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## Education in Commonwealth of Independent States (CIS) Countries

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In the CIS countries the system of official education includes preschool establishments (where children of 3 to 6 years of age receive preschool training), schools, colleges and other education establishments. Education is carried out on the basis of both complete school day and incomplete school day or evening education (as in the case of establishments of secondary, higher and post-graduate education).

*The characteristics of the process of education* are based on indicators on the number of education establishments (daytime, evening (shift) schools, secondary and higher education establishments) and payroll. In addition, information is collected on the number of entrants and graduates by type of education establishment. Collection of information and further statistical elaboration is carried out regularly in all countries of the Commonwealth.

Information on the number of pupils in various levels of the education system is classified by age, sex, level and branch of education, repeated training, training on the basis of complete or incomplete school day, and qualification received.

The tasks of the **CIS Statcommittee** cover collection, summarizing and presentation of official statistical data on education. Statistics of education in the Commonwealth countries as a rule is based on national legislation and national classifications. In this connection, one of the most important problems of the **CIS Statcommittee** is the creation of a harmonized system of indicators on education based on the International Standard Classification of Education (ISCED, 1997). Transition to ISCED is not completed yet in some Commonwealth countries.

In recent years the monitoring of attendance of education establishments is carried out regularly to study in depth the processes which take place in the education system of some Commonwealth countries. The greatest work on the organization of accounting of children and juveniles of school age who do not attend education establishments is carried out in Kyrgyzstan, the Russian Federation and Ukraine where the corresponding forms of state statistical observation are elaborated for the conduct of observation.

To determine the status of children and juveniles who do not attend education establishments, the following groupings are used: never studied; dropped out from 1-4 grades (studied but not completed primary school); dropped out from 5-9 grades (studied but not completed basic

school). Besides that, in Kyrgyzstan there is a category for dropped out from 10-11 grades; and in Ukraine – completed primary and basic school.

In the Russian Federation, out of the total number of children who do not attend general education establishments one can distinguish such categories as children from families of refugees and forced migrants; the data on these categories of children are presented by territorial bodies as of 1 January of the accounting year.

In Kyrgyzstan and the Russian Federation, among the reasons for which children do not attend education establishments, apart from those reasons connected with their state of health, are such reasons as: financial position of the family; domestic reasons which put obstacles in the way of attending education establishments; and unwillingness to study. Some other Commonwealth countries also are interested in the study of this problem, but for some reasons statistical study of such phenomenon is not organized yet.

One of the development goals contained in the Millennium Declaration is securing universal primary education. In order to monitor this goal, the majority of the Commonwealth countries produce the following indicators:

- coefficient of primary education coverage;
- share of pupils of the first forms who achieve the last form of primary school.

In the modern period of economic development of the Commonwealth countries the challenges of widening and enhancing the collection of information on the effectiveness of education, economic expenditures and cost of education of each pupil in different levels of the education system are worthy of special attention.

After receiving education the majority of the population is involved in economic activities in order to secure labour remuneration. In this connection it is very relevant to study not only numerical characteristics of the population engaged in the various industries of the economy by selected professional groups and kinds of activities, but also find the correspondence of the position (profession) held by employees to the speciality which they received in education establishments as well as demand for specialities on the market. This will help to determine the main direction for the development of secondary, specialized and higher education. For that it is needed to foresee additional issues when conducting special sample surveys, the conduct of which is not well organized yet in the Commonwealth countries.

Alternative methods of acquiring knowledge are becoming more and more widespread. They are: self-education, education by parents or education by private teachers with further

confirmation of the level by externship. As the popularity and accessibility of education via the Internet increases, it necessitates the organizing of accounting in this field.

*Characteristics of achieved level of education* can be fully presented in materials of population censuses, special sample surveys and population registers. It should be noted that in the Commonwealth countries, both in past population censuses and the forthcoming 2010 round, the study of this matter has received great attention. Questions on education establishments, attendance, level of education and literacy are represented in the questionnaires.