

Kazakhstan Country Report

Community Learning Centers in Arts Education

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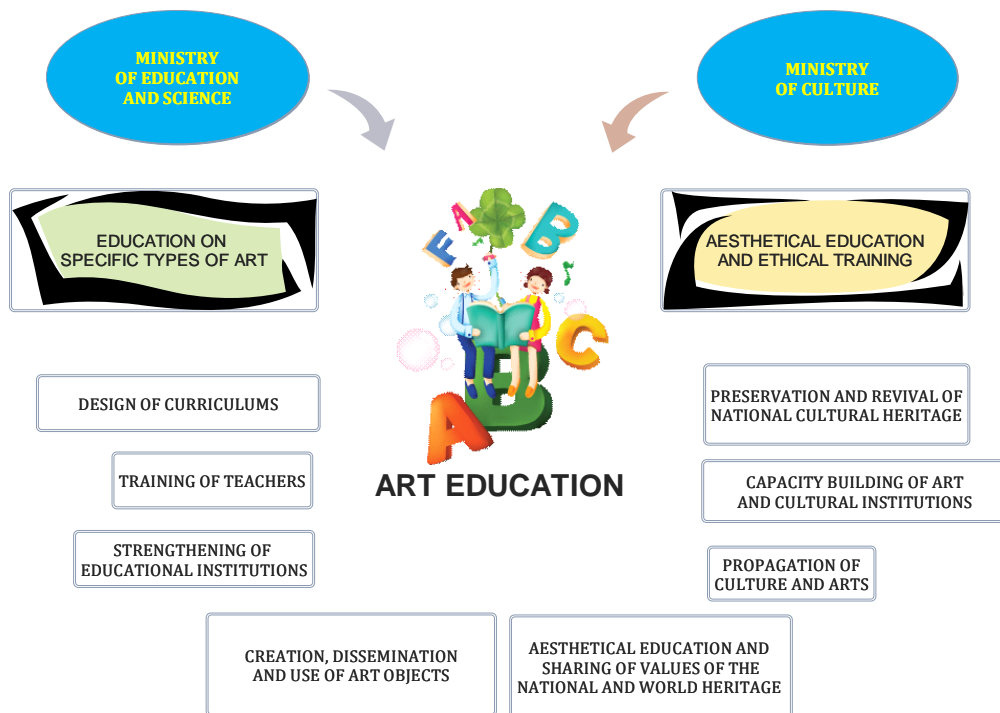
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According to the UNDP estimates (2009), Kazakhstan enters the group of countries with high level of human development and occupies the 82 place in the rating list of 182 countries. UNDP also estimates the literate population rate in Kazakhstan as of 99.6%. People in Kazakhstan do value the education; they strive for knowledge, for learning new; they are ready to improve. At present Kazakhstan has joined almost all major international conventions in the sphere of education, and protection of human and child rights. These are – Universal Declaration of Human Rights, Convention of Rights of the Child, International Declaration of Economic, Social and Cultural Rights, Bologna and Lisbon Conventions in the area of higher education and others. In order to support the implementation of the UNESCO “Education for All” forums in Jomtien and Dakar, Kazakhstan adopted the national EFA framework. Education is recognized as one of the most important priorities for long-term strategy of national development “Kazakhstan-2030”. The Strategic framework of nation’s development up to 2020 also closely harmonizes the future economic benefits with investments in education, and attaches great importance to the improvement of educational services.

Education development and educational organizations’ functions in Kazakhstan are indicated in the National Educational Development Program in the Republic of Kazakhstan for 2005-2010 (Adopted by decree of the President of the Republic of Kazakhstan from October 11 2004, # 1459, amended in July of 2008). In the framework of the National Program all education levels are institutionally supported by related network organizations (for the moment the principles of the next stage for 2011 – 2020 has been drafted). National educational system consists of four levels: preschool education (6 years from 1+ to 5+/6+ years old), general secondary education (11 years from Grades 1-11), secondary vocational education (1-4 years) and tertiary education (4-7 years). Secondary education comprises primary education (Grades 1-4), basic (lower) secondary education (Grades 5-9), and upper secondary education (Grades 10-11). Educational structure was shaped in accordance with the UNESCO International Standard Classification (ISCED-1997). This anticipates the new environment for introducing 12 years educational cycle, restructuring of the vocational and technical education; introduction of three-level specialists training: bachelor – master- Ph. D. The classifier for high school and post-graduate qualifications in Kazakhstan was adopted in 2009. Now the classifier for vocational and technical education and post – secondary education is undergoing.

