechek Family-type Children's Home, Kyzyl Suu, Jeti Oguz district | 1. Intensify work to ensure family environments for the home’s children, in partnership with the FCSD.  
|   |   | 2. Improve the qualifications of staff members.  
|   |   | Within a year  
| 45 | Khadicha Rehabilitation Centre for orphans, children with disabilities and children from deprived families | 1. Intensify work to ensure family environments for the home’s children, in partnership with the FCSD.  
|   |   | 2. Improve the qualifications of staff members.  
|   |   | Within a year  
| 46 | Karakol Children's Home – former Yrayim | 1. Introduce daily attendance for children from Karakol and five-day stays for children from nearby districts.  
|   |   | 2. Prohibit admission of children from other regions of the country.  
|   |   | 3. Create a system of monitoring and supervision by the district FCSD and CCA over the services provided by the institution to children.  
|   |   | 4. Introduce professional rehabilitation and child development programmes.  
|   |   | 5. Establish partnership with the FCSD on admission and withdrawal of children.  
|   |   | 6. Resolve the issue of involving the children in religious outreach.  
|   |   | 7. Study techniques of work with families and children through Kyrgyz Academy of Education professional training courses (oblige by regulation!).  
|   |   | 8. Test the staff on their appropriateness for their positions through the Ministry of Education and Science.  
|   |   | Within three years  
| 47 | Meerim Bulagy Private Children’s Home | Arrange for prosecutor’s office to check the activities of this institution because of exploitation of child labour and provision of services for child development and rehabilitation.  
|   |   | Within a year  
| 48 | Deti Tyan Shanya Children's Centre, Balykchy | 1. Strengthen partnership with FSCD on reunification of families.  
|   |   | 2. Improve the qualifications of specialists.  
|   |   | 3. Introduce as staff positions a psychologist and a social tutor.  
|   |   | Within a year  

