



**EDUCATION FOR ALL**  
**MID-DECADE ASSESSMENT:**  
**REACHING THE UN-REACHED**

**KAZAKHSTAN 2008**

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## KAZAKHSTAN – 2008

*National Report on EFA Mid-Decade Assessment “Reaching the Un-Reached” has been developed by a team of representatives of the Ministry of Education and Science of the Republic of Kazakhstan, Agency for Statistics of the Republic of Kazakhstan, and Association “Education for All in Kazakhstan” under the support of UNESCO Almaty Cluster Office and UNESCO Bangkok.*

### **Working Group members and their contribution to the Report development:**

**Shamshidinova Kulyash Nogataevna, Vice-minister of Education, National EFA Coordinator**  
*– overall supervision and coordination of the working group activities.*

**Ischanova Mayrash Abishevna, chief expert of Pre-school and Secondary Education Department of MES RK** – *data search coordination, development of sections on EFA Goals 3 and 4.*

**Saymasaeva Gaukhar Aytzhanovna, chief expert of Pre-school and Secondary Education Department of MES RK** – *development of Section on EFA Goal 1.*

**Aliakbarova Gulbaram Kasembaevna, chief expert of Pre-school and Secondary Education Department of MES RK** – *development of Section on EFA Goal 5.*

**Shokamanov Yuriy Kamirovich, Deputy Chairman of Agency for Statistics of the Republic of Kazakhstan, Doctor, Professor** – *development of Introduction to the Report, collection, presentation and review of statistical data, development of Tables of Key indicators.*

**Mityanina Yuliya Sergeevna, chief expert of Social and Gender Statistics Department of Agency for Statistics of the Republic of Kazakhstan** – *collection and summary of statistical data, development of Tables of Key indicators.*

**Tasbulatova Shaizada Umurzakovna, Candidate of Pedagogic Sciences, Docent, Director of Association “Education for All in Kazakhstan”** – *supervision of data collection and processing; development of Introduction to the National System of Education, Sections on EFA Goals 2 and 6, and Sections on “EFA Strategies and Guidelines, aimed at EFA Goals Achievement” and “System of Cooperation and Coordination of International Support in EFA Goals Achievement”; scientific editing of the Report.*

**Beloslyudtseva Valentina Nikolaevna, Candidate of Pedagogic Sciences, Docent, expert of Association “Education for All in Kazakhstan”** – *development of sections on EFA Goals 3 and 4, summing up the six EFA Goals, development of recommendations on EFA Goals Achievement to 2015, scientific editing of the Report.*

**Begalinova Natalia Valerievna, expert of Association “Education for All in Kazakhstan”**  
*– technical editing of the Report.*

### **An important contribution to the Report was made by:**

**Ispusinova Svetlana Bagitovna, ex-Director of Pre-school and Secondary Education Department of MES RK**

**Nurgozhayeva Tatyana Alexandrovna, director of Budget Department of MES RK**

**Zhukenov Zhumazhan Kamkenovich**, head of Administration of Pre-school and Secondary Education Department of MES RK

**Murzagaliyeva Bakhit Kenzhegalievna**, chief expert of Pre-school and Secondary Education Department of MES RK

**Assistance in selection of information resources for the Report was provided by:**

**UNICEF Country Office in Kazakhstan and personally Ms. Violetta Krasnikova**, assistant on Children rights/education Programmes.

**Murzakhanova Karlygash Ibraykhanovna**, ex-head, Unit of Pre-school and Secondary Education Department of MES RK

**Yessengeldinova Saule Aytkenovna**, chief expert, Pre-school and Secondary Education Department of MES RK

**Tatmanova Saule Bayakhmetovna**, chief expert, Pre-school and Secondary Education Department of MES RK

**Uteshev Nurlan Suleymenovich**, director, Youth Policy Department of MES RK

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Since the first days of sovereignty President of Kazakhstan has identified Education for All as a top priority of social development, economic growth and market efficiency.

The legislative and normative base developed in the country has set up a solid foundation for functioning and developing of the national model of education. Access is provided for citizens to quality education at all levels and stages of education.

Multi-level system of training specialists introduced is consistent with international standard occupational classifiers. Development of educational services market based on the mechanism of multi-channel financing of education institutions is in progress.

Serious transformations have taken place in the field of developing and implementing new teaching and learning technologies and methodologies. Kazakhstan was the first among NIS countries to complete computerization of secondary schools. Stage-by-stage connection of schools to Internet is going on.

However, the measures adopted have been insufficient to overcome negative tendencies in the system of education. To address the problems and challenges faced State Programme of education development in the Republic of Kazakhstan for 2005-2010 was adopted.

The first three years of Programme implementation have demonstrated that principal tasks facing the national system of education are being successfully achieved.

I believe that the present report will help to identify further perspectives and priorities in the development of the national system of education in line with Six EFA Goals for the period of 2015.

**Minister of education and science  
of the Republic of Kazakhstan**

A handwritten signature in black ink, appearing to read 'Zh. Tuimebaev'.

**Zh. Tuimebaev**

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## ABBREVIATIONS

- GDP** – Gross Domestic Product  
**HIV** – Human Immunodeficiency Virus  
**SMSE** – State Mandatory Standard of Education  
**DFA** – Dakar Framework for Action  
**UNT** – Unified National Testing  
**UNTC** – Unified National Testing Centre  
**ETF** – European Training Foundation  
**ICT** – Information and Communication Technologies  
**IUQ** – Institute for Upgrading Qualifications  
**HDI** – Human Development Index  
**KAE** – Kazakh Academy of Education  
**CTE** – Complex Testing of Entrants  
**MES** – Ministry of Education and Science of RK  
**MLSP** – Ministry of Labour and Social Protection of RK  
**NSC** – National Supervisory Centre  
**NGO** – Non-governmental organization  
**PSVET** – Primary and Secondary Vocational Education  
**NCSSET** – National Centre for State Standards in Education and Testing  
**NCAQE** – National Centre for Assessment of Quality of Education  
**EFA** – Education for All  
**LE** – Life Expectancy  
**ISC** – Interim State Control  
**PISA** – Programme for International Student Assessment  
**PMPC** – Psychological, Medical and Pedagogical Consultation  
**PPP** – Purchasing Power Parity  
**UNDP** – United Nations Development Programme  
**RIUQAASE** – Republican Institute for up-grading qualification of administrative and academic staff of education  
**SVET** – Secondary Vocational Education and Training  
**AIDS** – Acquired Immune Deficiency Syndrome  
**TIMSS** – Trends in International Mathematics and Science Study  
**CARK** – Central Asia and Republic of Kazakhstan  
**SALPR Centre** – Social Adaptation and Labor-Professional Rehabilitation Centre for children and teenagers with development issues  
**CLC** – Community Learning Centre  
**MDG** – Millennium Development Goals

## PREFACE

*Dakar Framework for Action, adopted at the World Education Forum (Dakar, Senegal, 2000), views Education for All as a unique opportunity for lifelong learning in the spirit of an “extended perspective”. DFA provided for regular monitoring and reporting on progress made and flaws in the EFA programme implementation through sustainable review of the national policy and international support to assurance of quality education for all.*

*The present Report contains Mid-Decade Assessment of development and implementation of Educational Programmes in Kazakhstan, i.e. national and special educational programmes and projects, activities and services, aimed to meet basic needs in child, young people and adult education.*

*The Report is aimed to provide an overall picture of progress made in terms of achievement of objectives of Education for All since 2000, to identify priorities and prospective strategies, aimed to remove barriers and enhance progress, so that on this basis to review the National EFA Action Plan for the next period.*

*The Report is aimed at those who identify and develop educational policy in the country, employees of the system of education in charge of its implementation both in governmental and non-governmental organizations. Mid-Decade Assessment outcomes shall allow once again focusing attention of stakeholders in charge, educational community, population, mass media on EFA goals and objectives, on issues and possibilities of assurance of all necessary conditions for everyone to acquire high-quality lifelong education.*

*The document is composed of a review of political, economic, social and cultural country development, fundamentals of educational policy and system of financing of education; individual sections describe modern trends in education development, including development of information and communication technologies; particular attention was paid to the issue of access to education, and identification of groups, uncovered by mandatory education. The report presents detailed analytical data on achievement of each of the Six EFA Goals, based on indicators, recommended by UNESCO.*

*The Report has two annexes, A and B. Annex A provides diverse information, supplementing/itemizing regulations and conclusions of relevant sections of the Report. Annex B is a statistical annex, which includes tables of key indicators, recommended by UNESCO Bangkok Office.*

*The Report was being developed, based on a review of strategic documents of Kazakhstan, through analysis and synthesis of national and foreign statistical data in the field of economy and social sector, education, healthcare, labour and employment, other related sectors; the authors used many scientific, official and other sources of information and materials.*

*While developing the Report, we took into consideration recommendations of Guidelines developed jointly by expert group of UNESCO, UNICEF and UNESCO Institute for Statistics, for a more quality description of successes and weaknesses in EFA Goals achievement.*

# 1. INTRODUCTION

## 1.1. Political, Economical, Social/Cultural Country Background on the base on appropriate indicators (GDP, income minimum, human development index, etc.)

Since it gained independence in 1991, Kazakhstan made success in implementing comprehensive political, social and economic reforms, aimed to establish a democratic society with a socially oriented market economy. These reforms are to boost country capacity, enhance a long-term economic growth and improve living conditions of its population.

Over this period Kazakhstan went through two stages of reforms. The first stage of 1992-1997 transferred Kazakhstan society from a distributive administrative system to market economy, based on private property and competition. The second stage commenced in 1998, following adoption of Strategy of Development «Kazakhstan-2030», launching the process, aimed to achieve long-term development objectives and priorities and build a sustainable economy, based on the social and economic policy of the government.

The mainstream of social and economic policy of the second stage was to establish a model of post-crisis economy development, based on high rates of oil and gas deposits exploration to rehabilitate industries of non-oil sector and considerably increase national budget revenues. Over 1998-2000, extended activities were carried out in all fields of state authorities' implementation. All these resulted in Kazakhstan exiting economic crisis and stepping onto a path of economic growth and improved well-being of population of the country.

The rate of economic growth in the country had an important, though not a primary significance for human growth on the whole and education in particular. In 2001-2006, annual rates of economic growth in Kazakhstan reached 10.4%, which allowed, based on 2006 outputs, 1.8-fold increase of GDP of 2000.

In nominal value, GDP of the Republic for the same period grew 3.7-fold, budgetary inflows and outflows –3.9-fold, consequently, percentage of outflow from the state budget compared to GDP has slightly grown and made about 24% in 2006.

High rates of economic growth allowed Kazakhstan to make significant progress in achievement of the first Millennium Development Goal (MDG-1) «Elimination of Extreme Poverty and Famine». To tackle poverty, to improve living conditions of population was one of the priorities of Kazakhstan Government. Over 1999–2005, poverty rate (share of population with an income below the cost of living) dropped from 34.5% to 9.8%. Extreme poverty (share of population with an income below the cost of a food basket) dropped from 14.5% to 1.6 %.

Gini coefficient, demonstrating distribution of income of the population, according to statistical data of households, based on quintil distribution (by 20% groups of the population), has decreased for this period from 0.332 to 0.290. And capital coefficient, demonstrating parity of income of 10% of the most and 10% of the least privileged population dropped from 9.4 to 6.8.

Human development index, measured by a set of parameters which define basic criteria of development, survival, safety and protection of people, has noticeably improved in Kazakhstan.

According to UNDP World Reports on human development in Kazakhstan (as well as in other CIS countries), there were two stages in the dynamics of human development. The first stage (1990-1995) was characterized by severe deterioration of all basic parameters of human development, which moved Kazakhstan from 54th to the 93rd position by human development index (HDI). At the second stage (1996-2004), parameters of human development slowly improved with Kazakhstan moving upwards to the 79th position. However, this indicator (as well as in other CIS countries) is still much worse than that of 1990, when Kazakhstan was on the 54th position.

Estimates of the national Report on human development 2006 showed that over the period from 1990 to 1995, HDI of Kazakhstan dropped by 50 thousandth points. The main reason for the drop (which caused 52% drop in HDI) was 4.6-fold reduced life expectancy (LE). Economic recession was the second reason, having caused 37% drop in HDI, with reduced gross coverage of children and young people at the age of 6-24 by education being the third reason (11%).

In 1996-2005, HDI of Kazakhstan grew by 61 thousandth points. An increase in HDI at this stage was due to economic growth, which brought to 85.0% increase of GDP compared to 1995 and 13.6% excess of 1990. This parameter per capita rate in USD at purchasing power parity (PPP) in 2005 in comparison with 1995 grew by 79.3%. Growth of a parameter of gross coverage rate by 12 percentage points (up to 85%) and LE by 2.4 years (up to 65.9 years) affected HDI increase over this period to a much smaller rate (25% and 22% accordingly).

Thus, a demographic indicator, LE at birth, played a key role in HDI deterioration in the Republic at the first stage, but was an insufficiently significant factor of HDI growth at the second stage. The level of this parameter in Kazakhstan (63.4 years according to the World Report on human development 2006) is rather low compared to countries with a high HDI (78 years), and with most transit economies (68.2 years). It should be noted that Kazakhstan is peculiar for significant gender disparity by LE parameter, which in 2005 made 11.5 years.

Thus, upon reduction of human development opportunities at the first stage of transition period, the Republic has now found itself in the position to catch up. For Kazakhstan to become one of the 50 economies with the highest HDI, specific targets should be set to ensure significant growth of all human development components, including life expectancy, gross coverage rate in education and GDP per capita.

In addition to sustainable growth of human development index, oblasts of Kazakhstan become more differentiated by this parameter. E.g., in 1990, HDI of the oblast with a maximum value of this parameter has 7.2% exceeded HDI of the oblast with a minimum value, in 2005 - 21.4%. First of all, this is related to oblasts being different by physical volume of GDP per capita which in 2005 was 12.6-fold, while in 1990 it was 2.1-fold only. By monetary income per capita the oblasts differ to a smaller extent - in 2005 2.9-fold (in 1993 - 3.3-fold). Accordingly, income indexes of oblasts differ as well.

