



Education Without Borders





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The Portrait of a Kyrgyz Woman in Online Learning

10/07/2025

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M-Vector

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- Online learning has become a key tool for personal and professional growth—helping women overcome barriers such as distance, time limits, and financial constraints.
- Kyrgyz women play an active role in the labor force while navigating life stages like marriage and motherhood, which often restrict access to offline education. Moving to online formats opens new paths for learning and career development.

- Online education offers flexibility for homemakers, businesswomen, and working mothers. However, challenges persist—limited time, lack of relevant content, and household duties remain major obstacles.
- Despite this, motivation is high. Many women are ready to invest in their skills if learning platforms are accessible and practical. Inclusive, well-designed online education can truly drive women's empowerment and social progress in Kyrgyzstan.

Geography: The study was conducted across all regions of the Kyrgyz Republic, including the major cities of Bishkek and Osh.

Sampling: A total of 400 women aged 16 to 45 were surveyed. The margin of error for the overall sample is $\pm 4.98\%$.

Methodology:

- Via telephone survey
- Structured questionnaire covering demographics, experience with online education, preferred topics, spending behavior, time availability, and perceived barriers.

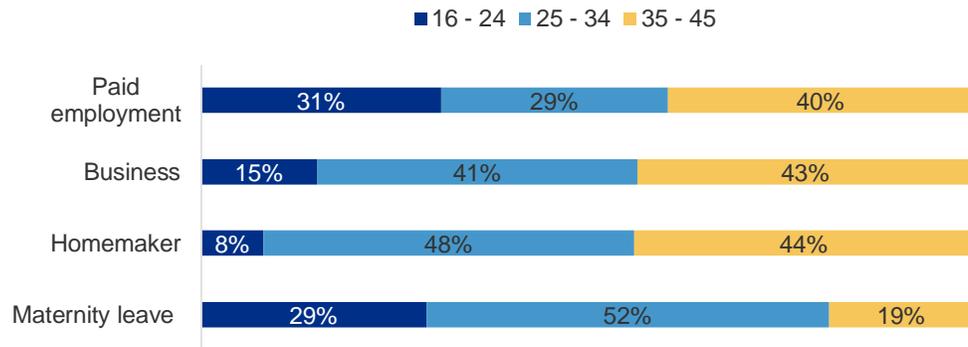
Dates of survey: between February 14 and 18, 2025.

Within this study, four main categories of women's employment status were identified:

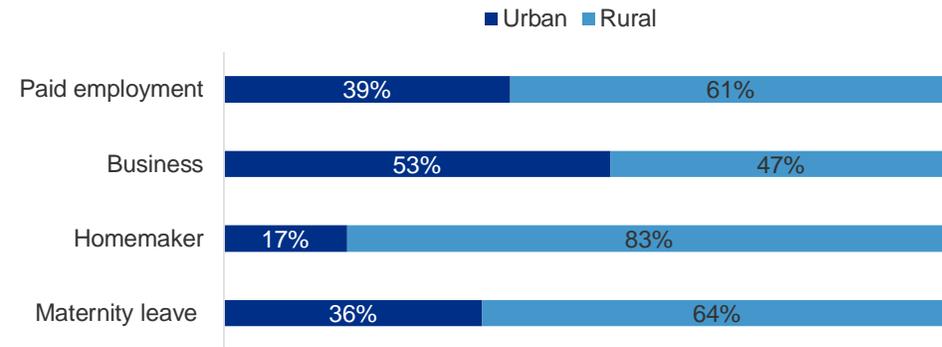
- **Working women/Paid employment** – women in labor force under an employment contract.
- **Self-employment (Business)** – women in business and entrepreneurship.
- **Homemaker** – women primarily involved in unpaid domestic and caregiving responsibilities.
- **Women on maternity leave** – women temporarily outside the labor force due to maternity or childcare responsibilities.