Government Policy and Legislative Support

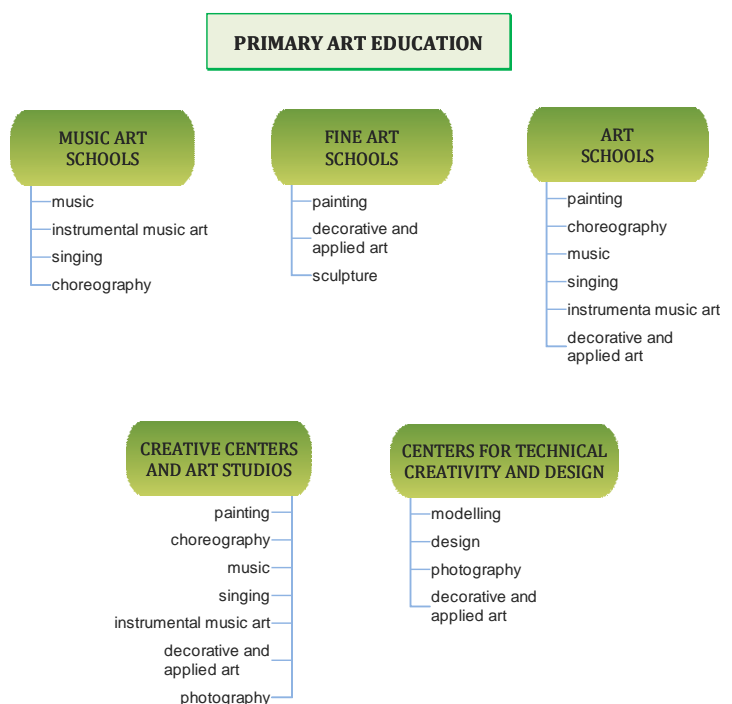
The Government has adopted a number of regulations and policies such as National Program of Education Development in the Republic of Kazakhstan in 2005–2010, Comprehensive Program of training in educational organizations in the Republic of Kazakhstan in 2006–2011, National Program of Vocational and Technical Education in the Republic of Kazakhstan in 2008–2012, Concept of National Strategic Project “Cultural Heritage” in 2009–2011, Concept of ethno-cultural education in the Republic of Kazakhstan, project “Children of Kazakhstan”, pedagogic and methodological program “Atameken”.



The National Quality Assurance System in Education is already in place; it includes all necessary elements of independent external evaluation: licensing, certification, accreditation, and rating, unified public testing system, intermediate public monitoring, comprehensive testing of entrants. The education system in Kazakhstan is aimed to be shaped to the modern social and economic environment and improving the quality of the national education, which is still less competitive.

The key reform principles of art education in Kazakhstan are the following: institutional development and strengthening of ethnic fundamental values at schools and education entities; promotion of ethnically native language and culture for each citizen; democratization of education; education variability and mobility not only by source of funding, but also by diversity of protection of ethno-cultural interests; availability for all and diversity of education services; openness and absorbing capacity of national education system to the world’s best practice in the sphere of art; continuity of educational activities aimed to ethno-cultural needs of person and society; adoption of the local programs of ethno-cultural education tailored in accordance to ethnic and confessional specificity.

The national legislation defined the principles of state education policy: equal rights of access to quality education for everyone; priority of development of the educational system; availability of all education levels for the population; secular and



democratic education management and transparency in the educational system's activities. The law stipulated the variety of educational organizations by forms of ownership and education activities. In addition to the public art schools and community centers, the NGOs can establish formal and non-formal educational institutions, including theatres, orchestras, studios, schools, museums, art salons and galleries, cinemas, historical and restoration centers.

The primary and secondary art education for children in Kazakhstan is conducted in 620 organizations of additional education (541 - in 2006, while 1 727 - in 2001). These include: children's musical (203) and fine art schools (28), art schools (97); houses, centers, studios of children's and youth creativity; stations and centers for young technicians, tourists, naturalists; children's hobby clubs, healthy life style and summer tourist camps, art galleries and other. The scope of complementary education organizations involved 21.5% of children in 2009, (11% in 2006). Thereby each fifth pupil gets education in arts and aesthetics. The number of children enrolled in 328 arts schools reached 90 440. The National Program on Education Development anticipates further involvement of children to complementary educational programs (2011 – 23%, 2015 – 25%, 2020 – 35%).

Table 1 Community Learning Centers and Non-Formal Education Centers in Arts Education in Kazakhstan

	Community Learning Centers*		Non-Formal Education Centers**	
	Institutions	Students	Institutions	Students
Total	328	90,440	292	350,000
Astana City (Capital)	6	2,820		
Almaty City	13	3,730		
Provinces (14)	309	83,890		

Notes: * Central and local government budget
 **Private and NGOs' funding sources

Source: Kazakhstan National Report on Arts Education, KAZFUCA-UNESCO, 2010

Community Learning Centers in Art Education

Complementary art education is one of the popular training areas. The children's creative capacity building in music, choreography, and circus, theater, graphics, decorative and applied art helps to learn from arts history, respect attitude towards historical development, national heritage and culture.

Most of students are involved in music education and choreography (65 134), fine art (28 782), decorative and applied art (12 687). 8 710 children are trained in literary and theater groups, 1 064 – in design, 1 270 – in filming and photo, 424 – in circus arts. Musical schools and musical departments at art schools accept children at 5-12 age for study period of 5-9 years. They are trained additional 1-2 years to be prepared to enter professional schools and higher educational institutions of art.