If we consider HDI of oblasts in dynamics, we shall see that human development dropped to its minimum in 1995-1996. In 2005, according to human development index (HDI), oblasts of Kazakhstan were divided into three groups:

With a considerably high human development index (the cities of Almaty and Astana and four western oblasts of the Republic: Aktobe, Atyrau, West-Kazakhstan and Mangistau), where HDI exceeds 0.8;

With a human development index approaching an average Republican indicator (East-Kazakhstan, Karaganda, Kostanai, Kyzylorda and Pavlodar oblasts), where HDI ranges within 0.750-0.787;

With a human development index considerably lower than an average Republican indicator (Akmola, Almaty, Zhambyl, North-Kazakhstan and South-Kazakhstan oblasts), where HDI does not exceed 0.732.

A significant HDI growth takes place due to an increase in one of its three components - volume of real GDP per capita which in 2005 made USD 8.084 in PPP (180.2% compared to 2000). According to our estimate, increase in HDI is expected from 0.787 in 2005 to 0.837 in 2010, and growth of GDP up to USD 13.650 in PPP per capita.

In the near future, the key for the population should be the quality of life, which is identified by three basic components: life expectancy, living conditions and environment.

The first component – life expectancy, as it has already been noted, is at the lowest level, approximately 15 years below the level of developed countries, which reduces the index of life expectancy by 0.24, and HDI by 0.08<sup>1</sup>. If the population of Kazakhstan had an LE 13 years longer, Kazakhstan would be not on the 79th, but on the 43rd position, according to HDI rating, i.e. would be one of the top 50 countries, according to HDI rating.

The second component – living conditions – is considerably dependent on GDP per capita. If Kazakhstan, according to the World Report on human development, had twice as much GDP per capita, its income index would be 0.115 higher, and HDI –0.038 higher, as a result its rating would be 23 positions higher.

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<sup>1</sup> All the three HDI components are of equal importance. Thusly, the amount of HDI drop is one third of any component drop. In this case it makes  $(0.88-0.64)/3=0.24/3=0.08$ .

The third component – environment – is not directly reflected by HDI, however, it is identified by a series of human development indexes. The seventh MDG goal (MDG-7) has three specific objectives, to achieve which serious efforts will have to be taken by countries, including Kazakhstan:

- 1) to include principles of sustainable development into country strategies and programmes; reverse losses of environmental resources;
- 2) by 2015, to ensure 50% reduction in the number of people who have no sustainable access to clean drinking water;
- 3) by 2020, to ensure significant improvement of life of at least 100 million slum dwellers in various countries.

The three objectives can be achieved, given steps taken in the Republic. E.g., the proportion of land covered with wood, has increased from 3.9% in 1995 to 4.5% in 2005, and the area of especially protected territories has increased from 862.8 to 2893.8 thousand ha, accordingly. At the same time, it should be emphasized that the situation with air pollution of cities, emissions from stationary sources of pollution, as well as emissions of carbon oxide per capita after some improvement in 1998-1999 is getting worse again.

The second objective, despite decrease in provision of households with pipelines from 61.4% in 1998 to 54.1% in 2004, can be achieved through implementation of “Drinking Waters” Programme till 2010.

The third objective can also be achieved, as both at the republican and local levels steps are taken to improve available accommodation and provide accommodation to those who do not have it.

In addition to the above-mentioned, new issues should be tackled in those areas, where Kazakhstan has already made significant success in the field of human development.

E.g., despite a high literacy rate, sufficient access to educational and information resources, culture of the society in the Republic remains low, mentality lags behind, the level of secondary and higher education, fundamental and applied sciences is not always high. The gap in economic and social status of oblasts of Kazakhstan increases. Legal, environmental, economic consciousness of the population needs to be established on the basis of profound historical traditions, ideals of patriotism, freedom, responsibility, respect of property and private life.

The second MDG (MDG-2) – «To ensure universal primary education» – has been achieved in Kazakhstan, and literacy rate of young people in Kazakhstan makes 99.9%. That is why at the national level it was defined as «To ensure universal secondary education». However, some issues remain unaddressed in this field and they are related to access to secondary education and its quality. Net coverage of children by secondary general education, despite some progress made in the last years, is still rather low: in 2000-2005, it grew just from 86.7% up to 91.9%.

Net coverage by education of children and young people at the age of 7-17, that is at the age, when secondary education should be acquired, in 2005 made 95.4%. It should be noted that coverage of children by early childhood education is still insufficient, i.e. in 2003-2005 it grew from 58.3% to 67.6%.

State expenditures for education in 2001-2006 grew at about the same rate as all the expenses from the state budget, thusly, remaining approximately at the same level as all the other expenses, and in relation to GDP they made 3.2%-3.4%.

Annual growth rates of inflows and outflows from the state budget in 2001-2006 made more than 25% while annual rate of inflation made only 7.3%. It allowed achieving objectives, set in the Annual Messages of the President to the people of Kazakhstan. However, expenditures for education are still insufficient, as they are still less than 6%-7% of GDP, recommended by Dakar World Forum on Education for All, as well as below the level of some countries, both developed and developing ones, and of those of East Europe and CIS.

According to the UN World Report on human development 2006, in Norway, Iceland, Sweden, Finland, Denmark, New Zealand, Israel, and Cyprus the level of expenses for education in 2002-2004 was twice and more higher than in Kazakhstan, about 6.5%-8.0% of GDP.

In Malaysia and Tunis state expenditures for education made 8.0%-8.1% of GDP. In Czech Republic,

Hungary and Poland the level of state expenditures for education is 1.4-1.8-fold higher than in Kazakhstan - 4.6%-6.0% of GDP.

In CIS a noticeably higher level of state expenditures for education is in Belarus, Ukraine, Moldova, and Kyrgyzstan - about 4.4%-5.8 % of GDP. It should be noted that the number in the specified Report on Kazakhstan is lower than the one in the report of the Ministry of Finance on execution of the state budget - 2.4 % of GDP only.

Thusly, on the whole, the level of state expenditures for education in percentage to GDP is still twice lower than the level of 1991 and the level recommended by Dakar World Forum, which sets an objective to further increase expenses from the state budget for this major field of human development.

### **1.2. The Role of Education in the Context of National Development (highlighting linkages between education and MDGs and national priorities and strategies)**

Education in Kazakhstan is recognized as a key factor and foundation of economic power and national security of the country. Education development is defined as one of priority directions of Strategic Plan of Development of the Republic of Kazakhstan to 2010.

In significant political documents, speeches of President of the Republic of Kazakhstan N.A.Nazarbaev it is always emphasized that Kazakhstan aspires to establish quality education, consistent with the world standards, which is a pledge of competitiveness of the country, its economy and nation. As it is emphasized in the Annual Message of the President "New Kazakhstan in the new world" (February 2007), "The main criterion of success of educational reform is to achieve such a level when any citizen of our country, having received appropriate education and qualification, can become a demanded specialist in any country of the world".

Basic documents that define national policy in the field of education are Constitution of the Republic of Kazakhstan (1995) and Law of RK "On Education" (1999). Ideology and principles, incorporated in specified documents, legislatively secure a mandatory, accessible and free status of secondary education to all members of society, equality of rights of all citizens as basic principles of educational policy, establish fundamentals of systemic approach to the development and implementation of programmes in important fields of reform of the system of education. An important role among the strategic documents, which have defined development of education in our country, is played by the state programme "Education" for 2000-2005, by the Concept of Development of the System of education to 2015 (2004) and "Strategy of Education Development to 2010", that defined priorities of long-term and mid-term development of the system of education. An essential emphasis in basic activities, aimed to implement the specified documents, is made on creation of conditions for the development of a new model of National system of education, aimed to ensure broader access to quality education, continuity of state educational standards, to improve the system of licensing, certification and accreditation of training institutions, quality of learning and education of young people.

One of the key principles of educational policy is to stimulate education of a person and support gifted children. For these purposes, an objective was set to provide elite education to the gifted and talented young people according to educational programmes, implemented in special learning institutions for gifted citizens, and "Daryn" State Programme, aimed to support and ensure creative development of such children, has been consequently adopted. Special programmes have been developed for the most capable students of learning institutions of different types (gymnasias, lyceums, and general secondary schools).

The Law of the Republic of Kazakhstan "On social, medical and educational correction support to children with limited abilities" is aimed to establish a uniform state system of correctional assistance to children with limited abilities, and identifies fundamentals of their education and socialization, their preparedness for an independent life in the society.

A network of a new type of institutions is being developed for the children who require psychological and pedagogical as well as medical and social assistance. Activities are underway to create a state system, aimed to early reveal deviations in the development of children and provide them with special assistance.

Additional steps are being taken to develop profile teacher-training higher institutions, to increase

the State Order for teachers training, allocate significant budgetary funds on retraining and professional development of staff, salary increase, increase the social status of a teacher. Kazakhstan tends to improve material well-being of teachers, enhance teaching activities, support teachers-innovators who are actively involved not only in educational, but also in research activities. Activities are underway to reform, improve and develop a network of the system of professional development of teaching staff.

In the process of ensuring quality of education, a significant role is played by the National Centre for Assessment of Quality of Education (NCAQE), a working body of the national system for assessment of quality of education (NSAQE), established in accordance with the State Programme «Education» (2000). Its goal is to achieve the quality of education that would guarantee competitiveness of the national system of education and citizens of the Republic of Kazakhstan at international educational arena and labour market. Basic NSAQE principles are objectivity, publicity, transparency, equity, periodicity, continuity, accountability, and sustainability of development.

In addition, the National system of assessment of quality of education is established to improve supervision and management of quality of education in Kazakhstan, and to provide all stakeholders of educational process and society on the whole with information on the level of academic proficiency.

Linkages between education and MDGs and national priorities and strategies. Education in Kazakhstan is considered to be one of the key forms of investments to development of human capital, prerequisite of successful industrially innovative development of economy. As it has been emphasized in the Strategy of an industrially innovative development of the Republic of Kazakhstan 2003-2015 (2003), “educational sector is one of “hot points” to ensure sustainable development of economy of all countries”. ... Without having raised a general educational level in the country, Kazakhstan cannot reserve a worthy place in the world. System of education in Kazakhstan should become dynamically developing and capable to adequately react to accelerating global processes of globalization and informatization” (p. 40).

Situation developing in the field of education is closely related to a general situation in the field of education and in the country on the whole. In strategic documents, i.e. State programme “Education” (2000-2005), State Education Development Programme (2005-2010), State Poverty Reduction Programme (2003), Millennium Development Goals in Kazakhstan, etc., education is considered as a component of national goals and priorities. This is stipulated by the fact that it is education that “works” for the future, affecting personal qualities of each person, his/her competencies, outlook and behavioural priorities, and, eventually, economic, moral, spiritual capacity of the society on the whole.

Education and society are inseparable. Any whatever minor global issues faced by society inevitably affect the situation in the field of education. Similarly, the field of education responding to the issues of society makes a significant impact on the development of certain tendencies in the society, enhances or hinders them, proposes specific opportunities to resolution of social issues, warns undesirable succession of events. As a result, in the last years an increasing emphasis in the national strategic documents is made on the role of education as a powerful means of not only economic, but also social development and poverty reduction, guarantor of society development in the future. The fact that in the process of development of important documents and situation review, experts and decision-makers tend to consider the entire background, social and economic issues that go beyond the framework of discussions of purely educational subjects, is quite inspiring.

This refers, in particular, to such programmes as Strategy «Kazakhstan-2030» and «Kazakhstan-2010», Millennium Development Goals (MDG) (2005), State Poverty Reduction Programme (2003), Strategy of industrially innovative development of Kazakhstan (2003), Annual Messages of President of RK (2006, 2007), and a number of other state and sectoral programmes.

This approach can be demonstrated by Millennium Development Goals (2005), where MDG 2 - «to ensure universal primary education» - is adopted as one of the key factors to achieve objectives of human and social development in connection with poverty reduction (MDG 1), extended rights and opportunities of women (MDG 3), improved maternal health (MDG 5), and environmental sustainability (MDG 7).

Millennium Development Goals state that, on the whole, Goal 2 - “To ensure universal primary education”, is not relevant for Kazakhstan. At the moment, the objective is much wider, i.e. to ensure access to quality secondary education for all children of the country, irrelevant of their domicile and social status of their

families. And along with great achievements in this field, there are still difficulties and unaddressed issues. First of all, they concern access to quality secondary education for children from rural areas, representatives of vulnerable groups, children with special needs. Information and communication technologies (ICT) in educational process are not utilized to their full capacity. There's still a lot to be done to develop complementary/non-formal education in the context of access assurance to the lifelong learning and life skills development, especially for adults and people from rural areas and remote oblasts.

***Trends in education development prior to and after Dakar Forum.*** The opportunity to execute the right for education in many respects depends on social, economic and demographic conditions of the country.

Until 1998, educational reforms had an incidental, fragmentary nature, and went unsupported by any scientific concept or programme. Numerous concepts, plans, programmes were not organically connected with each other, at times contradicted each other, represented a somewhat "social improvisation". Expenses for education, both in absolute numbers and in percentage to GDP, were severely cut down at this period. Changes were particularly dramatic in pre-school education. Due to optimization of a network of pre-school institutions and insufficient state financing since early 90s, over 80% of KGs have been closed down, and gross coverage of children dropped from 48% in 1990 to 9% by 2000.

The first years of transition were accompanied by enforced and not always positive changes in the system of general secondary and particularly primary and secondary vocational education (PSVET).

Funds, allocated to secondary education, have been reduced, with simultaneous development of the process of optimization of a network of secondary schools and its reorganization. Due to demographic recession, schools were concentrated in 1995-97, the number of Primary and Middle schools was reduced, a network of secondary schools increased. By 1999, the number of low capacity multi-grade schools dropped more than twice (EFA - 2000, p. 28). Attendance decreased, and there was a severe understaffing issue. Material and technical resources of schools were practically not updated. By 2000, over 30% of school buildings required major repairs. The content of school education and training technology did not meet the requirements of a dynamically changing society.