Social and demographic portrait of respondents

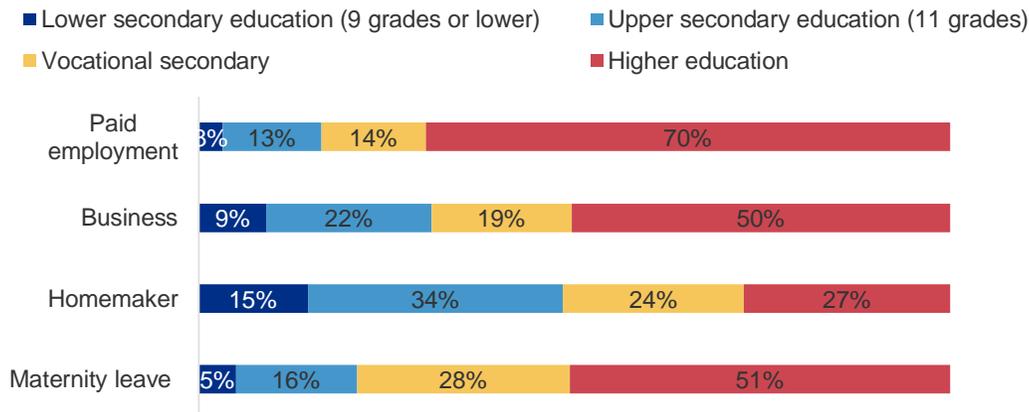
Age



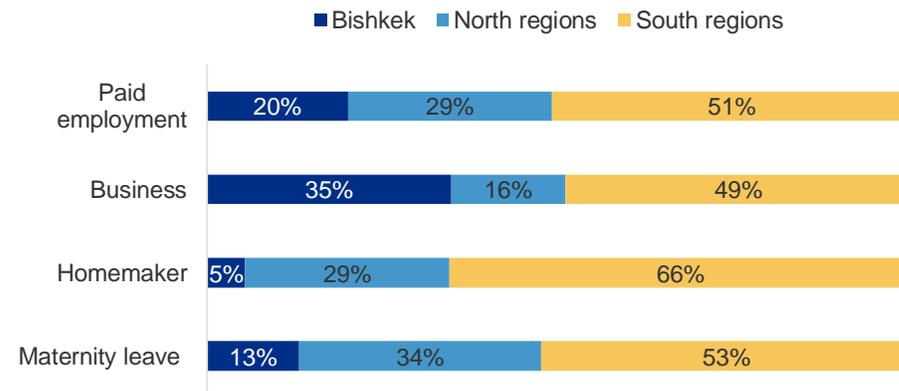
Type of settlement



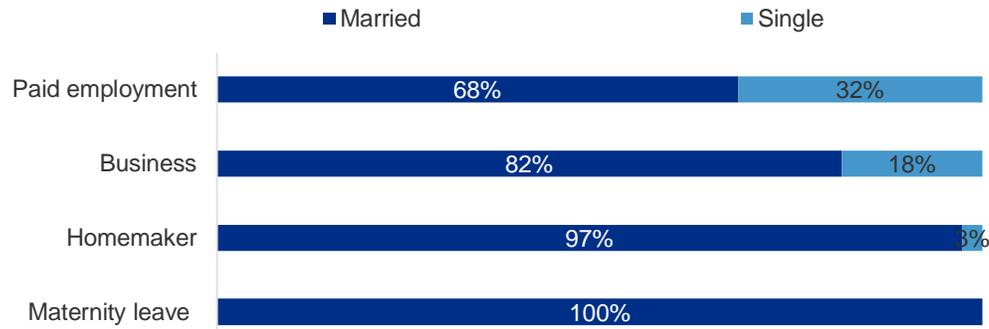
Education



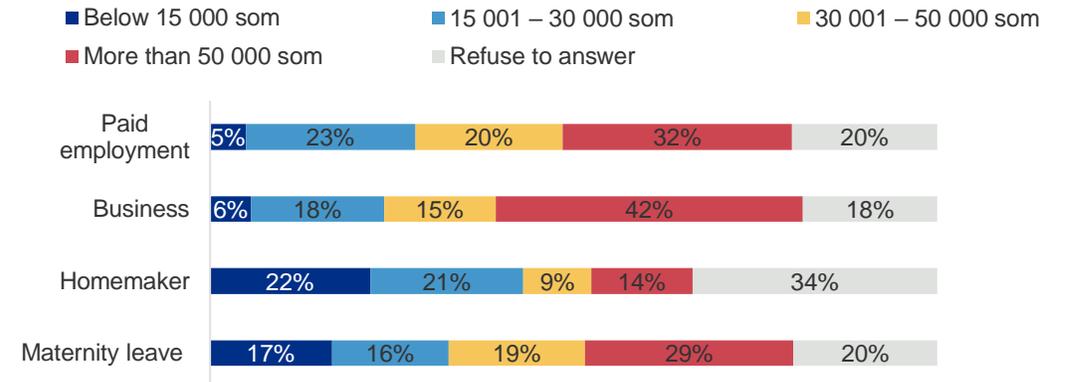
Region



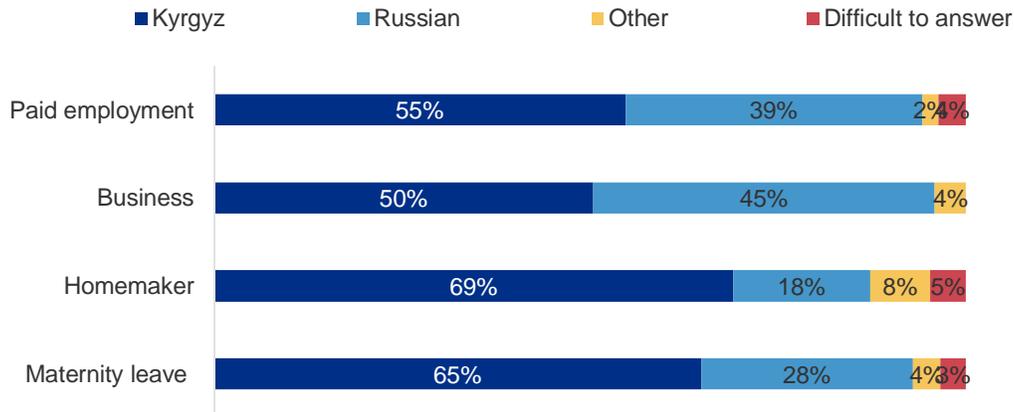
Relationship status



Income level



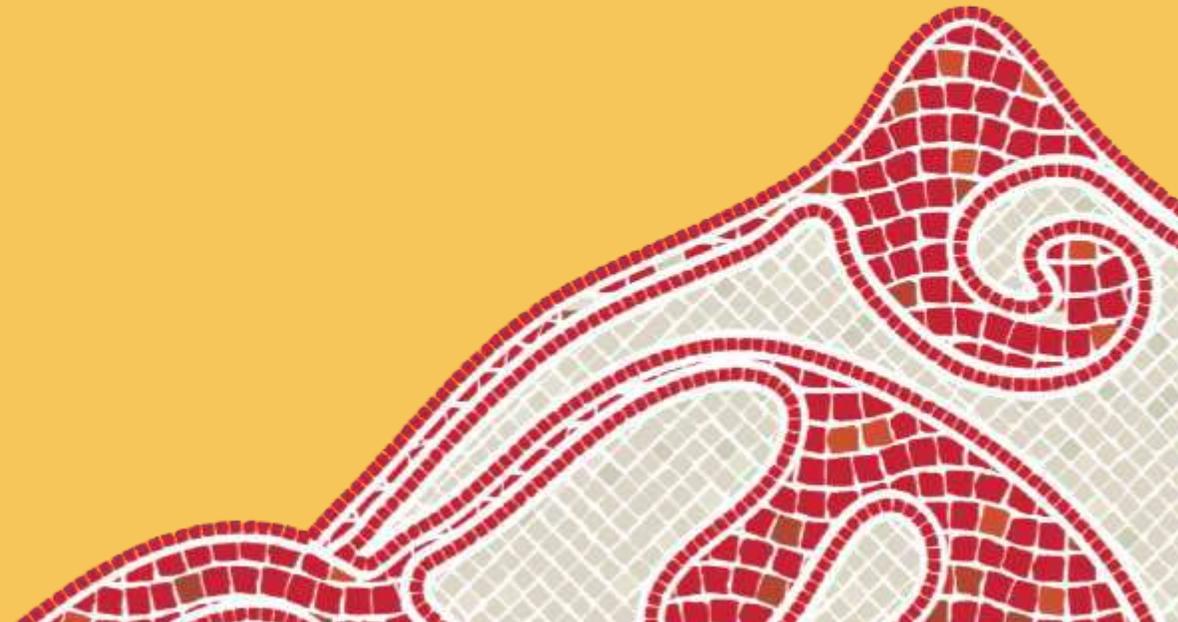
Preferred language for media consumption