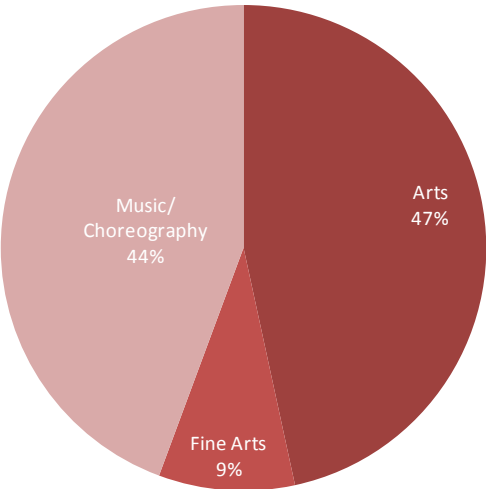
Non-Formal Education Centers

Being a solid part of the additional education the environment of extracurricular education and training forms a network children/family hobby clubs, circles on art and technical creativity and amateur associations. In 2009 there were 11 663 clubs operating in Kazakhstan (covering about 12% of all schoolchildren), including 3 834 clubs of art creativity with more than 100 thousand children. In

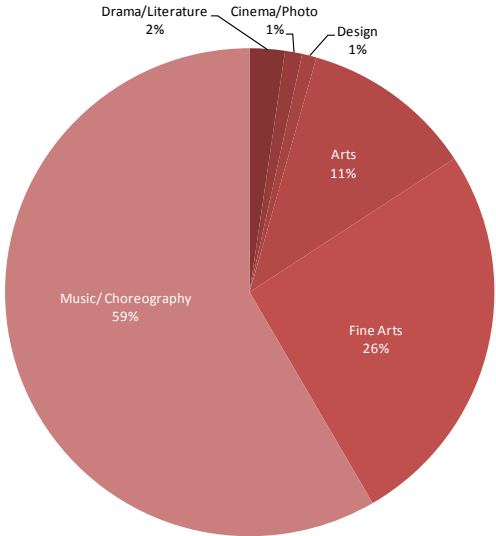
addition there are 801 neighborhood clubs, 1 221 youth clubs, and more than 10 thousand summer school camps. There are good examples of master-classes and plain-airs forms by the high-reputed artists jointly with the teams of gifted at special festivals during summer and winter vacation: “The Creativity Workshop of Young Talents”, “The Earth - Our Common House”, “The World by the eyes of Adults and Children”, “Masters of Palette- to Children of Kazakhstan”, “The Landscape of Homeland”. In the framework of national healthy lifestyle campaign the national competition of posters “The Future of Kazakhstan Without Drugs” is conducted among pupils of 6-8 grades annually on the occasion of the International Day of Struggle against Drugs.

Scheme 2 Share of Arts Disciplines between the Students of CLC and NFE Centers in Kazakhstan

Community Learning Centers (Public Funds)



Non-Formal Education Centers (Private/NGOS)



Source: Kazakhstan National Report on Arts Education, KAZFUCA-UNESCO, 2010

Issues and Challenges

The need in art education development and aesthetic education is visible in modern Kazakhstan society, and the unique combination of ethnic groups and languages in Kazakhstan provides the chance to design and adopt such education approaches to promote transfer and preservation of cultural and aesthetic values and original identity features. Meanwhile, traditional oral, musical and decorative art remains part of the everyday life and play a special role in transfer of cultural values and continuous transformation of the society and individuals.

Despite the serious measures undertaken by the authorities, the rich cultural tangible and intangible heritage, and centuries-old expertise of ethnic traditions still is under the threat of numerous and hard challenges of welfare, economic and ecological origin, which prioritize the purposes of education and culture system, access to cultural values and improving of art erudition of young generation.

The role of art education in perception of different forms of art creativity by students and various population groups remains beyond the public policy: the approaches on curricula and programs of various education institutions are not unified yet; there is no continuity in teaching of

creative disciplines at different levels of an art education; funds for art education to cover the operational expenditure are insufficient or even absent; the facilities of art education are weak.

Education and culture systems act independently from each other, which results in art education isolation; there is a necessity to involve the artists in art education processes. The curriculum on advanced training of teachers of secondary schools does not highlight the role of arts in teaching and training; the quantity of programs of the teachers' art education training remains insufficient.

For a long time the revision of art education system was not carried out; the best and long-time expertise was not systematically considered, therefore some original techniques in teaching and development of professional art forms are already forgotten and under the risk of disappearing.

There is an eventual necessity to design and adopt the national concept of art education which would provide and secure art education in a family; art education for people with the limited possibilities and poor population groups; art and aesthetic education for various population groups; and establishment of the favorable environment for partner relations between public and private sectors (including encouragement of arts patronage).