In pre-perestroika period, students of PSVET institutions had certain privileges, e.g. free-of-charge training and board, students were provided with clothing, received scholarships and wages during apprenticeship. Therefore, in this sector of education there were to a greater degree children from less-privileged groups of the population. During the economic crisis, national support for PSVET has decreased severely. Over the period from 1994 to 2000, the number of vocational schools has dropped by 58% and the number of their students has dropped twice. Material, technical and educational resources of state-owned vocational schools and colleges, especially industrial training workshops and laboratories in the last 15-20 years has actually never been updated. Vocational training in technical and agricultural trades was provided on physically and morally obsolete equipment which was not adequate to new "know-how". Disproportion in vocational training increased by educational levels and sectors of economy, the need in technical, construction and agricultural trades was not satisfied. Financing of PSVET was ensured based on a residual principle. There was no allocation of budget for the development of vocational education, i.e. for purchase of tools and equipment, teaching materials, in-house training.

Years 1998 – 2000 have been critical in the development of national education.

Over this period basic priorities have been identified in the development of education, management and financing principles modified, conceptual and legislative frameworks developed, informatization of education ensured, the content of school education updated, large-scaled activities carried out to ensure full attendance, as well as conditions created for the development of private education and chargeable educational services, and innovative learning institutions. Adoption of Law of RK № 343 of 11 July 2002 "On social, medical and educational correctional support to children with limited abilities" for the first time at the national level enabled to acknowledge this issue and allowed developing steps to tackle it.

Thus, first years of sovereignty happened to be adverse for the system of education. Thanks to steps, taken by the government, it was possible to modify the outlined negative trends. By the level of social and economic conditions, created by the government for the system of education, its resources, organization and implementation of the process of education, Kazakhstan has made significant success in the last years.

Particular attention in the last period was paid to steps, aimed to improve the situation in the field of early childhood care and education, including that for children from less-privileged families, children with special training needs, living in remote rural areas, etc. Serious steps have been taken to stabilize the situation in assurance of access to free-of-charge and mandatory basic and secondary education and its completion, gender parity in education has been preserved.

As it has been noted, in order to ensure the quality of education, the system of independent assessment of aca-



demographic proficiency of students is being implemented. Establishment of NCAQE allows developing mechanisms of quality management, assessing success of the national system of education in comparison with parameters of other countries, strengthening information and analytical functions of national and regional authorities in the field of education.

It was possible to keep the coverage ratio at all levels. In higher education, the coverage has been increased due to private sector. In the field of early childhood care and education, earlier indicators are being gradually restored. However, despite positive dynamics of development, this sector still remains the most problematic area in the system of education of the country, including the issue of coverage of children with special needs by early childhood care and education. Due to an insufficiently developed network of institutions, the coverage ratio in pre-school education makes 23.6%, which is much lower than an average value even for the group of countries with a low level of income.

Funds, allocated to general secondary education and PSVET, have slightly increased, though at the moment this is nothing but regenerative growth, which is somewhat leveled by inflation. Steps are taken to update the content of vocational training in order to improve the quality of vocational training and ensure conformity with qualification requirements of employers. By 2010 it is planned to finish reforming the system of technical and vocational training (TVET) in order to bring it into compliance with the need of developing industry of RK in personnel of technical and service trades. An important role is played by strengthened social partnership, interaction with private sector, involvement of its representatives into defining the content of educational process, contribution to financing of TVET projects, assistance in organization of apprenticeship for students of vocational schools and colleges, independent assessment of quality of vocational training, certification and award of qualification to graduates of vocational schools and colleges.

Certain steps are taken to increase prestige of a teacher's profession and a social status of a teacher.

The issue of insufficient financing is quite crucial. The issue of access to quality vocational training for socially vulnerable groups of the population is still critical, as this training remains mostly chargeable. Inclusive education develops poorly, and coverage of children with limited abilities by special education in correctional institutions does not exceed 30%.

Access to quality education in Kazakhstan, to some extent, depends on domicile. Rural children have fewer opportunities to acquire additional educational information and services due to an underdeveloped social and cultural infrastructure.

There are regional disproportions in the structure of a network and outcomes of functioning of learning institutions. The quality of educational process is substantially stipulated by features of oblasts, and their budgetary possibilities.

Assurance of access to free-of-charge and mandatory high-quality basic education is not always accompanied by adequate steps, aimed to ensure safety of a cohort. Appropriate mechanisms of attendance tracking have not been developed, there is no impartial study of real absenteeism which could allow making necessary objective conclusions on their causes.

Capacity of non-formal education remains insufficiently claimed. Significant steps, being taken, are mainly aimed to modify formal education. Accessibility of training programmes on contemporary life skills to young people and adults is to a large extent defined by domicile and solvency of population.

Accessibility of higher education to children from less-privileged families is going down.

### **1.3. Statistic data collection and information sources**

Correct sequence of assessment and stakeholders, involved in planning and assessment. The purpose of Mid-Decade assessment of EFA goals implementation "Reaching the Un-Reached" is to estimate progress, made in achievement of EFA goals after Dakar Forum on education, to identify reasons, interfering with their achievement, to reveal the "uncovered" target groups.

A peculiar feature of this assessment is its focus on study and analysis of position of those who are outside the system of education, and development of recommendations to tackle this issue. For this purpose, in addition to official statistics, results of household survey, labour market analysis, general census as well as

outcomes of Multiple Indicators Cluster Surveys (MICS), living conditions and medical-demographic surveys have been utilized in the Report.

The Mid-Decade assessment of EFA Goals achievement in Kazakhstan has been conducted by the working group of representatives of all the stakeholders. Chairperson of the Group is Vice-minister of Education and Science of the Republic of Kazakhstan, National EFA Coordinator Shamshidinova K.N., group members comprise officers of Ministry of Education and Science, Ministry of Labour and Social Protection of the Republic of Kazakhstan, Agency of RK for Statistics, non-governmental organizations, scientists and experts. Invaluable assistance in the Report development has been rendered by UNESCO Bangkok and Almaty Offices, UNICEF Kazakhstan Country Office.

All these allowed a comprehensive, unbiased review of the situation, to identify issues in assurance of equal access to quality education at all levels, to reveal regional distinctions, to reach consensus on some issues of education and upbringing which cause an ambiguous attitude on the part of various stakeholders of educational process. E.g., in terms of quality of education, literacy level of the population, life skills development, definition of the role and place of pre-school training in the system of secondary education in the light of forthcoming introduction of a 12-year secondary education.

***Absence or lack of data, crucial for EFA assessment, at what level, recommendations on acquisition of such data.*** It is worth underlining that Agency for Statistics of the Republic of Kazakhstan and Ministry of Education and Science managed to provide the greatest part of required statistics, in particular, data for completion of tables of key indicators. But, unfortunately, absence of such information as statistics on non-formal education, financing of education at the local level, on literacy in its new understanding, level of life skills development complicated the process of comprehensive analysis of EFA objectives achievement. Moreover, there is an issue of comparability of statistical data of Agency for Statistics and departmental statistics. E.g., Agency for Statistics operates the data provided by regional Akim's offices, while Ministries acquire data from regional departments of education. The information collected contain discrepancies on coverage by early childhood care and education, the number of students at different educational levels, number of learning institutions. This divergence is somewhat explained by the fact that official statistics does not consider such data, as programmes of pre-school education provided by mini-centres functioning at residential communities, summer short-term programmes, etc. It, certainly, does not ensure reliability and validity of statistical data obtained from different sources.

## 2. INTRODUCTION TO THE NATIONAL EDUCATION SYSTEM

### 2.1. Education Policy

#### **2.1.1. Constitution, Education Legislation.**

Status of EFA National programme and National Plan of Actions.

Country devotion to international education laws.

Key documents defining and regulating state policy in the field of education are Constitution of the Republic of Kazakhstan (1995), the Law on Education (1999), State programme "Education" (2000), Strategy of Educational Reform, adopted by Decree of the President of RK № 735 of 4 December 2001 "On further implementation steps on the Strategy of Development of Kazakhstan till 2030", the State programme of development of education in the Republic of Kazakhstan for 2005-2010. These documents define the main priorities of long-term and intermediate term development of education. The state programme of the President of the Republic of Kazakhstan on informatization of the system of secondary education for 1997-2002 is aimed at computerization of secondary schools, introduction and wide use of computer technologies in the training process. The state programme "Daryn" has an aim to enhance development of abilities of gifted children. Certain aspects of educational policy are concretized and supplemented in the Messages of the President to the people of Kazakhstan.

Education is recognized as the basic priority and the key factor for development of the country. The President of the Republic of Kazakhstan N.A.Nazarbaev in his speeches repeatedly underlines it that Kazakhstan aspires to the creation of a quality education, at the level of the world standards, which is the pledge of competitiveness of the state, its economy and the nation. Specifically, in the Message of the President to the people "Kazakhstan on its way of accelerated economic, social and political modernization", February 2005, it is emphasized: "A country unable to gain knowledge, in the XXI century is doomed to failure. ... Without a modern system of education and up-to-date managers who conceive widely, broadly, in a new way, we cannot create innovative economy".

In Clause 30 of the Constitution of RK the citizens of the country are guaranteed free-of-charge secondary education in the state-owned education institutions, and also the right to receive higher education on a competitive basis.

Changes in the strategy and policy of education were fixed by the Law of RK "On education", adopted on June 7, 1999. In the Law it is emphasized: "The State guarantees to the citizens of the Republic of Kazakhstan acquisition of free-of-charge secondary general and primary vocational education and training and on a competitive basis according to the state educational order of free-of-charge secondary vocational education and training, higher professional and post-graduate education in the education institutions within the state mandatory standards of education, in case a citizen receives education of each of these levels (their steps) for the first time. Free-of-charge education is realized through budgetary financing of the state-owned learning institutions, payment by the budget for the purchase of educational services of education institutions or via granting the state educational grants.

For higher education there is also created a system of state educational crediting, including the state educational credit granted on a competitive basis and the state student's credit".

The law provides protection of the rights for certain categories of citizens. "The state bears charges, in full or in part, on providing for the citizens requiring the social help during acquisition of education. The category of citizens receiving social help covers: children-orphans, children without parental care; children with limited development abilities, disabled persons and disabled from childhood, disabled children; children from large families; other categories of citizens defined by legislation.

For citizens who due to the state of their health cannot attend secondary school for a long time, there are individual free-of-charge in-home education or education at medical organizations. The state provides citizens with limited development abilities with an opportunity to acquire education, correction of infringements in development and social adaptation. The state also guarantees functioning of rural multi-grade schools and boarding institutions to ensure the right for secondary education of

children living in settlements with a small number of inhabitants. The state creates necessary conditions for acquisition of elite education by especially gifted citizens, including their training abroad”.

Thus, the group of citizens, whose right to free-of-charge education is guaranteed by legislation, is rather vast. The state also cares for representatives of ethnic minorities living in Kazakhstan. Clause 5 of the Law says: “National groups have conditions created for studying their native languages, and in places of their compact residence there can be created education institutions or divisions (grades, groups, etc.) for training in their native languages”.

The main principles of the state policy in the field of education defined by the Law are:

- ✦ equality of the rights of all citizens of the Republic of Kazakhstan to education;
- ✦ availability of education of all levels to the population in view of their intellectual development, psycho-physiological and individual qualities of each citizen;
- ✦ secular nature of education;
- ✦ stimulation of erudition of a person and development of endowments;
- ✦ continuity of the educational process through providing the coherence of its steps; unity of education and up-bringing;
- ✦ a variety of education institutions in the form of ownership, the form of training and education, the bias of education;
- ✦ humanistic and developing character of education;
- ✦ integration of education, science and production;
- ✦ vocational counselling of the students;
- ✦ informatization of the system of education.

The model of the national system of education defined by the Law is focused, first of all, on ensuring a high quality of training and education, development of highly professional personnel with a new way of thinking and a higher level of civic consciousness which adequately meets changing social and economic conditions of the country.

As it has already been noted, in 2000, Decree of the President of the Republic of Kazakhstan adopted the first State programme “Education” for 2000-2005, which defined the basis for implementing the state policy in the field of education, the system of activities on creation of conditions for developing a new model of the National system of education aimed at providing a wide access for the population to quality education. The essential role within these activities is allocated to introducing and securing continuity of the state educational standards, perfecting the system of licensing, certification and accreditation of learning institutions, developing research scientific and technical activity of training institutions, improving the quality of training and education of the young people.

The programme was summoned to promote further humanization of education through creation and introduction of textbooks, training and methodical materials of a new generation, introduction of modern programmes in ecological, economic, legal, civic education of children and the young people, realization of innovative transformations in the field of creation and introduction of new training technologies.

On October 11, 2004 the Decree of the President of the country № 1459 adopted the State programme of development of education in the Republic of Kazakhstan for 2005 - 2010. The programme and Messages of the Head of the State to the people of Kazakhstan of 2005 “Kazakhstan on its way of accelerated economic, social and political modernization” and of 2007 “New Kazakhstan in the new world” define and magnify basic priorities and principles of the state policy in the field of education, that are directed at further development of the system of education.

In 2002 with the joint efforts of the state and non-governmental education organisations there was developed the National Action Plan on EFA Goals implementation in Kazakhstan (NAP), calculated till 2015. As NAP was adopted without involvement of the country leaders at the governmental level, it has not a national but a departmental, sector wide character. However, being based on the state strategy in the field of education, the Plan on the whole reflects the policy and activities of different bodies of the government and the civil society on securing the rights of Kazakhstan citizens to receive quality education of various levels. (More detailed information on NAP status and implementation is presented in Section 3.1.)

Kazakhstan shows adherence to the international legislation in the field of education. In Clause 2 of the Law on education it is stated: "If an international contract ratified by the Republic of Kazakhstan establishes rules other than those of the present Law, the rules of the international contract are to be applied". It should be noted that Kazakhstan is the participant of over 50 international and intergovernmental contracts, conventions and agreements re education (Appendix A-1).

### **2.2. Education Structure**

In conformity with Clause 22 of the Law On Education, the following 4 educational levels have been established in Kazakhstan.

- ◆ Early childhood care and education.
- ◆ Secondary education.
- ◆ Higher education
- ◆ Post-higher education

1. According to the character of educational programmes, education is subdivided into general education and professional education.

General education includes:

- 1) early childhood care and education;
- 2) primary general education;
- 3) basic general education;
- 4) secondary general education;
- 5) complementary general education.

At each of its steps the content of the general education is defined by the corresponding general educational programme.

Professional education includes:

- 1) primary vocational education and training;
- 2) secondary vocational education and training;
- 3) higher education;
- 4) post-higher education;
- 5) complementary education.