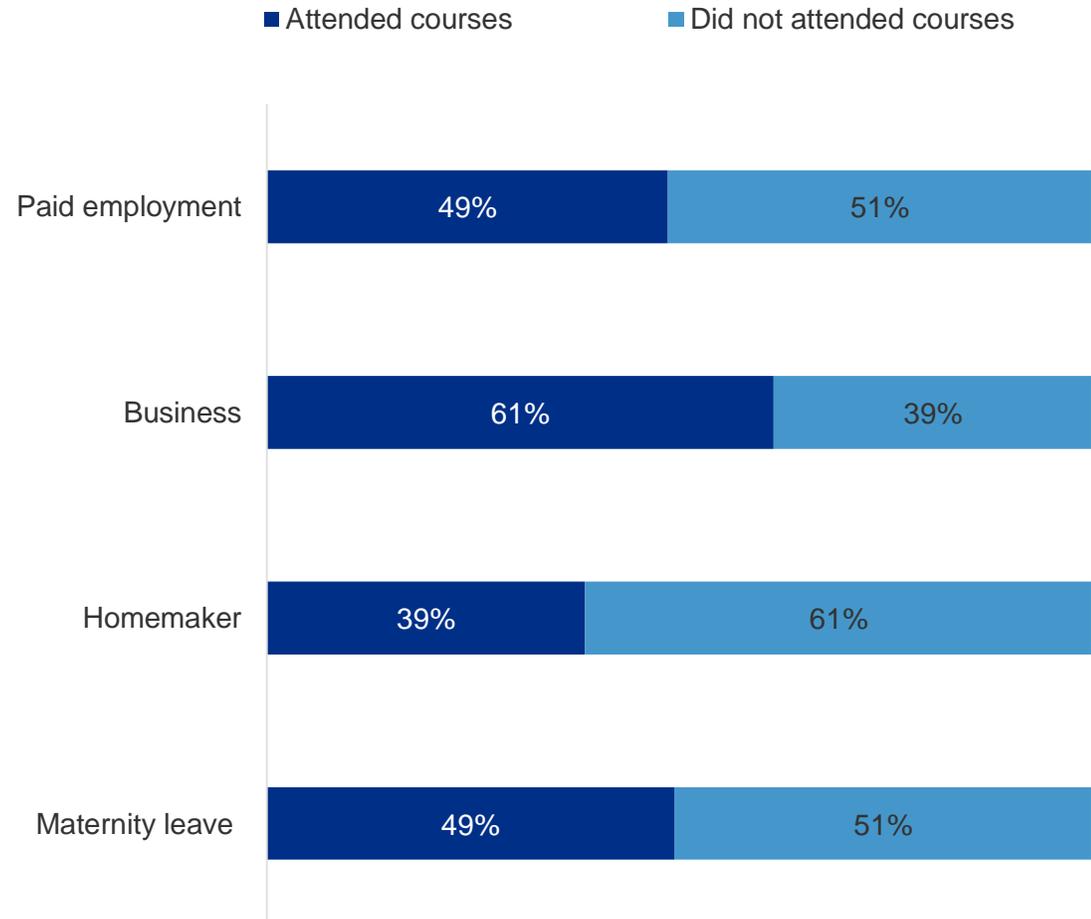


Online learning

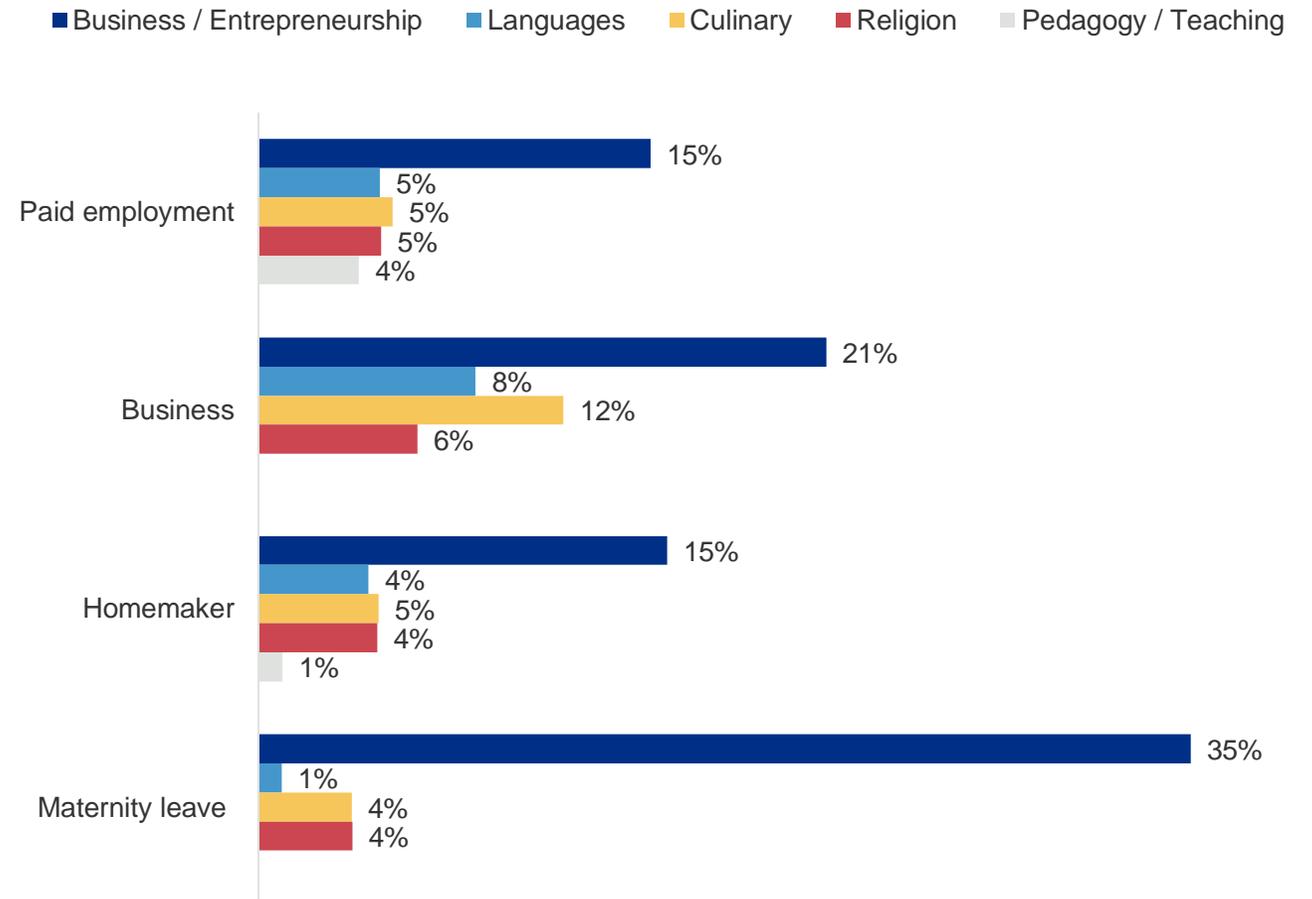
Previous experience



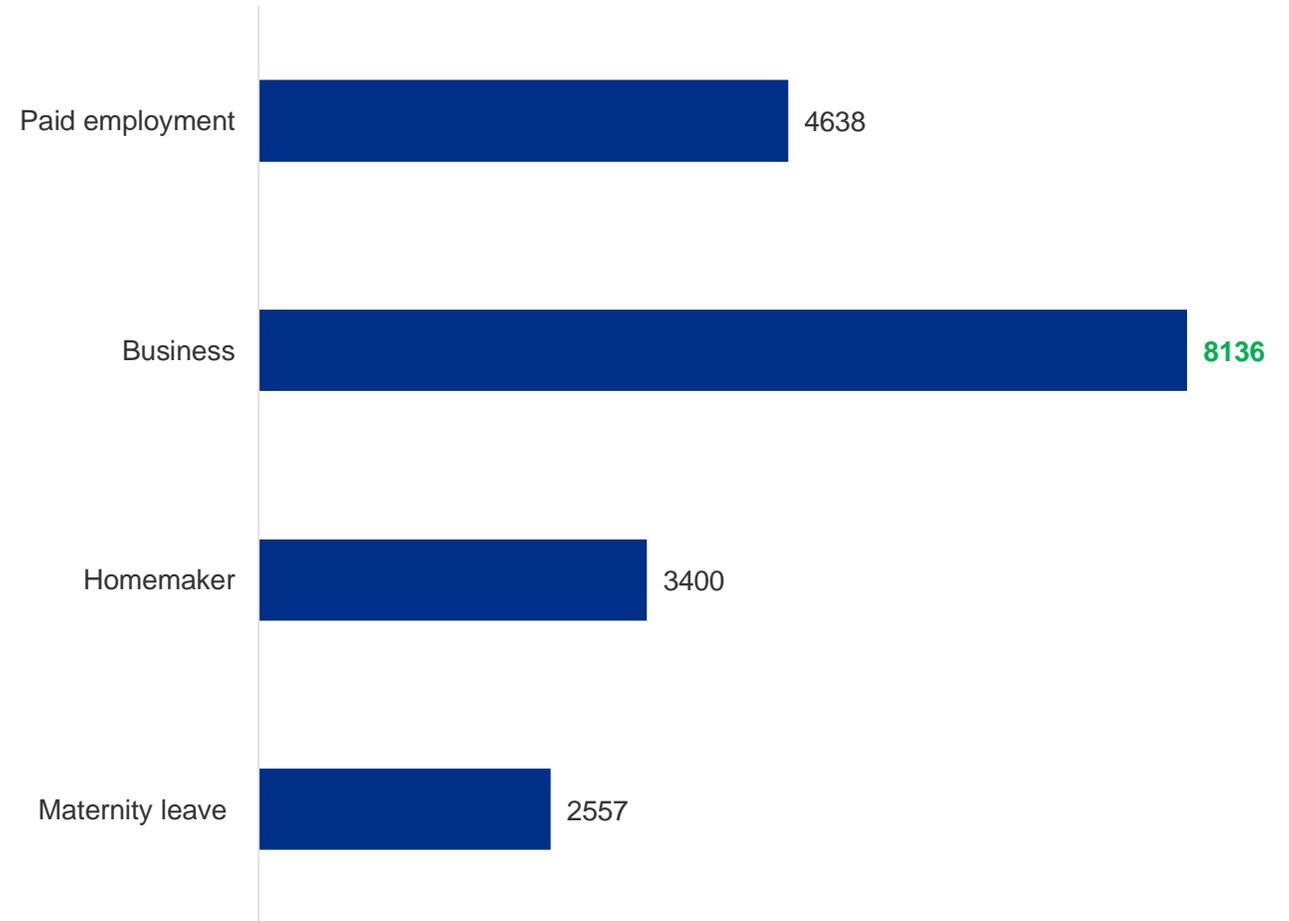
- 52% of respondents reported participating in online courses for self-education.
- Businesswomen attended courses 12–22 p.p. more than other groups, demonstrating that women in business are particularly focused on online education and future-oriented skill development.