112
<table>
<thead>
<tr>
<th>No.</th>
<th>Location</th>
<th>Immediate Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>49</td>
<td>SOS Village, Cholpon Ata</td>
<td>1. Activate work to provide family environments. 2. Strengthen rehabilitation and psychosocial services. Within a year</td>
</tr>
<tr>
<td>50</td>
<td>Kyzył Kiya Boarding School</td>
<td>1. Reduce the number of children by 50 per cent 2. Reorganise education services so that the children will study at the nearby town school. 3. Expand additional educational services (hobby clubs). 4. Resolve the issue about the possible opening of a preschool day group. 5. Introduce rehabilitation and psychosocial services. 6. Equip the dormitories with equipment in accordance with public health norms. 7. Introduce social tutor position to restore the child-parent relationship. 8. Improve the qualifications of staff members. Within three years</td>
</tr>
<tr>
<td>51</td>
<td>Batken Oblast Boarding Gymnasium</td>
<td>The main problem is receiving quality education and the remoteness of schools from the main places of residence of children – this is a Ministry of Education and Science problem!!! The children go home for weekends and holidays!</td>
</tr>
<tr>
<td>52</td>
<td>Uch Korgon Children's Home, Kadamjay district</td>
<td>Confirm the transformation by Government Decision. Within six months</td>
</tr>
<tr>
<td>53</td>
<td>M. Razakov Boarding school for Orphans, Myrza Ake</td>
<td>1. Reduce the number of children by 30 per cent. 2. Limit the period of residence of children to one year 3. Expand additional educational services (hobby clubs). 4. Introduce rehabilitation and psychosocial services. 5. Introduce social tutor position to restore the child-parent relationship. 6. Improve the qualifications of staff members. Within five years</td>
</tr>
<tr>
<td>54</td>
<td>Osh Infant Home</td>
<td>1. Strengthen the work of the social tutor – allocate transport and additional expenses. Within a year</td>
</tr>
<tr>
<td>55</td>
<td>Tereshkova Boarding School 11, Osh city</td>
<td>1. Reduce the number of children by 50 per cent. 2. Introduce daily attendance for children from nearby parts of Osh and five-day stays for children from nearby districts. 3. Expand additional educational services (hobby clubs). 4. Introduce rehabilitation and psychosocial services. 5. Introduce social tutor position to restore the child-parent relationship. 6. Improve the qualifications of staff members. Thirty per cent of residents and children of internal migrant traders. The children go home for weekends and holidays! Within three years</td>
</tr>
<tr>
<td>56</td>
<td>Dadan Sultanov Boarding School 118, Kara Suu</td>
<td>The main problem is receiving quality education and the remoteness of schools from the main places of residence of children – this is a Ministry of Education and Science problem!!! The children go home for weekends and holidays!</td>
</tr>
</tbody>
</table>
| 57 | Boorukerdik Boarding House | 1. Work with FCSD on family reunification.  
2. Arrange work on admission and withdrawal of children with FCSD.  
3. Limit stay of children to six months.  
4. Expand rehabilitation and psychosocial services.  
5. Improve the qualifications of specialists.  
6. Limit the admission of children from other regions of the country.  
   Within a year |
| 58 | Oktyabr’ Children’s Home | 1. Send the children back to the districts from which they came.  
2. Renovate, equip and open in the premises of the former Children’s Home a Child Development Centre (clubs, studios and so on) attached to Bokonbaev School.  
   Within 3-5 years |
| 59 | Jalalabad Children’s Psychoneurological Boarding School | 1. Introduce a daily attendance service for children with disabilities.  
2. Reduce the number of children in residence by 15 per cent.  
3. Open a consultations office for parents of children with disabilities.  
4. Introduce social tutor position to restore the child-parent relationship using “Circles of care” technique and new information technology  
5. Improve the qualifications of staff members.  
6. Increase the rehabilitation space for children with disabilities.  
7. Equip with new specialised equipment and supportive technical resources.  
   Within five years. |
| 60 | Ak Bermet Family-type Children’s Home, Jalalabad | 1. Strengthen activities to provide family surroundings for the Home’s children, in partnership with the FCSD.  
2. Improve the qualifications of staff members.  
   Within a year |
| 61 | Jash Mun Rehabilitation Centre | 1. Strengthen activities to provide family surroundings for the Home’s children, in partnership with the FCSD.  
2. Improve the qualifications of staff members.  
   Within a year |
| 62 | Ak Jol Complex Rehabilitation Centre, Jalalabad Province | 1. Strengthen family reunification work.  
2. Limit the stay of children to six months.  
3. Widen rehabilitation and psychosocial services.  
4. Improve the qualifications of staff members.  
   Within a year |
| 63 | Maily Suu Children’s Home for Abandoned Children | 1. Transform into a Family-type Children’s Home.  
   Within six months |
<p>| 64 | J. Bokonbaev Boarding School | The main problem is receiving quality education and the remoteness of schools from the main places of residence of children – this is a Ministry of Education and Science problem!!! The children go home for weekends and holidays! |</p>
<table>
<thead>
<tr>
<th>No.</th>
<th>Institution Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>65</td>
<td>Malysh Children's Shelter Private Centre</td>
<td>Establish partnership with the FCSD for admission and withdrawal of children.</td>
</tr>
</tbody>
</table>
| 66  | Tokmok Pansion Charitable Institution | 1. Forbid the admission of children from other regions of the country.  
2. Create a system of monitoring and supervision by the district FCSD and CCA over the services provided by the institution to children.  
3. Introduce professional rehabilitation and child development programmes.  
4. Establish partnership with the FCSD on admission and withdrawal of children.  
5. Resolve the issue of involving children in religious outreach.  
6. Study techniques of work with families and children through Kyrgyz Academy of Education professional training courses (oblige by regulation!). Within two-three years |
| 67  | Child Protection Centre | Disseminate experience of providing services to street children. |
| 68  | Bishkek Centre for Adaptation and Rehabilitation of Minors (CARN) | Complete transfer of CARN to the responsible body for child protection. Within a year |
| 69  | Druzhnaya Sem’ya Children’s House – Family Reception Centre, Semenovka | 1. Intensify work to ensure family environments for the home’s children, in partnership with the FCSD.  
2. Improve the qualifications of staff members. Within a year |
| 70  | Bala Umutu Centre for Support of Families and Children, the Single and the Elderly, Kara Suu | 1. Withdraw all the children to their families or nearby centres.  
2. Close the Centre for Support of Families and Children.  
3. District Administration to allocate budgetary funds to support the single and elderly residents of the centre. Remove children within 1-2 months. |
| 71  | Children’s Sanatorium-type Rehabilitation Centre under the Ministry of Health, Bazarkorgon | 1. Resolve the issue of allocating funds for capital renovation of the buildings, equipment and surroundings of children.  
2. Engage centre staff in professional training courses at the Kyrgyz State Medical Academy for Professional Development under the Ministry of Health.  
3. Transform part of the centre into a children’s creativity and leisure centre. Within 2-3 years |
For every child
Health, Education, Equality, Protection
ADVANCE HUMANITY

United Nations Children’s Fund
UN Common Premises
in the Kyrgyz Republic
160, Chui Ave., 720040, Bishkek
Kyrgyz Republic

Telephone: 996 312 611 211 + ext.
996 312 611 224 ...7
Facsmile: 996 312 611 191

bishkek@unicef.org
www.unicef.org/kyrgyzstan
www.unicef.org/kyrgyzstan/ru