At each of its steps the content of professional education is also defined by a corresponding programme.

#### ***2.2.1. Formation and development of the current structure of education system.***

Since the first day of state independence the state policy in education has been built with respect to two interconnected issues. On the one hand, it is preservation of all the positive capital of the last decades in this field, on the other hand, it is adaptation of the system of education to a new political, social and economic situation in the country, ensuring its quality transformation under the market economy.

For these purposes, in the last years there was created and is constantly being improved the legislative and normative basis. A new Law of the Republic of Kazakhstan "On education" was adopted, and for its implementation four Decrees of the President of the Republic of Kazakhstan and about 100 governmental were approved. The Ministry of Education and Science developed a package of departmental normative legal and instructive-methodical documents regulating the work of learning institutions. The State programme "Education", 2000 – 2005, was fully completed, in which for the first time the whole complex of aspects of a complete continuous system of education was considered, all levels from early childhood care and education to higher and post-graduate education were covered. Special attention was given to the level of educational services in rural areas.

Regional programmes of the system of education development till 2005 have been implemented. Based on them, goes the work of local educational authorities on improving the network of learning institutions, strengthening educational and material resources, enhancing forms and methods of work of educational bodies, rendering assistance to children from moderate background, etc.

Overall objective of educational reforms in Kazakhstan - adaptation of the system of education to a new social and economic environment. The primary goals of transformations are aimed at securing equality of the rights of all citizens to receive education free-of-charge within the framework of the State standards, a variety of its forms, types of ownership, bias of activity, continuity of all steps of education, democracy in its control system, independence of education from political and ideological influence.

At the moment activities are carried out to ensure transition to the 12-year secondary general education. There were developed requirements to the state mandatory standards of secondary general education for transition to a 12-year education focused on achievement of results and a "competence based" approach in training. Probation of the model of a 12-year education goes in 100 secondary schools of the country.

On the whole, the system of secondary education in 2005-2006 included 7802 day-time secondary schools subordinated to the Ministry, 133 private, 76 evening schools, where 2.7 million persons are trained; 320 vocational schools/lyceums and 510 colleges with the total number of students of 559.6 thousand.

During the reforms steps are taken on further development of a balanced network of rural schools, including multi-grade schools. The dynamics of the network of multi-grade schools for the last three years shows that there is a constant increase in both their number and the contingent of students. There were created Draft Concepts of development of such schools and curricula for them.

A significant attention of the state is given to the issue of developing the network of schools with the Kazakh language of instruction. Since 1991 their number has increased by 811 and now makes 3716 or 45.2% of the total number of schools. In addition, 2073 schools are mixed - with both the Kazakh and the Russian languages of instruction. In 2004, the number of children at the Kazakh schools made 1633.8 thousand or 57.4% of the total number of students.

Recently an intensive development has been experienced by the new types of learning institutions: gymnasias (grammar schools), lyceums, schools with lyceum grades, schools with gymnasias grades, special schools for the gifted children, profile schools and schools of theoretical and practical profound studying of subjects. The number of innovative learning institutions with the Kazakh language of instruction has increased.

Up-to-date technical and compensatory equipment is being delivered to learning institutions for children with limited development abilities.

The three-year programme of equipping schools with multimedia classrooms, in which children will study computer science, the Kazakh, Russian and foreign languages is being realized.

### ***2.2.2. Education system description, including data base on quantity and enrolment (on levels, division into private and official property (if any), on formal and non-formal forms of education.***

In order to prevent duplication of information on this item, there are given references to materials (text and statistical) reflecting the above-stated issue<sup>2</sup>.

Educational system, including levels and form of ownership – item 2.2.

Basic statistics by number and coverage:

- ✦ Early childhood care and education - EFA Goal 1, item 3.2.1.1.1., Fig. 1, 2; Appendix A 7.
- ✦ Secondary education - EFA Goal 2, item 3.2.2.2., Fig. 22-24, tables 3.1., 3.3., 3.4; EFA Goal 3, item 3.2.3.1.2., Fig.26; item 3.2.3.1.4., table 3.21.
- ✦ Higher education - Task 3, item 3.2.3.1.2., table 3.17.
- ✦ Post-higher education - Section on EFA Goal , item 3.2.4.1.2
- ✦ Non-formal sector of education – Section on EFA Goal 2, item 3.2.2.2; Section on EFA Goal, item 3.2.4.1.2

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<sup>2</sup> Beside the data specified in references, detailed statistical materials can be found in Appendix B.

### **2.2.3. Officials responsible for education management and monitoring on different levels.**

According to item 1 Clause 28 of Law of RK “On education” (1999) the state policy in the field of education is developed and executed by the Government of the Republic of Kazakhstan and the central agency of RK in the field of education, the Ministry of Education and Science (MES RK). They define general principles of management in education, strategy and priorities of reforms, supervise programme implementation. (Appendix A-2 – Clauses 29 and 30 of the Law on education (1999), defining the competence of these high bodies).

Clauses 31 and 33 of the Law of RK on education include the statute on the competence of local authorities and learning institutions. Clause 35 defines in detail the aims and objects of the state control over the system of education. The new edition of the Law added new types of the state control, having included the intermediate state control (ISC).

Draft of resolutions in the field of education are prepared by MES and basically coordinated and agreed with the Ministries of Justice, Finance, Labour and Social Protection, Internal Affairs, and also with other ministries and departments, if required. Depending on the cases in point, the resolution is made by the President, the government and/or MES or its regional departments. The resolutions adopted at such level are mandatory.

Other participants can take part in decision-making, including local authorities, i.e. local administration (Akim’s offices) and local educational authorities (regional, municipal, of the cities of republican importance and capitals, regional departments of education). Primary goal of Akim’s offices is to guarantee the right of citizens to receive mandatory secondary education established by the Constitution of RK, providing necessary material and other conditions for functioning of learning institutions in their territory. Local authorities are authorized to open new schools and to appoint the head-teachers. They are also responsible for management of the finance and educational process. The salary of teachers, administrative charges and organization of the educational process are controlled by the centre.

Local educational authorities (regional/municipal departments of education) appoint and dismiss heads of the state-owned learning institutions of early childhood care and education, out-of-school organizations, organizations of secondary education financed from the local budget. They fulfill licensing and certification of learning institutions within their competence.

The reforms delegated a part of functions to learning institutions. In addition to traditional functions they received the right to establish the rate of wages and official salaries in the state-owned learning institutions within the limits of their own financial assets and in view of the restrictions established by the state statutory acts, to establish extra payments and bonuses to their official salaries, to appoint and dismiss their deputies on agreement of the authorized bodies. The Heads and the pedagogical staff of learning institutions are fully responsible for providing their students with knowledge and skills that are not below the level stipulated by the state mandatory standards of education.

The law “On education” in detail defines the functions and distribution of duties between levels of management. Independent experts note that the law in force does not reflect functions of the whole system of the state authorities competent in the field of education. E.g., it does not contain description of authority of the Parliament (superior legislative body), maslikhat (regional representative body), opportunities for involvement of non-governmental organizations in education management, and securing control over the Law implementation.

## **2.3. Education Financing**

### **2.3.1. Structure of financing of education by officials with a source indication (national, local government, etc.).**

Clause 43 of the Law On education about financing of learning institutions specifies that the basis of state guarantees for citizens of the Republic of Kazakhstan of: 1) secondary general and primary vocational training is budgetary financing of state-owned learning institutions; 2) secondary vocational training – budgetary financing per one student for the period of training under the general educational programme of 10-11 (12) years; 3) secondary vocational, higher and post-higher education – the state educational order.

The government annually allocates budgetary funds for education in view of priority.

Financing of the state-owned learning institutions is carried out from budgetary funds with observance of the requirements established by the state mandatory standards of educational levels, and in view of monetary

and natural norms, and payment norms defined by the legislation of the Republic of Kazakhstan. Financing of multi-grade schools should account for expenses that are not dependent on the number of students.

Other financial and material intakes, including foreign currency, are used by official educational bodies in accordance with the procedures established by the Government of the Republic of Kazakhstan.

Financing of private learning institutions is carried out via rendering (sale) of educational services, finances of their founders and other sources not forbidden by the legislation of the Republic of Kazakhstan. Private organizations of the primary vocational, secondary vocational and higher education having passed the state certification, can participate in fulfillment of the state educational order through training students who received on a competitive basis state educational credits and grants.

**2.3.2. Education percentage of GDP or GNP**

Table 2.1 presents data on financing of various educational levels, including data on its percentage to GDP, in dynamics of 2001-2006.

**Table 2.1. Dynamics of expenses, allocated to education, by organizations of Ministry of Education and Science (with the account of ADB loans), (in million tenge)**

Educational Level	2001 (report)	2002 (report)	2003 (report)	2004 (report)	2005 (report)	2006 (plan)
Pre-school education	3 322	3 880	4 553	6 542	9 589	12 700
as % to GDP	0.1	0.1	0.1	0.1	0.1	0.1
Secondary general education	67 224	81 744	98 906	127 432	157 369	195 465
as % to GDP	2.0	2.2	2.2	2.3	2.1	2.0
Primary vocational education	3 018	3 910	5 299	6 714	9 076	10 421
as % to GDP	0.1	0.1	0.1	0.1	0.1	0.1
Secondary vocational education	2 528	2 989	3 502	5 160	7 351	10 158
as % to GDP	0.1	0.1	0.1	0.1	0.1	0.1
Higher education	9 344	11 783	12 763	15 423	24 956	37 800
as % to GDP	0.3	0.3	0.3	0.3	0.3	0.4
Other educational programmes	17 640	14 671	24 526	34 303	53 395	66 140
as % to GDP	0.5	0.4	0.6	0.6	0.7	0.7
Total	103 076	118 977	149 549	195 574	261 736	332 684
as % to GDP	3.1	3.2	3.4	3.5	3.5	3.4

Source: Statistical data of MES RK

As it is seen from the Table, in 2001-2006 financing of all educational levels increased more than three-fold in absolute figures. GDP for the same period grew as well, thus, if in 2001 it made USD1.491 per capita at the National Bank exchange rate or USD5.220 at Purchasing Power Parity, in 2006, according to estimates, it equaled 5.253 and 9.000, accordingly. The greater part of financial assets is allocated by the state to the system of secondary general education (this level has the greatest student body). However, in the last years a relative share of financial assets allocated for this level is steadily reduced, with a significant growth of absolute financing. This reduction is somewhat compensated by a substantial growth of financing under the State programme "Education" and certain national programmes.



Thus, for the implementation of two State programmes “Education” of 2001-2004 and 2005-2007 over 122 billion tenge was allocated from the state budget, including about 20 billion tenge for construction and reconstruction of institutions of secondary general education, strengthening educational and material resources of the rural education institutions within the framework of the programme “Aul mektebi (Rural school)” for 2003-2005 for which 5 billion 637 million tenge is allocated from the local budget.

Miscellaneous costs increase in the system of education. In 2004 in comparison with 2000 their relative share grew by three times, and in money terms – by seven times. These charges include expenditure on retraining and professional development of pedagogical staff and other expenses. In 2004 they made a significant part of expenditure on the system of education (17.54%).

### **2.3.3. Percentage of education financing in local government**

According to the Concept of credentials differentiation between the levels of government and improvement of the inter-budgetary relations adopted by the governmental order N147 of 10.02.2003, each ministry and department should be released of unspecific functions, through their transference from the centre to the oblasts and from the state to the private sector.

The budget is the basic tool of the state to ensure performance of its functions, and the state policy implementation. Therefore, there was set a task to develop an optimal model of inter-budgetary relations, which could provide all levels of the government with the sufficient financial assets for realization of functions assigned to them, based on principles of stability and transparency of relations, and enhancing effective budgetary policy. A legislative basis for this issue solution is the Law of the Republic of Kazakhstan of January 23, 2001 “Of local government in the Republic of Kazakhstan”, a new edition of the Law of the Republic of Kazakhstan of April 1, 1999 “Of budgetary system”, the Civil code of the Republic of Kazakhstan. These documents regulate issues of entrusting each level of authorities with powers and responsibilities on the state functions realization, and putting them in order. As a result of the reforms the budgetary system underwent significant changes.

Since 1999 the confines in the budgetary field have been precisely determined, distribution of budgetary programmes and inflows between the state and the local budget legislatively approved. Transition to an intermediate-term forecasting of key parameters of the state budget has been fulfilled, local executive agencies received the right to subscribe to a loan within the limits set by legislation.

Improvement of the system of inter-budgetary relations is directed at achieving a balance of interests of the centre and the oblasts, promoting interest of the subordinate levels of the government in economic development of the oblasts and ensuring sustainable inflows to local budgets. There has been secured precise distribution of lucrative sources without splitting each type of taxes between state and local budgets, and there have been differentiated directions of their application.

The basic issue is occasional transfer of certain functions allocated by the centre to the local government, without provision of financial assets necessary for their realization. Therefore, the work demands further improvement, especially in matters of full transference of certain functions and credentials, as well as of responsibility in solving the majority of issues of territorial development from the centre to a local government and their legislative securing, especially at the “oblast-area” level.

The issue of decentralization of management, including financing, seems to be most successfully solved in the field of education. Data in Table 2.2 show that three quarters of financing comes from the local budget.

**Table 2.2. Share of expenditure for education in state budget expenditures  
(million tenge) and gross domestic product (GDP)**

	2001	2002	2003	2004	2005	2006 (plan)
<b>State budget</b>	17 234	14 290	21 059	31 032	57 506	84 733
	16.72%	12.01%	14.08%	15.87%	21.97%	25.47%
<b>Local budget</b>	85 842	104 687	128 490	164 542	204 230	247 951
	83.28%	87.99%	85.92%	84.13 %	78.03%	74.53%
<b>Total</b>	103 076	118 977	149 549	195 574	261 736	332 684
<b>as % to GDP</b>	3.1	3.4	3.4	3.5	3.5	3.4

*Source: Statistical data of MES RK*

**2.3.4. Percentage from government, private sectors, donors.  
Donor's investment into government financing (if any).**

The system of education in Kazakhstan is funded from internal financial resources.