- The most popular online course among women is starting own business.
- Entrepreneurship skill development is particularly popular among women on maternity leave, while culinary courses are notably favored by businesswomen.

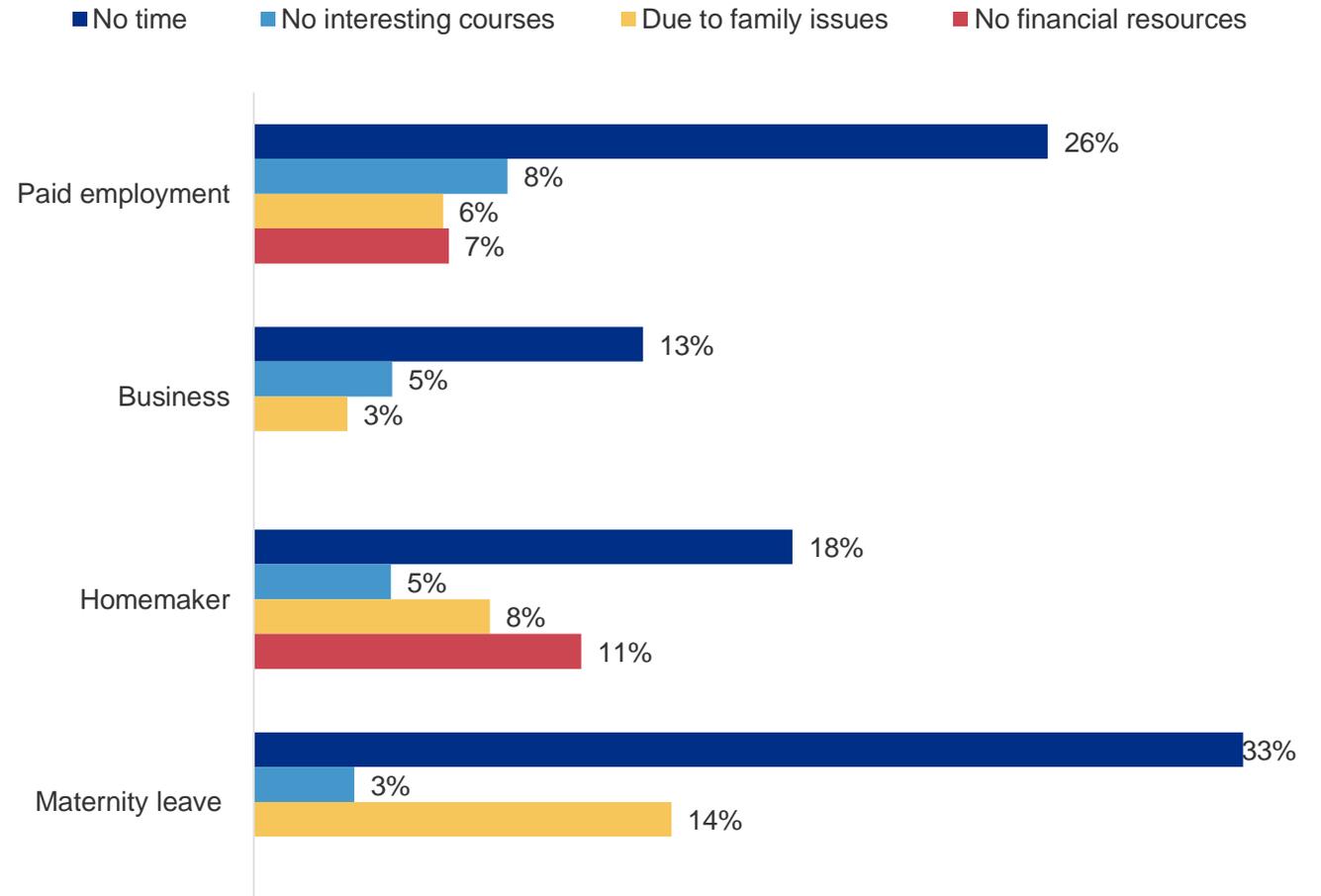


- Businesswomen invest the most in online education, reflecting both their financial capacity and broader geographic access.
- In contrast, women on maternal leave invest significantly less, highlighting the impact of limited resources on their ability to engage with online learning.