**Table 2.3. Share of expenditures for education in state budget expenditures and gross domestic product (GDP) \***

Expenditure	2000	2001	2002	2003	2004	2005	2006
State budget expenditure on education, million tenge:		106 419	121 145	148989	190748	256935	
State budget expenditure		19861	16447	23241	34571	66249	
Local budget expenditure		86558	104698	125748	156177	190686	
State budget expenditure on education as % to GDP:	3.1	3.3	3.2	3.2	3.2	3.4	
State budget expenditure		0.6	0.4	0.5	0.6	0.9	
Local budget expenditure		2.7	2.8	2.7	2.7	2.5	
State budget expenditure on education as % to total state budget expenditure:		14.0	14.5	13.9	14.4	13.2	
State budget expenditure		2.6	2.0	2.2	2.6	3.4	
Local budget expenditure		11.4	12.6	11.8	11.8	9.8	

Source: Data of Agency for Statistics of RK

Data of the table above show that about three quarters of financial assets are allocated from the local budget. Thus, the decentralization of the budget is obvious.

**2.3.5. Financing for disadvantaged groups (grants, scholarships, incentives, special programmes as inclusive education). Some data on financing of education for vulnerable groups are presented in Section 2.5 of Introduction.**

**2.4. Education development modern trends, including information-communication technologies (ICT) in education and innovation teaching methods.**

In a dynamically varying world, global interdependence and competition, necessity of wide use and constant development of sophisticated innovative and computer technologies, a fundamental value is given to informatization of the system of education. In the state educational policy this direction is one of the major principles of the state policy, an important priority in educational reforming. Implementation of modern information technologies is particularly relevant in the context of creation of "e-government" and "smart economy".

Computerization of a school education dates back to the mid-80th when a new subject was introduced into programmes of secondary education institutions "Basics of the computer science and computer facilities". In 1997 the "State programme of the President of the Republic of Kazakhstan "On informatization of the system of secondary education" for 1997-2002 was developed and adopted. Basic sources of financing the programme were to be financial resources of the state and local budgets, and finances of ADB loan and other sources.

Sources of financing	Share in the total expenditure, %
The state budget	29.20
The local budget	25.20
Asian Development Bank	31.4
Other sources	14

Source: Statistical data of MES RK

The programme implementation plan included the following set of steps:

- ◆ Equipping schools with computer equipment;
- ◆ Use of ICT in the educational process;
- ◆ Training and professional development of teachers;
- ◆ Introduction of informational control systems in education;
- ◆ Securing computer literacy of students.

There has been created an infrastructure in the form of the State Centre for Informatization of Education and its regional divisions. Control over the realization of activities was assigned to the Ministry of Education and Science having the respective department.

By 2002 item 1 of the Program had been completed, i.e. all schools of the Republic, including rural and those with low contingent of students were equipped with computers. Work on updating and replacing out-of-date models of computers continues. As of 1 quarter of 2007 provision of secondary schools with computer equipment is 1 computer per 25 students, or 24 students in rural areas; in the system of primary vocational training an average parameter - 23 students (21 in rural areas) per one computer.



In 2005 - 2007 there is planned a purchase worth 2.7 billion tenge of computer equipment with the financial resources of the World Bank.

Active work is being carried out on further computerization of schools, connection to the Internet, creation of local networks within a classroom and a school, electronic textbooks, other necessary teaching and methodological manuals and work-outs. Together with a computerization process goes the process of a stage-by-stage connection of schools to the Internet. At present 95.1% of schools are connected to the Internet. 96% of schools have access to the telephone communication.

Many schools have the Internet connection for 3 hours daily at least. The greater number of schools, at that, access the Internet via the Dial-up connection and the service "Internet Zone". Provision of regular uninterrupted access to the Internet is limited by a number of factors which are beyond pedagogical issues. E.g., in some settlements there still work analog automatic telephone exchanges, especially in the remote villages. Therefore, the process of the Internet connection is very slow. As a consequence, such schools are deprived of an opportunity to work effectively in the Internet. In this connection, the remained schools should be connected to the Internet with the application of wireless technologies, there should also be created modern communication lines and automatic telephone exchanges satisfying the highest possible quality criteria of data transfer at connecting schools to the Internet. It is absolutely necessary to provide a high speed of data transfer via the Internet. A high-speed access to the Internet can only be provided by an allocated connecting line for which schools should receive proper telecommunication lines.

At present about 158 schools are located in areas which have no telephone lines whatsoever. They are mainly rural schools. Absence of telecommunication in many villages deprives the schools of any opportunity to use even e-mail, as most widespread and simple telecommunication means. In this respect not only pedagogical, but also organizational issues have to be sorted. In the near future there should be solved in cooperation with local authorities not only the issue of telephone communication of rural settlements and provision of a satellite system of the Internet connection to schools, but also quality access to them.

**Table 2.4. Data on informatization of institutions of secondary general education (as of July 25, 2006)**

Oblast	Total	including:			of which							
		Pri- mary schools	Basic schools	Sec- ondary schools	Rural areas				City			
					Total	PS	BS	SS	Total	PS	BS	SS
Akmola	686	102	152	432	571	82	147	342	115	20	5	90
Aktobe	474	80	99	295	379	74	93	212	95	6	6	83
Almaty	740	84	54	602	624	84	50	490	116		4	112
Atyrau	197	14	18	165	116	12	10	94	81	2	8	71
East-Ka- zakhstan	795	130	127	538	596	110	111	375	199	20	16	163
Zhambyl	464	75	36	353	372	69	35	268	92	6	1	85
West-Ka- zakhstan	458	121	73	264	404	121	70	213	54		3	51
Karaganda	578	66	89	423	324	65	77	182	254	1	12	241
Kyzylorda	287	20	29	238	195	19	29	147	92	1	0	91
Kostanai	645	148	138	359	546	139	127	280	99	9	11	79
Mangistau	112	14	3	95	57	7	2	48	55	7	1	47
Pavlodar	439	71	71	297	347	68	66	213	92	3	5	84
North-Ka- zakhstan	673	122	167	384	617	120	164	333	56	2	3	51
South-Ka- zakhstan	1011	141	130	740	819	125	119	575	192	16	11	165
City of As- tana	59	1	1	57	0				59	1	1	57
City of Al- maty	177	1	2	174	0				177	1	2	174
State- owned institutions	7			7	0			7			7	

Source: Statistical data of MES of RK

According to the Concept of informatization of the system of education in the Republic of Kazakhstan in 2002-2004 much work was done on ensuring wide use of new information technologies in all learning institutions of the country.

Quickly develops distance education which will allow raising quality of knowledge of students, especially in schools with low contingent and rural schools. In 2004 the State standard of RK "Technical aids and software for distance education" was developed and approved of by the order of the Committee on Standardization, Metrology and Certification of the Ministry of Industry and Trade of RK. The state scientific-methodical centre for informatization of education works on the project "Remote training for rural schools", within the framework of which there was created a satellite channel of distance education. 1323 schools of 7 oblasts of the Republic are now connected to it (Almaty, East Kazakhstan, West-Kazakhstan, South-Kazakhstan, Mangistau, Pavlodar, and South-Kazakhstan). The project implementation allows providing interactive communication of teachers and students from different oblasts.

One of the basic directions of activities in the Ministry of Education and Science is creation of a modern open information-educational environment in learning institutions of the oblasts. In this connection introduction of network technologies of distance education is being intensively studied. According to the order of the Ministry of Education and Science 96 electronic educational editions were cre-

ated for institutions of secondary education, of which 49 – in the Kazakh language. All of them were replicated and gratuitously handed over to learning institutions for use in the educational process.

In order to develop distance education it was planned to begin introduction of a pilot project “On-line training system”, including creation of electronic courses, textbooks and complexes of teaching aids, and development of pedagogical technologies of the organizing the educational process in electronic networks.

Other major project which will be carried out on the basis of the state-private partnership is creation of the educational channel “Educational TV” on the basis of an operating state television channel.

The ministry carries out spade-work on introducing a Multi-service information-system of education (MIES) into the educational process of education institutions. The implementation of the project is planned for 2007-2009. The project will provide a broadband unlimited access of schools to the Internet via KazSatNet. In its turn that will lead to development of independent work of students, thus, unloading teachers to some extent, and, on the whole, to improvement of quality of education.

There was calculated the cost and configuration of the equipment for 3074 profile schools, 280 vocational schools (VS), 206 regional methodical centres, 6 state and 17 regional learning institutions on adaptation of programme and methodical backing according to the requirements of the State mandatory standard of education in RK.

Work on creation of a education management information system (EMIS) is being continued. In the draft of budget-2007 it is planned to develop an information system of monitoring, analysis and management of learning institutions which will allow analyzing details according to three previously developed systems:

- Automated system of the statistical reporting of schools (ASSR);
- Electronic document circulation at higher institutions (EDOC-COLLEGE);
- Automated system of the statistical reporting of vocational schools and colleges (SSVS).

There was developed and approved the state mandatory standard of education “Organizing distance training. Basic provisions” (Order of Minister of Education of 25.08.2006 #461, regulating activity of institutes of higher education at implementation of distance form of training into the educational process, and Rules of distance education.

There were created and equipped an educational portal, information educational resource centres and local networks of MES. They are incorporated on the basis of the uniform transport environment of the state authorities. There was developed the software and the information infill of the educational portal of MES and educational information resource centres in the oblasts.

In the draft of budget-2007 7.2 million tenge is planned for creation of an educational portal and its information infill.

In 2006 the national centre of scientific and technical information for the Committee of science began work on creation of the National scientific portal within the uniform information system “Virtual techno-park”, registered and put into operation a web-resource of the National scientific portal. Science officers have access to the prototype of the National scientific portal which was developed and placed in the Internet. The prototype of the National scientific portal unites over 30 web-resources; each represents a high-grade independent WEB-resource with necessary information and functional parts.

Within the framework of creating the programme of “e-government” Governmental order of October 13, 2006 # 995 approves of the Programme of decreasing information inequality in RK for 2007-09 and the Plan of activities on its realization. Its purpose is to decrease information inequality, achieve 20% of computer literacy of the population and users of the Internet in RK, and increase the importance of information resources in daily life.

Now the index of computer literacy of the population makes 4.3%, users of the Internet – 2.8%. Item 8.1.9 of the Programme stipulates creation of the Kazakhstan educational portal in 2007. The ministry carries out spade-work on organizing a contest on creating the portal. 15,584,676,000 tenge is allocated for implementation of this Programme.

ICT are applied in practically all fields of life – from teaching using them in the pre-school institutions

to creation of the electronic government. In the system of education of the last period special attention was given to the use of information technologies in the field of professional development for the pedagogical staff. Thus, within the framework of the project "Distance training of specialists and experts of pre-school education" with the support of UNESCO there were developed curriculums and materials, a system of assessment and certification of the staff in an operative regime.

In the system of higher education all institutions were equipped with sophisticated computer equipment; they all have access to the global network of Internet.

According to the governmental order of the Republic of Kazakhstan of March 9, 2005 # 216 the Kazakhstan-Singapore project, 2005-2010 is being executed on equipping Kazakhstan schools with up-to-date multimedia equipment. During the project execution schools of the Republic receive multimedia computer classrooms with applied software in network technologies CRMS, LMS, Courseware in the Kazakh, English and Russian languages. In 2005 multimedia classrooms with the software were delivered to 797 schools, in 2006 – 900 classrooms were installed.

In order to coordinate scientific-methodical, design-implementation, teaching, industrial and teaching-consulting activities on realization of the strategic goals and state programmes in the field of informatization of education, the governmental order of the Republic of Kazakhstan of March 24, 1998 #256 at the Ministry of Education and Science of the Republic of Kazakhstan created the State science-methodical centre of informatization of education (SCIE) and 16 regional centres of new technologies in education.

From 2002 there is being realized a joint project of SCIE and CATELKO "Satellite channel of distance ware" (SCRW), with introduction of feedback through the system of remote training "Prometheus". 1420 schools of 7 oblasts of the Republic are connected to the project, the connection lasts 2 hours per day, 10 hours per week, 40 hours per month.

SCRW allowed expanding access of participants of the distance training process to innovative pedagogical technologies, works of visible scientists and experts, funds of museums, libraries, archives, etc.

7463 schools received access to telephone communication, which makes 96% of the general number of secondary schools of the Republic, including rural oblasts – 5644 schools (94.4%), 266 state vocational schools (94%) and 179 state colleges (97%). In 2006 708 audio and multimedia classrooms worth 3,951,631 thousand tenge were bought. According to the Decree of the President of RK of May 24, 2006 #123 till 2010 6238 learning institutions are to be equipped with audio and multimedia classrooms, which will enhance improvement of language skills of students.

**Issues.** Implementation of the national policy in the field of ICT development, in view of a prompt growth of new technologies, collides with a number of difficulties caused to a great extent by some internal factors. Among them are insufficiency of the software, especially in the Kazakh language, shortage of the personnel that could provide maintenance of computer equipment, weak provision with quality electronic resources and printed materials, etc. At the initial stage of informatization there are still open such issues, as need for constant, rather expensive maintenance and updating of the equipment. Still urgent is the need for expansion of training and retraining of teachers, heads of learning institutions, experts of administration of all levels in order to introduce an effective ISCE system.

There exist regional disproportions in provision of learning institutions of secondary general education with computer equipment, i.e. their provision differs a little as of oblasts. The highest provision is in Karaganda – 16, Kostanai – 18.8, Atyrau – 20.3, North-Kazakhstan – 20.6 students per 1 computer, Almaty – 21.9, Astana – 21.4. This parameter is very low in South-Kazakhstan – 38.27, Kyzylorda – 31.3, Zhambyl – 31.08, Almaty – 29.63, and Aktobe – 29.59, oblasts.

Work on computerization of schools, replacement of outdated computer equipment and equipping schools with modern computer classrooms, establishment of local networks goes on in oblasts with financial resources of the local budget and sponsors.

The level of computerization of schools is directly connected with the level of financial provision of education in the oblasts. The more financial resources are invested by the oblasts in education, the better is the computer equipment of schools supported and updated and the number of students per one computer decreases.

Another not less important component is structural communications. Teaching will not be effective if teachers do not manage to establish strong communications between training at school and outside of school or if they cannot use a wide capacity of multi-touch and interactive means. ICT training should be viewed as not only a separate subject, but, first of all, as the tool of teaching other subjects of the curriculum. At the initial stage of informatization programme, computers were installed, as a rule, in computer science classrooms that led to a number of break between teachers of different subjects, and also to use of equipment mainly at lessons of technical disciplines. Equipment of school libraries with computers had not been stipulated, though they have good capacity for ensuring an equal access to ICT means and creations of “computer reading rooms”.

In opinion of some experts, a more weighted approach to development of electronic teaching materials is required. Now provision of general educational subjects with electronic textbooks makes 32% at schools with the Russian language of instruction, and 37% at schools with the Kazakh language of instruction. It is obvious that introduction of computers and other information and communication technologies in itself, does not automatically provide high-quality education. Their use should be directed at developing in students the qualities of independence, including in the way of searching and finding the necessary information, developing their own opinion, and skills to solve issues independently. It demands development of skills in using opportunities of the Internet in obtaining and processing materials mainly through the open educational resources, skills in information security, etc.

### **2.5. Unreached education groups and attendance problems**

***Activities, aimed at children with special needs.*** A special place in the system of national education is granted to children with limited abilities.

Matters of live support for the children of this category are defined in the Laws of the Republic of Kazakhstan “On education” (1999), “On child rights in the Republic of Kazakhstan” (2002), “On social and medical and educational correctional support of children with limited abilities” (2002), “On psychiatric help and guarantees of the rights of citizens at its provision” (2001), and also in a number of other normative legal acts.

The primary goal facing the state and the society re such children is creating conditions and rendering assistance in their social rehabilitation and adaptation, development for the social life. The main achievement of the last decade in the field of special education was adoption in 2002 of the Law of the Republic of Kazakhstan “On social and medical and educational correctional support to children with limited abilities” (July 11, 2002 № 343).

Quality and effective education of children with abnormalities of psychophysical development is possible only with the mandatory social and medical support since their early age. Adoption of the Law allowed imparting comprehensive character to the support for such children and provided legal frameworks for interaction of various departments. In Kazakhstan the work with such children is carried out by three ministries – of education, public health services and social protection. The issues of rendering medical and preventive help are in the competence of the system of public health services.

The issues of social support for children with limited abilities, development of social specifications, types and forms of special social services are in the competence of the system of social protection of the population.

In accordance with this law the comprehensive support system has the following structure:

- ◆ screening and diagnostics;
- ◆ early childhood upbringing and education;
- ◆ pre-school education;
- ◆ school education;
- ◆ vocational and labour training;
- ◆ medical and preventive help;
- ◆ social work and social help;
- ◆ staff recruitment;
- ◆ scientific and methodical backing.

A special place in support of children with limited abilities is allocated to duly revealing, diagnostics and consultation of children. With this purpose in 2002 there was created in the Republic the diagnostic-advisory service consisting of two consecutive stages: Screening children with the risk of deviations in development in organizations of obstetric aid and first medical and sanitary aid (FMSA); comprehensive profound diagnostics

of mental development in psychological and medical and pedagogical consultations (PMPC<sup>3</sup>). For the period from 2000 to 2006 the number of PMPC increased from 14 to 56.

In order to develop PMPC activity there were developed normative legal documents, i.e. Rules about the order of organizing activities of psychological and medical and pedagogical consultations, over 20 instructive and methodological, teaching and methodological manuals on psychological and medical and pedagogical diagnostics under PMPC; forms of statistical departmental reporting of PMPC and a number of others. There was created a software package on the basis of new information technologies "Automated databank of PMPC" for the statistical account of children with limited abilities in RK; courses of professional development for experts of regional PMPC with an annual coverage of 25 people. There were also worked out reference materials for experts and parents on diagnostics, inspection and consultation of children with early children's autism and methodical materials on testing the emotional-personal field of children and teenagers in the Kazakh language, and other materials.

The created PMPC have a positive impact on early screening of children with limited development abilities. Thus, if in 2003 PMPC revealed 120066 children with limited abilities, in 2006 their number made over 151 thousand. The highest rate is seen in East-Kazakhstan, Karaganda, Kostanai and South-Kazakhstan oblasts. Improvement of these rates is due to the expansion of a network of city, regional PMPC, improvement in quality of statistical reporting.

By the governmental order of the Republic of Kazakhstan of February 22, 2004 № 222 the State Social adaptation and labour-professional rehabilitation scientific-practical centre for children and teenagers having issues in development (Centre SALPR) was renamed into the National scientific-practical centre of correctional pedagogy with the research and practical work on provision of social, medical and correctional and educational help to children, to their parents and the pedagogical staff.

In conformity with clause 20 of Law of RK "On education" there was adopted a governmental order of February 3, 2005 № 100 "On adoption of Model regulations for special learning institutions", which defined the functioning order of special learning institutions irrespective of the ownership type and departmental affiliation.

Within the framework of the State programme of development of education in the Republic of Kazakhstan for 2005-2010 there was adopted a governmental order of February 5, 2007 #81 "On adoption of Plan of steps on social and medical and educational support to children with limited development abilities", which will allow to carry out social, medical and correctional and educational help to children with limited development abilities in a comprehensive and high-quality way.

Due to transition of secondary schools to 12-year training there were prepared and directed for discussion to the interested ministries and departments:

- ◆ draft state standards of special education – "Conditions of development of State mandatory standard of education (SMSE) for students with limited development abilities";
- ◆ methodical recommendations on organizing the activity of a psychological and medical and pedagogical consultation in the pre-school, general educational and special correctional learning institutions;
- ◆ draft teaching programmes for disabled children "correctional and educational programmes for children with heavy abnormalities of intelligence" which were directed to medical and social institutions of the system of social protection for approbation;
- ◆ a draft experimental programme of including children with limited abilities in educational environment.

Thus, it is possible to ascertain that normative and legislative framework for securing rights of children with special needs in training was established in the Republic.

Research is being carried out to identify the content of special education for all categories of children with various deviations in development. Training seminars, scientific and practical conferences are held in

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<sup>3</sup> Psychological, medical and pedagogical consultation (PMPC) is a state-owned learning institution carrying out diagnostics, Psychological, medical and educational testing and consulting of children and teenagers with an aim of prescribing social and medical and educational correctional support, type and form of education, creating an individual rehabilitation programme. PMPC is a primary stage of the special system of education, which are created – one PMPC per 60 thousand children.



order to acquaint experts with innovations in this field. E.g., in November in Astana the Ministry held a workshop "Special education at the present stage. Development trends" with the involvement of 260 heads of state bodies and learning institutions who deal with issues of special education (order of MES of RK of October 27, 2006 № 557); in September 2006 a workshop "Information and communication technologies in education of people with special needs" was organized for heads of state bodies and learning institutions on the basis of the National scientific-and-practical centre of correctional pedagogy with the involvement of UNESCO Institute for information technologies in education.

In order to develop creative abilities and opportunities of disabled children and integrate them into the society in October there was organized in Astana a contest "Clownery" with the involvement of about 100 schoolchildren of the special correctional learning institutions for children with hearing impairment; together with the Halyk Bank of Kazakhstan in Akmola oblast there was held the second Kazakhstan basketball tournament "Cup of Hope" among schoolchildren of children's homes and boarding learning institutions. In Astana there was organized Kazakhstan poster contest "Future of Kazakhstan through the eyes of children" among schoolchildren of boarding learning institutions.

**Early childhood care and education.** Prior to adoption of Law of RK "On social and medical and educational correctional support to children with limited abilities" in the system of special education there was no correctional-developing help for children of early age of this category. Consequently, it became necessary to build up the missing part – the service of early intervention in accordance with item 4 of clause 9 of the law. This requires opening Grades of early intervention on the basis of rehabilitation centres, pre-school learning institutions of general and special purpose, and Grades of psychological-pedagogical correction. In Republic today there operate 112 Grades of psychological-pedagogical correction which successfully render early correctional and educational help and support.

Early correctional psychological-pedagogical support demands development of its scientific and methodical, and normative-legal backing. In addition, there is to be organized vocational training for experts in early childhood upbringing and education in learning institutions of public health services and education with introduction of two types of a trade "expert in development" for medical and learning institutions. For this purpose on the basis of the state scientific-practical centre of correctional pedagogy there were organized training seminars for medical and pedagogical staff of the system of public health services and education on diagnostics, inspection and consultation of children with complex pathology, including early children's autism (EDA) "Clinical methods of pediatric examination of children with EDA", "Psychological aspects of EDA diagnostics" and others.

**Pre-school education.** In RK there operate 44 special KGs and 288 special pre-school groups at comprehensive KGs. At the same time the number of children of pre-school age with various deviations in development increases. The existing network of special institutions, and also underdeveloped network of special establishments providing for needs of only the sixth part of such children, promote spontaneous integration of children with limited abilities into pre-school institutions of general purpose.

A pilot research in 9 pre-school institutions of general purpose in Almaty showed that 65% of children there require special correctional and educational help. Stay of these children in the general learning institutions is not backed with correctional work, i.e. teachers do not have specific knowledge and skills for this purpose, and the attitude to children with issues in development is frequently inadequate.

**School education.** There has historically developed and exists a differentiated network of special correctional schools and boarding schools for children with limited abilities in the development, consisting of 8 basic types for children:

- 1) with oligophrenia (mental abnormalities) (auxiliary school);
- 2) who cannot hear (the deaf);
- 3) who cannot hear well and became deaf later in childhood;
- 4) who cannot see (the blind);
- 5) visually impaired;
- 6) with abnormalities of locomotorium;
- 7) with heavy dysphasia;
- 8) with delay of mental development.

Today 17030 children with limited development abilities are trained in 101 correctional institutions by

special educational programmes. Training of children in special (correctional) learning institutions is done in the Kazakh and Russian languages. In addition, 6883 schoolchildren are trained in 766 special Grades of secondary schools. Over 15 thousand children with delay of mental development are trained in leveling Grades by the decision of psychological and medical and pedagogical consultation. The primary school training term in these Grades is one year longer than in usual ones.

Students and schoolchildren of special schools for children with hearing disorder, visual impairment, abnormalities of locomotorium, dysphasia and DMD receive basic and secondary general education within the state mandatory standard of educations (SMSE) though with different training terms in view of development peculiarities and capacity opportunities.

Auxiliary school for children with mental retardation is unique of all the types of special schools as special attention there is given to practical orientation of training and inclusion of the propaedeutic period into the content of each subject, which is aimed at social and labour rehabilitation of children and their integration into the society. The educational process at special schools is organized with special curricula which include sections of general educational, correctional-developing subjects and vocational labour-training.

At present the scheme of selecting children with mental abnormalities has been changed and brought into accord with the International Classification of Disease, 10th Revision. Opportunities for training children with moderate mental retardation at auxiliary schools have been expanded.

For the first time in history of special education of the Republic within the framework of applied research there were created curricula and subject programmes for children with slight and moderate mental retardation. There were created curricula in the Russian and Kazakh languages. Schoolchildren are provided with textbooks created by Kazakhstan authors in cooperation with Russian authors.

**Training of children with heavy mental disorders.** According to statistical reporting of regional FMSA in 2006 there were registered 12842 children with grave disorders, over 10 thousand of them are not subject to training in the system of education.

19 children's houses - boarding schools with the contingent of about 3 thousand children function in the system of social protection for this category of children. More than 200 children with grave disorders have started to receive a comprehensive medical and educational help in day-time-stay groups of rehabilitation centres, both state and private. The network expansion of such centres promotes deinstitutionalization of children and guarantee of their rights according to the international norms.

Today there operate in the Republic 131 branches of social home visiting service to the families who are bringing up children with disabilities that cater for more than 12 thousand children.

**In-home training.** By the level of health certain categories of children with disabilities cannot visit learning institutions, and 7855 children are trained in-home by individual programmes. More than 50% of them (4181 children) live in rural areas. In-home training is organized by the nearest school which assigns a visiting teacher for the child. By the curriculum the number of hours allocated for in-home training makes for primary grades – 6 hours per week, secondary school grades – 10 hours and high school grades – 12 hours. Extra 2 hours are stipulated for correctional work enhancing overcoming of abnormalities in psychophysical development.

Training of children with disabilities in-home and on the basis of a hospital is carried out according to Rules about the order of organizing the educational process for children with disabilities who are having treatment in stationary treatment-and-prophylactic, rehabilitation and other organizations of public health services, rendering assistance to parents in in-home training children with disabilities by teaching and learning institutions approved by order of the Minister of Education and Science of November 26, 2004 № 974, coordinated with the Ministry of Health of RK and registered in the Ministry of Justice of RK of December 23, 2004 № 3303.

**Inclusive education** (*Inclusion of children with limited abilities in general education*). Under modern sociopolitical conditions the issues of building new relations between the person, the society and the state became priority in Kazakhstan. Since 2000 a new educational policy for children with limited abilities has been developed, and there goes search for optimal ways of socialization, education, social support and adaptation

of children with special needs. The ultimate goal of education of children with physical and mental deviations is their full integration into the society, use of social privileges and benefits accessible to other citizens.

Today efforts in the field of special education are aimed at integration of children with limited abilities into educational environment of healthy children. First steps of inclusive education are made by complexes "KG – primary school" in the cities of Aktobe, Semipalatinsk, Kostanai and Astana. The North-Kazakhstan oblast has made an interesting experiment, having for the first time in the Republic with the support of local authorities included 23 children with grave functional abnormalities of locomotorium (not moving independently) into training in common grades of secondary school. In order to create equal opportunities for children with disabilities in a secondary school of Petropavlovsk, there were created special conditions, i.e. ramps, special toilets, and necessary facilities.

In addition, since 2004 in Almaty on the basis of a special boarding school for children with heavy dysphasia there is being carried out an experiment on training children with children's autism, the result of which was certain success in training and education of children of this category. Rehabilitation centres of Atyrau, East-Kazakhstan, Kostanai and Karaganda oblasts, and Astana carry out transition to a comprehensive psychological and medical and pedagogical and social-legal support of children with heavy pathologies (basically children with CSIP), their rehabilitations and correction. Correctional-diagnostic groups continue to develop at psychological and medical and pedagogical consultations (PMPC). Thus, in PMPC of Almaty, Akmola and East-Kazakhstan oblasts there are optimal conditions created for carrying out the dynamic supervision and inspection by experts in the field of defectology and medicine of children having a grave level of abnormalities, children with multiple pathology. Annually more than 300 children with complex abnormalities receive comprehensive correctional and educational help in PMPC.