Top reasons why women cannot attend courses

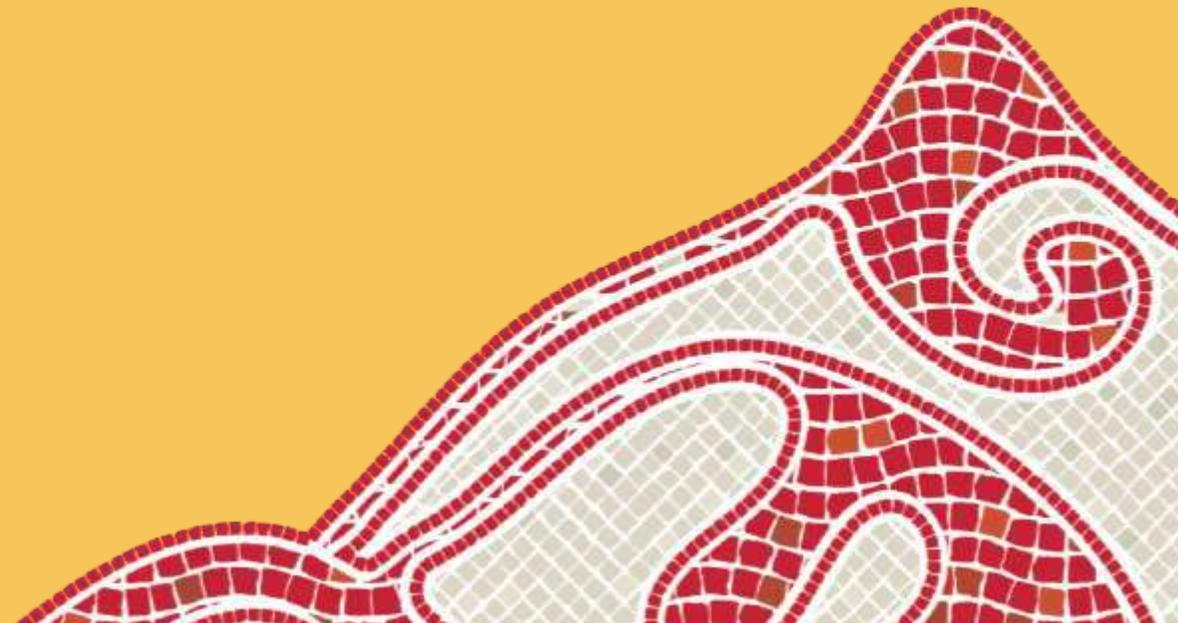
- Across all employment categories, the main reason is lack of time.
- Homemakers and working women frequently face financial constraints, limiting their ability to participate in online education.