For a long time children with limited abilities educated in general learning institutions had no psychological and medical and pedagogical support. There have never been created necessary educational conditions and teaching and methodological support, which led to spontaneous and formal integration, to elimination of schoolchildren from schools and their social desadaptation.

There are cases, especially in rural areas when such children are trained with normal children in standard Grades. According to the state PMPC over 24 thousand children of school age with limited abilities visit secondary schools without correctional and educational support. There is some ground to believe that some children, especially in rural oblasts, are not registered by parents for fear of lack of public receptivity. Often it means unwillingness of parents to acknowledge the necessity for the special help to their children for fear of stigmatization and discrimination, for fear of lack of public receptivity. There is no need to explain that in such environment such children especially keenly feel being torn away.

The process of exact and full estimation of individual needs of a child is registered in the conditions (medical, educational, social) of including the children with limited abilities into general educational process. All the revealed needs of the child are then reflected in "Social passport of a child and his family" created by PMPC, with this passport he goes to the recommended learning institution, and also to the institutions of public health service and social protection in order to receive required treatment. Children with abnormalities of locomotorium (AL), dysphasia, delay of mental development, with a slight level of mental retardation, visually impaired children and children with hearing impairment.

Introduction of inclusive education demands scientific substantiation and study of experience of other countries. Within the framework of the programme of cooperation between the Ministry of Education and Science and UNICEF on the programme "Manifold development of a child", the sub-programme "Children requiring special protection" on the basis of the scientific-practical centre of correctional pedagogy there was created a model of the resource centre of inclusive education (inclusion of children with limited abilities in general educational process). The international scientific-practical conference "Peculiarities of training children with limited abilities" took place in November 2005, Almaty with the involvement of scientists from Russia, Great Britain and Germany in the field of special pedagogy.

***New type of special education institutions.*** In order to provide social and medical and educational correctional support to children with limited abilities there were created new types of institutions: rehabilitation centres, grades of psychological-pedagogical correction, logopaedic centres differing in their structure, content of education, training period.

Necessity to create such organizations is caused by a variety of types of abnormalities which does not allow all children without exception to get adequate correctional and educational support in available types of special (correctional) institutions. Transition from uniformity of learning institutions to creation of a flexible multipurpose system allows to react to different educational needs and to consider individual opportunities of each child. Normative legal acts regulating activity of special organizations are developed for the solution of the following issues: Order of organizing activity of a rehabilitation centre, grades of psychological-pedagogical correction, logaoedic centres which are approved by order of MES of RK of September 3, 2004 № 712 and registered in Ministry of Justice of RK on October 4, 2004 № 3128.

At present 13 rehabilitation centres, 112 grades of psychological-pedagogical correction and 223 logaoedic centres successfully function at secondary schools of the Republic which render correctional and educational support to children with limited abilities not only those who are trained in secondary schools, but also to children who were previously considered learning-disabled.

**Table 2.5. Number of special education institutions**

Oblast	PMPC network	Network of rehabilitation centres	Network of grades of psychological-pedagogical correction	Network of logopaedic centres
Akmola	4	0	6	24
Aktobe	2	0	2	7
Almaty	7	0	10	0
Atyrau	2	1	7	1
East-Kazakhstan	7	2*	11	15
Zhambyl	4	1*	8	0
West-Kazakhstan	3	0	11	9
Karaganda	2	1	1	53
Kyzylorda	5	2	6	0
Kostanai	4	0	11	58
Mangistau	1	1	0	0
Pavlodar	4	1*	11	47
North-Kazakhstan	3	0	7	5
South-Kazakhstan	2	1	16	0
City of Astana	3	2	2	4
City of Almaty	2	1	3	0
State-owned institutions	1			
<b>TOTAL:</b>	<b>56</b>	<b>13</b>	<b>112</b>	<b>223</b>

Source: Statistical data of MES of RK

\* Note: network of rehabilitation centres – 13, 4 of them are within the system of social protection of the population.

Activities of state and public structures are aimed to support special education programmes within the framework of UNESCO project “Assistance to basic education of children with special needs”. There are regularly organized trainings for heads of learning institutions, regional psychological and medical and pedagogical consultations and special correctional establishments.

Non-governmental organizations are widely involved in execution of social programmes in the interests of children requiring care of the society and in cases demanding the public involvement. They render material, legal, social and psychological help to families and children who found themselves in difficult situations, promote attraction of public attention to the fate and introduction of children with disabilities and children with limited abilities into learning institutions, and render the required social help and support. During the last years parents of children with disabilities began the movement on creating public associations. The Ministries of

Education and Science, Labour and Social Protection closely cooperate with parental associations “Rehabilitation centre “Kenes”, Almaty, “Parents’ Association “Alpamys”, Taldykorgan, “League of parents of children with disabilities “Akбота” and others.

One of the functions of the rehabilitation centres for children and teenagers with limited abilities, apart from rendering rehabilitation services to the child with disabilities, is work with the families who are bringing up children with disabilities. Parents of children with disabilities are trained techniques of rehabilitation of children which can be applied at home independently they also get psychological-pedagogical and legal aid. It is important that parents who are bringing up children with disabilities have an opportunity to receive qualified rehabilitation help for their child in a rehabilitation institution or a cabinet of psychological-pedagogical correction in their domicile. The rehabilitation help is free of charge.

In order to involve children with limited abilities to active and equal involvement in cultural life, reveal children with disabilities who are talented in arts and sports the Ministry together with local authorities and non-governmental organizations work on supporting the programmes of special education.

In order to expand contact with their healthy coevals and borders of tolerance and social adaptation of children with limited abilities children with disabilities from the Aktobe, Karaganda, North-Kazakhstan oblasts, the cities of Almaty and Astana take equal part in activities together with healthy children, i.e. in the art contest “Children’s book of happiness”, in the mobile exhibition “Ecology through culture”, in the international contest “World of Enchanting Colours”.

In 2006 within the framework of the campaign “Let us protect each child”, Astana on the basis of the Kazakh National academy of music was held the First integrated festival of children’s creativity whose plan was to strengthen the processes of interaction between healthy children and children with limited abilities. As a result more than 100 children with disabilities and children with limited abilities showed their creative abilities together with the students talented in music.

According to the Agreement about cooperation between the Public Association “Kazakhstan Special Olympics” and the Ministry of Education and Science sporting activities are being held among children with mental abnormalities and children with disabilities according to the annual schedule of athletic activities for the masses. A combined team of Kazakhstan Special Olympics annually wins prizes in the World Winter and Summer Special Olympic Games.

***Material resources and teaching and methodological framework of education for children with special needs in education.*** Since 2004 with the financial resources allocated from the state budget through the transfers the correctional learning institutions have been annually provided with special equipment, auxiliary technical and compensatory training aids: classroom amplification equipment (wireless and wire educational classrooms, audio aids), tiflo devices (reading machines, tiflo technical material); relaxation rooms, logopaedic and medical training equipment. In 2004 112.2 million tenge was allocated for these purposes, in 2005 – 202.8 million tenge, in 2006 – 118.2 million tenge.

Today 28 special learning institutions for hearing and visually impaired children are equipped with computers and modern information technologies, which promote social adaptation and rehabilitation of children with limited development abilities, children with disabilities, increase the qualification level of teachers, and enhance creative development of individual rehabilitation programmes for each child.

Special education cannot be effective without special social services, such as provision of amplification and tiflo compensatory equipment and other auxiliary aids. For this purpose the Ministry in cooperation with the employees of the state scientific-practical centre of correctional pedagogy developed the Qualifier of technical and other auxiliary aids, minimal requirements to material and technical, and teaching and methodological equipment and provision of special learning institutions which are approved by the order of MES of RK of February 23, 2004 № 134.

Manufacture of special aids is science intensive, demanding high technologies and integration. Therefore, most of the equipment is delivered from abroad. Some equipment, however, could be produced in our country. E.g., for children with abnormalities of locomotorium the public association SALPR Centre produce go-carts, training simulators for walking, various types of the developing equipment.

Since 2003 the ministry annually allocates 88 million tenge from the state budget under programme 063 “Development, publishing and distribution of new generation textbooks for special correctional establishments” for development and publishing of textbooks and teaching and methodological complexes.

Within the programme 105 original textbooks and 120 teaching and methodological complexes in the Kazakh and Russian languages for mentally retarded children, children with hearing impairment and dysphasia were developed and published by Kazakhstan scientists in the field of defectology and teachers of the correctional learning institutions.

Since 2004 there has been going a teamwork of the Kazakhstan and Russian authors on development, publishing and distribution of the adapted Russian and Kazakhstan textbooks for blind in Braille system and with the integrated font for visually impaired children. 50 textbooks were adapted, published and delivered to the special learning institutions for visually impaired children.

The analysis allows to draw a conclusion that from the stipulated by the Law “On social and medical and educational correctional support of children with limited development abilities” (2002) components of comprehensive support to children with special needs in training, a more comprehensive work is done on component 1 – screening and diagnostics. However, despite the positive dynamics, part-time and selective screening of children with limited abilities is characteristic of the majority of the oblasts in the Republic. The average state revealing rate for children with limited abilities makes only 3.3% of child and adolescent population at the world revealing rate varying from 4 to 15% of children of this category of child and adolescent population. Unsatisfactory revealing rate of children with limited abilities is observed at early and pre-school age, especially in the remote and densely occupied oblasts.

Still insufficient is revealing of children with limited abilities due to the fact that most consultations register only those who ask for help. In many oblasts consultations cannot reach the whole child population of the area or the city, especially children of early age. Less-privileged revealing of children of early age is connected with insufficient screening of psychophysical abnormalities in the organizations of public health services and their timely hand-over to PMPC.

The existing number of PMPC (one per 60 thousand of child population) does not satisfy the need of the Aktobe, Karaganda, Mangistau and South-Kazakhstan oblasts. Scientific and methodical provision of this system has improved a little. Indoubtedly, with adoption of the Law of RK “On social and medical and educational correctional support of children with limited abilities” the work has livened up a little in all directions. However, with a view to an increase in number of children with limited development abilities and a long lasting underestimation of this issue, it should be acknowledged that the taken steps are not brisk enough. It especially concerns securing early childhood upbringing and education, organizing vocational labour-training and staff provision.

Available correctional schools do not satisfy the need for training children with limited development abilities. Enrolment of children in special education makes only 23.3%. The number of organizations providing help in training and health improvement of children suffering from serious diseases is not sufficient. There are regional disproportions in provision of access to education. The highest rate of coverage in special education is observed in Astana (74.7%) and Almaty (57.4%). While the network of special education organizations in the Almaty and South-Kazakhstan oblasts does not exceed 9.7% and 8.3% accordingly.

**Table 2.6. Network and student body of special correctional learning institutions for children with limited development abilities** (according to data of regional departments of education as of October, 2006)

Oblast	Revealed children at the age of 7-18	Of them covered by:				% coverage
		Special schools		Special Grades		
		Network	Contingent	Network	Contingent	
<b>TOTAL:</b>	<b>102427</b>	<b>101</b>	<b>17030</b>	<b>766</b>	<b>6883</b>	<b>23,3</b>
Akmola	3904	6	1002	58	392	35,7

Aktobe	2648	5	864	5	13	33,1
Almaty	12634	6	1023	18	206	9,7
Atyrau	2027	3	331	98	705	51,1
East-Kazakhstan	13502	14	1779	48	525	17,1
Zhambyl	2237	4	630	67	699	59,4
West-Kazakhstan	3336	3	552	24	160	21,3
Karaganda	10489	12	2588	65	665	31,0
Kyzylorda	1074	2	306	1	10	29,4
Kostanai	7598	7	1174	88	841	26,5
Mangistau	1109	4	280	34	206	43,8
Pavlodar	5830	7	947	84	748	29,0
North-Kazakhstan	2817	7	1169	14	128	46,0
South-Kazakhstan	27179	11	2171	9	93	8,3
Astana	1233	1	265	61	656	74,7
Almaty	4810	9	1949	92	836	57,9

Source: Statistical data of MES of RK

All types of special learning institutions function in the city of Almaty, East-Kazakhstan and Karaganda oblasts, however, they are located in regional centres, therefore, more than 70% of children are compelled to live in boarding schools, coming off from the family and native place.

**Table 2.7. Network and student body of special correctional learning institutions by type**

Oblast	TOTAL		Visual impairment		Hearing impairment		CSIP		Dysphasia		Oligophrenia		DMD	
	Network	Contingent	N	C	N	C	N	C	N	C	N	C	N	C
<b>TOTAL:</b>	<b>101</b>	<b>17030</b>	<b>8</b>	<b>1117</b>	<b>20</b>	<b>2707</b>	<b>3</b>		<b>6</b>	<b>1104</b>	<b>55</b>	<b>10197</b>	<b>9</b>	<b>1510</b>
Akmola	6	1002			1	175					5	827		
Aktobe	5	864			1	194					2	397	2	273
Almaty	6	1023			1	175					5	848		
Atyrau	3	331			1	35			1	156	1	140		
East-Kazakhstan	14	1779	2	223	3	243			1	37	6	1014	2	262
Zhambyl	4	630	1	117	1	170	1	71			1	272		
West-Kazakhstan	3	552	1	120	1	108					1	324		
Karaganda	12	2588	1	176	1	211	1	170	1	166	6	1365	2	500
Kyzylorda	2	306			1	134					1	172		
Kostanai	7	1174			1	143					5	863	1	168

Mangistau	4	280	1	47	1	23					1	158	1	52
Pavlodar	7	947			1	117					6	840		
N-Kaz	7	1169			1	175					6	994		
S-Kaz	11	2171	1	209	3	470			2	425	5	1067		
Astana	1	265									1	265		
Almaty	9	1949	1	225	2	334	1	154	1	320	3	661	1	255

Source: Statistical data of MES RK

In Aktobe, Akmola, Almaty, Kyzylorda, Kostanai, Pavlodar, and North-Kazakhstan oblasts and Astana there are no schools for visually impaired children, children with abnormalities of locomotorium, with heavy dysphasia. Existing number of special groups and special KGs is not enough for organization of effective special correctional-developing work with children of pre-school age. Thus, of 55720 children of pre-school age identified by educational authorities as having limited abilities correctional help is received by just 18% of such children (9906 children), in special school organizations – no more than 15% of children with limited abilities.