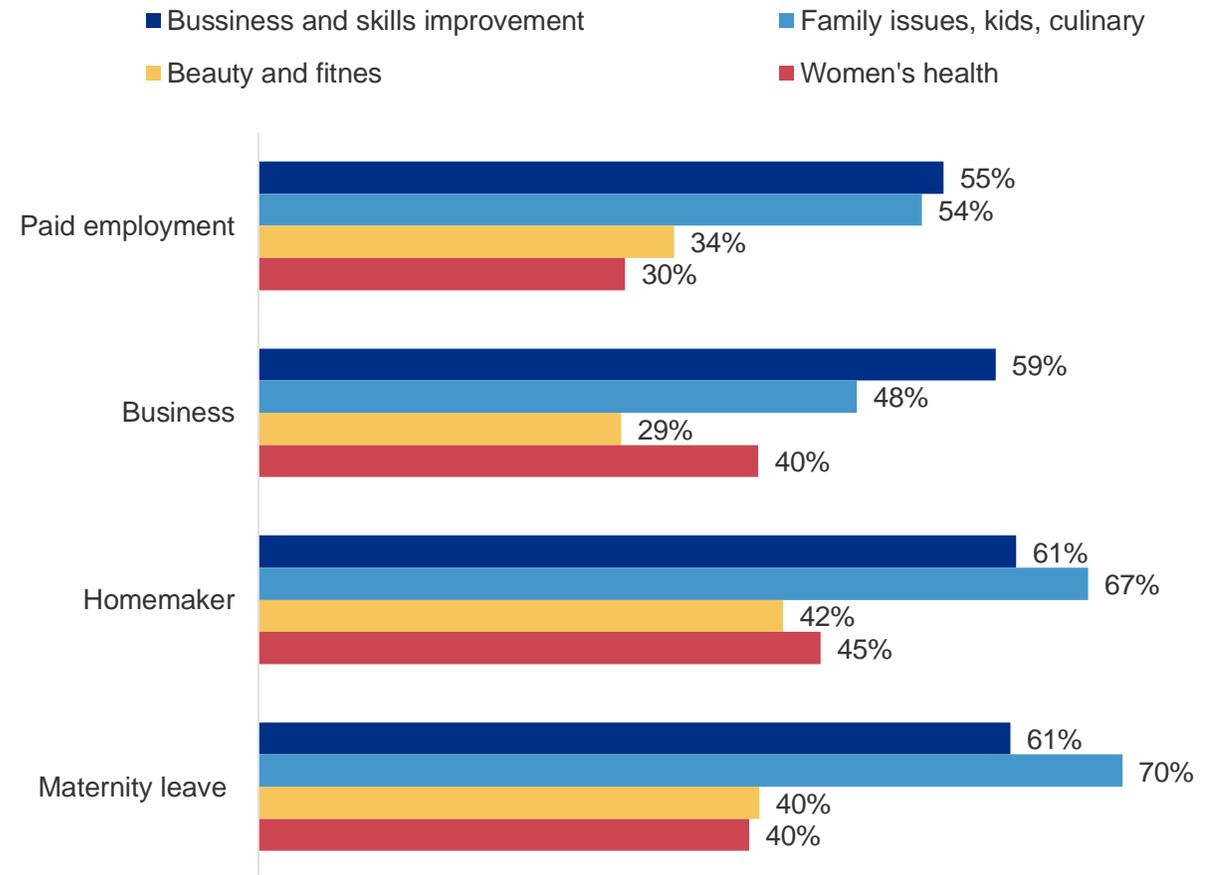


Online learning

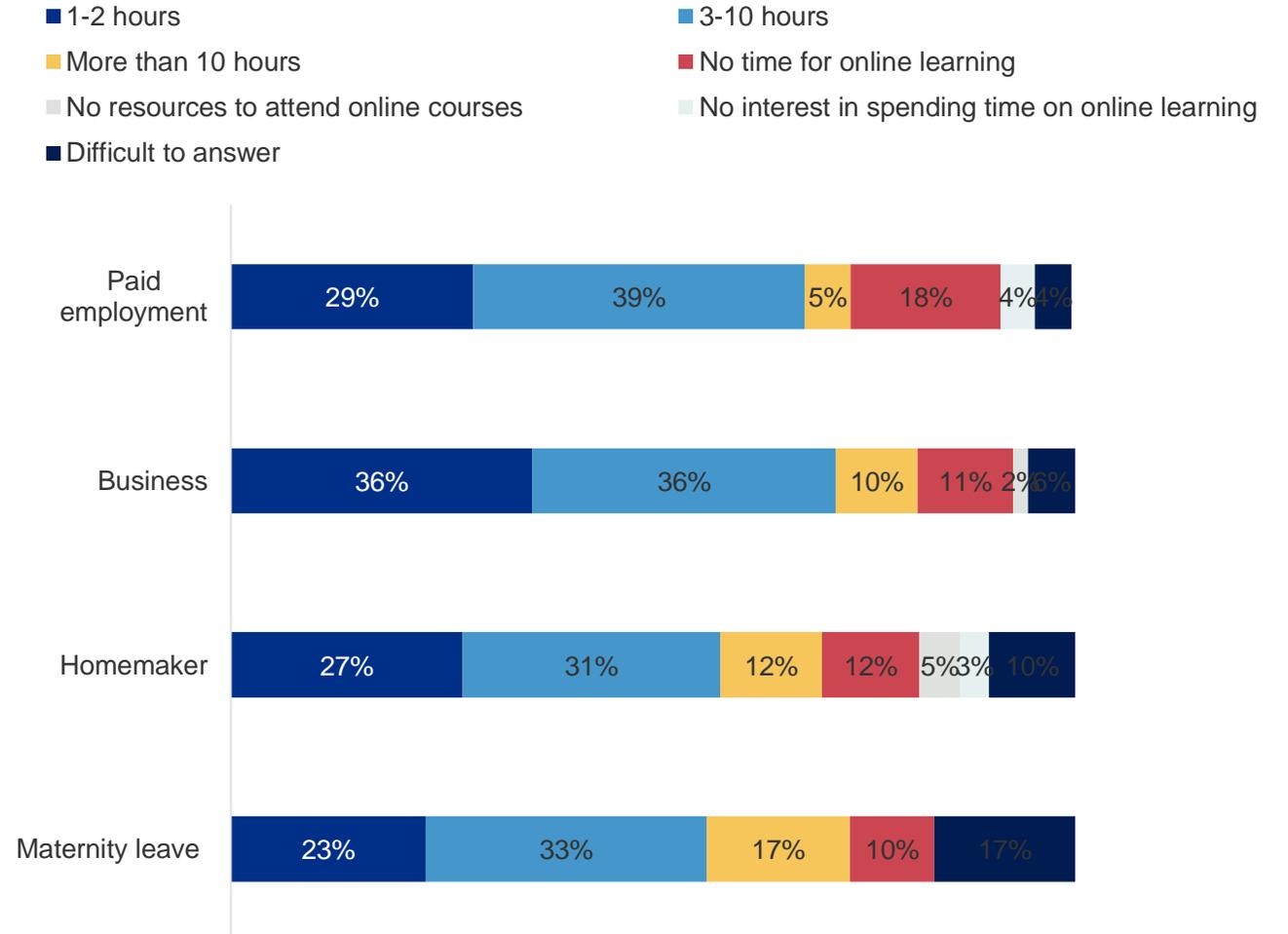
Current interest



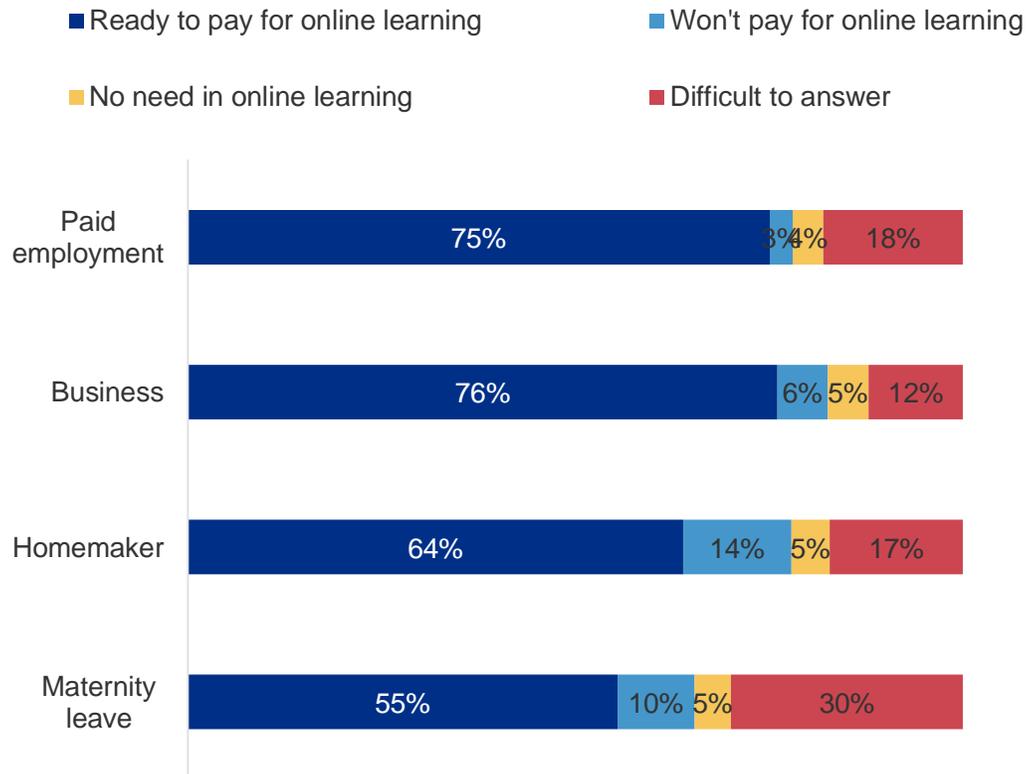
- High interest in online courses. Business management, family related courses and household management being the most interesting.
- Despite the common perception of online courses mainly as a tool for professional growth, a significant number of women also view online courses as an opportunity to improve everyday life.



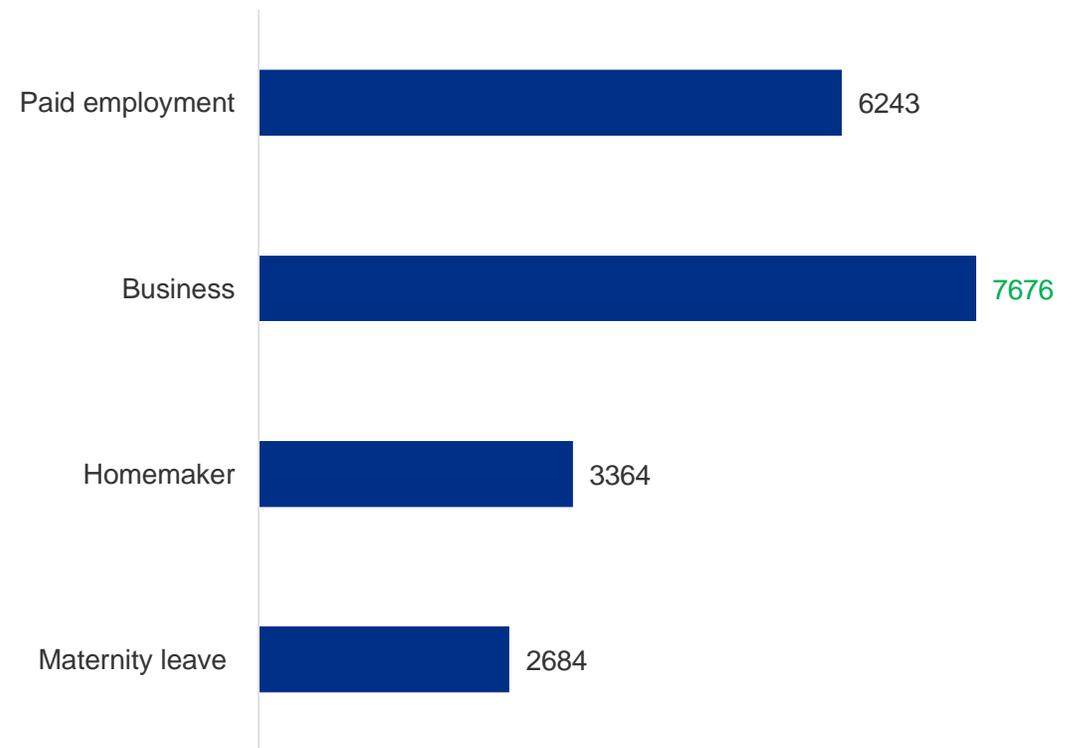
- The majority of women are willing to dedicate time to online learning.
- Notably, women on maternal leave ready to spend more than 10 hours, indicating strong motivation to engage in skill development despite other responsibilities.



Readiness to pay for online learning



Average sum for online courses



Key findings



Working women/Paid employment

- Women in paid employment face **significant time and financial constraints**, limiting engagement with online learning.
- **75% are willing to pay** for online learning.
- Online education is attractive but must accommodate tight schedules.
- Most interested in **family related and business topics**.

Business women

- Businesswomen invest the most in online courses, **both financially and in terms of time**.
- They show **high motivation** for skill development and career advancement.
- Interested courses include **entrepreneurship**.
- Online learning fits well with their flexible schedules and geographic mobility, ready to invest financially.

Homemaker

- Often face **financial and time constraints** limiting participation in online learning.
- **Time availability varies**, but household responsibilities reduce the hours they can dedicate to learning.
- The most interested course is **family management**.
- Online learning must be affordable and flexible to engage this group effectively.

Maternity leave

- **High interest in online education**, especially entrepreneurship courses.
- Many are willing to **dedicate significant time (>10 hours)** to learning.
- **Financial capacity is lower**, so cost is a key barrier.
- Online education provides opportunities for skill development during career breaks and for future re-entry into the labor market.

Online education holds significant potential to support Kyrgyz women across all employment statuses.

- **High level of entrepreneurial interest** among women.
- Many women expressed a desire to undertake courses related to **household management, childcare, and culinary skills**.
- There is a wide spectrum of **opportunities to expand and diversify online education offerings**, and to venture into other areas that address women's broader learning interests.
- **Time and financial resources remain key barriers**
- Courses of varying duration are acceptable, **from short-term workshops to longer programs**.
- More than half of respondents are **willing to pay for education** and recognize its financial value.
- Underscoring the potential for developing **impactful online learning market for women**

Thank You!



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