Rehabilitation centres in the Akmola, Aktobe, Almaty, West-Kazakhstan, Kostanai and North-Kazakhstan oblasts are still not opened, there are no grades of psychological-pedagogical correction in Mangistau oblasts, there are no logaopedic centres in the Almaty, Kyzylorda, Mangistau, South-Kazakhstan oblasts and in the city of Almaty. Insufficient number of special learning institutions in RK, remoteness of special schools from residing places, desire of parents to train their children in general learning institutions have led to the situation when over 60000 children with issues in development are trained in secondary schools. There are mainly children with minor hearing and visual impairment, mental retardation, dysphasia, with delay of mental development.

Thus, in Kazakhstan according to the Constitution of the Republic of Kazakhstan, Law on Education, Convention on the rights of the child and other major national and international documents children with limited abilities have equal to all other children's right to receive quality education. However, not all of them can realize this right to the full.

According to PMPC as of 01.01.2006 there were revealed over 151 thousand children with limited development abilities, including 102427 children of school age. Of this number only 23913 children, i.e. 23.3% are covered by various kinds of special education.

A prerequisite for sustainable development of Kazakhstan as an open civil society is to establish the system of education, aimed to improve erudition of the population, provide all children with equal start-up opportunities.

**Orphans.** One of the main duties of the state is care for children requiring constant support, especially children-orphans and children without parental care. In the system of education of the Republic there functions 661 boarding-school organizations with all the conditions for residing of about 77 thousand schoolchildren and students. The network of boarding establishments in comparison with 1998 has increased by 164 institutions and the contingent by 19 thousand schoolchildren accordingly.

The full state care is provided for children-orphans, children without parental care, children with limited abilities. In 159 learning institutions there are brought up over 14 thousand children-orphans and children without parental care, of them 147 are state organizations with the contingent of 14234 children, 12 – private with the contingent of 565 children. Of the total number of such organizations 75 are children's homes and boarding schools, 23 – young people houses, 19 orphanages.

The state takes steps on creating the necessary conditions for training and education of children of this category. Programmes of creating conditions approached to family ones are more widely applied (allocation of brothers and sisters, their friends to one "family", assigning one block for the "family"). Thus, within the framework of the Law of the Republic of Kazakhstan "Children's family-type villages and young people houses" (December 13, 2000 № 113-II) there were opened children's family-type villages in six oblasts. Each village like a small children's town consists of several families, where live from seven to ten children-orphans at the age of <18 and education is carried out by a mother-teacher.

23 Young people Houses function for the graduates from among children-orphans where they live until



they reach the age of 23.

Beside this, in accordance with the Law of the Republic of Kazakhstan (November, 2004) "Ratification of the Contract between the Government of the Republic of Kazakhstan and the International Society on creation of SOS children's villages "SOS KINDERDORF INTERNATIONAL" there were created and successfully operate in the cities of Almaty, Astana and Temirtau, Karaganda oblast, "SOS- KINDERDORF villages" where 305 children live.

There proceeds work on deinstitutionalization of children's homes and boarding establishments. Since 2003 there has been carried out a reorganization of the existing system of placing up children without parental care through introduction of new forms of family education. According to the Law of the Republic of Kazakhstan "Of marriage and family" (December 17, 1998) in order to develop a patronage form of education by governmental order of March 11, 2003 № 306 there were adopted the Rules of money resources payments for keeping a child assigned to a patronage tutor. Today more than two thousand children-orphan live in patronage families.

About 60% of children's homes and boarding schools have their small farms which not only provide them with food, but also help to tackle issues of socio-labour education of children-orphan.

All the inmates of children's homes have an opportunity to have a rest and improve their state of health in children's camps and sanatoria of the Republic. Organization of recreation, health improvement and employment of children and teenagers during summer holidays for 2006-2010 was regulated by the Order of Prime minister of RK of May 18, 2006. 249 rural areas camps, 6 all-year-round camps, 6268 school camps with catering services, 756 profile, 89 sports-and-health, 248 tent and tourist camps of out-of-school organizations operated during summer-2006 with the purpose of enrolling children in summer holiday, employment and health improvement activities, primarily that was for children from less-privileged and large families, children-orphan and children without parental care. In addition, there were opened 1339 domestic clubs, 4406 clubs by interests; 8793 repair brigades, 754 school forestry centres. More than 350 thousand children from less-privileged and large families received recreation and health improvement services, which is by 70 thousand children more than in 2005.

It has become a tradition to hold annual festivals, shows-contests, sports competitions among inmates of boarding-school establishments. Every year in December the New Year tree in the name of the President of the Republic of Kazakhstan is simultaneously held in all oblasts of the country. In 2006 the participants of the Presidential New Year tree were 2480 children, i.e. in each oblast there were 155 children-orphan, children without parental care, inmates of boarding schools, children from less-privileged, large families, and disabled children from among A-students, including 80 children of the railway-men living at remote stations and halts. All the participants of the Presidential New Year tree received gifts on behalf of the President of the state according to the list recommended by the ministry.

During last years a positive trend outlined itself in the Republic in securing living conditions of children-orphan in children's homes. In 2006 3 billion 718 million 890 thousand tenge was allocated for the maintenance of children's homes, which is by 1 billion 063 million tenge more, than in 2005 (2 billion 655 million tenge). Expenditure per one child in children's home makes from 705 to 1500 tenge a day.

At the moment there is being developed a draft branch programme "Children of Kazakhstan" for 2007-2011 for implementation of which there is planned to be allocated over 10 billion tenge. This document defines basic directions, priorities, issues of the state policy in the field of protection of rights and interests of children, and basic strategic directions of precautions against and prevention of social orphanhood.

**Children from disadvantaged families.** In Dakar Framework for Action the special attention is given to children from disadvantaged families. Poverty is not a pedagogical issue as such, but mainly social, that limits access of children from less-privileged groups of the population to quality education. The state takes serious steps directed at realization of modern social policy aimed at needs of people. As a result, as it was stated in Introduction to the Report, the level of poverty of the population decreased in 1999 - 2005 from 34.5 to 9.8%.

The programme of further deepening of social reforms in the Republic of Kazakhstan for 2005-2007 provides steps of further improvement in social security of the population and favourably touches on the interests of practically each Kazakhstan family. In order to protect motherhood and childhood, and with the aim of providing the state support for less-privileged families with children Law of RK "On public welfare payments

to families with children” was adopted on June 28, 2005 according to which along with a lumpsum birth grant (at the amount of 15-fold monthly settlement parameter), paid since 2003 irrespective of family incomes, there was stipulated introduction of two complementary types of children's grants:

- ✦ from January 2006 – children’s allowances until the age 18 which are paid to families with an average per capita income below the cost of a food basket (the size of children's allowances makes 1 monthly settlement parameter per month per each child (1030 tenge in 2006);
- ✦ from July 2006 – child care grants until the age of 1 paid monthly irrespective of the family income.

A new quality break-through is to be made in strengthening the social orientation of reforms. In the Address of the President to the people “New Kazakhstan in the new world”, 2007 it is emphasized “The main thing for us is to create for the Kazakhstan citizens all the necessary conditions for realization of important and clear vital principles: provision for the family, accommodation possession, education for children, health improvement, and pension savings”. Over 108 billion tenge will be allocated for increasing social payments in 2008, which is sure to promote further decrease in poverty level in the country.

Active steps are being taken in the system of education on securing legitimate interests and protection of the children’s rights. With the aim of the state policy implementation and execution of recommendations of the United Nations Committee of the Rights of the Child the governmental order of the Republic of Kazakhstan of January 13, 2006 № 36 creates a special representative body – Committee on Protection of the Rights of Children of the Ministry of Education and Science of the Republic of Kazakhstan.

The tasks of the Committee are as follows:

- ✦ implementation of concepts, programmes and projects directed at protection of the rights and legitimate interests of children, social support and protection of students and schoolchildren, preventive activities against social orphanhood, preventions of homelessness;
- ✦ coordination and direction of activity of other interested bodies in this field, the international cooperation;
- ✦ state control over implementation of the state policy in the field of protection of the rights and interests of children.

A major task is also securing protection of interests of the child adopted by foreign citizens. The ministry has developed and submitted for consideration to the Parliament of the Republic of Kazakhstan a draft Law of the Republic of Kazakhstan “On Ratification of the Convention on Protection of Children and Cooperation in Respect of Intercountry Adoption”.

On January 1, 2005 started to operate the World programme of education in human rights, proclaimed by the General Assembly of the United Nations. Within the framework of the first stage of the World programme implementation, 2005-2007 basic attention is given to the systems of primary and secondary education in which Kazakhstan actively participates. The ministry developed the National Action Plan on education in human rights for 2006-2007, approved by the governmental order. In addition, there was carried out the national research on observance of human rights in secondary secondary schools, with attraction of experts and sociological organizations.

In order to support children requiring material aid, in accordance with governmental order of RK of August 28, 1998 № 812 there was established and is functioning the **Foundation “Vseobuch”**. With the resources of the Foundation children from less-privileged groups of population are provided free of charge with clothing, footwear, and stationery. The amount transferred from the local budget to the Foundation increases on an annual basis:

Year	Amount
2000	398.4 million tenge
2001	535.4 million tenge
2002	664.8 million tenge
2003	838.5 million tenge
2004	1053.8 million tenge
2005	1265.5 million tenge

2006	1600 million tenge
2007	1900 million tenge

Source: Statistical data of MES RK

In order to provide material aid to children from less-privileged families, oblasts take steps to increase the provisions allocated to the funds of education for all. Thus, if in 2006 1.6 billion tenge was transferred from the budget into funds of education for all, in 2007 it is planned to allocate 1.9 billion tenge. 270.3 million tenge has already been transferred, of it – on schoolchildren’ meals 72%, clothing and stationery – 23%, health improvement and recreation – 2%, transportation to schools – 1%, other expenses – 2%.

The state month of education for all and a charitable campaign “Care” are being held annually. During the campaign in January 2006, material aid was rendered for more than 167 thousand children worth almost 310 million tenge, of which 62% - from budgetary funds, 38% - off-budget.

Educational authorities together with local authorities pay a big attention to organization of recreation and health improvement of children from less-privileged and large families, and children from remote areas. In 2006, 522 million 565 thousand tenge, including 502 million 308 thousand tenge for coverage of children from less-privileged and large families was allocated from the local budget for organization of summer vacation and health improvement for children and teenagers. More than 17 million tenge was received as the sponsor’s help. 30 million tenge is allocated annually from the state budget for organization of recreation for children from remote rural areas. In 2006 more than 350 thousand children from this category were covered by recreation and health improvement steps, which is 70 thousand more than in 2005. Average cost of summer camp tickets in the Republic made from 7000 to 35000 tenge, a reduced price – from 500 to 2000 tenge.

Each year more than 4500 children and teenagers from all over the Republic have rest and improve their health in the state training and health-improving centre “Baldauren”, with various thematic shifts “State Conference of Young Traffic Wardens”, “Festival “Golden Bridge of Friendship”, “State Conference of Children’s Public Associations and Organizations”, etc.

As of March 15, 2007 the full nutrition is organized in 5006 (65%) schools with coverage of 55% of the total number of schoolchildren, which is by 8% more than in 2006; snack nutrition is organized in 4777 (62%) schools with coverage of 52% (in 2006 - 48%). In Almaty there is being executed a socially-significant project on organizing free-of-charge nutrition for schoolchildren of primary Grades of state secondary schools. 1.09 billion tenge is allocated for these purposes from the city budget in 2007. In the Karaganda oblast a full free-of-charge nutrition is provided to schoolchildren of 1-3 grades.

65% of children are provided with free-of-charge textbooks. First of all, these are children from large families, children-orphans, children without parental care, children with special needs in education, etc.

Within the framework of the project “Astana, the capital of independent Kazakhstan” during summer holidays (from June till September) more than 4 thousand children and teenagers visited the city of Astana. E.g., since 2004 nearly 8 thousand schoolchildren of secondary schools from rural oblasts of the North-Kazakhstan oblast made excursions to the city of Astana, the symbol of new Kazakhstan.

Unfortunately, regional disproportions are observed in implementation of governmental order of RK about the Foundation of education for all. Thus, if in the current year in the Mangistau oblast 3.1%, in the city of Astana – 2.5%, Pavlodar oblast – 1.6% of budgetary funds are allocated to the Foundations of education for all, in Almaty and North-Kazakhstan oblasts – 0.5%, South-Kazakhstan – 0.6%, Akmola and Atyrau oblasts – 0.8%.

A certain share of children requiring material aid does not receive any social help. Lack of financial means of their families does not allow the children to conduct the lifestyle which could be any similar to the lifestyle of the other part of the society. It limits their access to quality education, negatively affects their future life, can lead to reproduction or inheritance of poverty.

**Attendance problems.** Coverage of this issue represents a certain difficulty caused by difference in approaches of responsible authorities to accounting attendance of children and teenagers in learning institutions. According to the Report on human development “Education for all: the basic goal of a new millennium”, 2005 and the Report of the educational centre “Bilim – Central Asia”, “Children at school, but out of training”,

Almaty, 2006 there are significant divergences in data of MES, Ministry of Internal Affairs and Agency for Statistics. E.g., according to MES in 2003-2004 there were revealed 2943 schoolchildren absent from school for no valid reasons during more than 10 days, which makes approximately 0.1% of the total number of children of school age. According to Agency for Statistics during the same period 2% of such children were absent from school for various reasons.

Data on attendance of students of high school are not gathered and are not analyzed by the corresponding structures, the available data on attendance give a totally misleading picture. The reasons of increase in absenteeism are ambiguous and manifold. In 2006-2007 educational year there were revealed 2912 children who did not attend school for no valid reasons. 2317 of them were returned to school. As of March 15, 2007 595 schoolboys continued not to attend school. Principal causes for absence from school are: migration – 137, fugitives – 142, under examination – 79, other reasons – 237. As the analysis shows, most children who are absent from school, are either from adverse (484) or less-privileged (81) families.

Among other reasons of evading studies and absence from lessons the official structures name:

- ✦ awkward age issues;
- ✦ less-privileged health, frequent ailments of schoolchildren caused by environmental issues in depressive areas of the oblast;
- ✦ decrease in the parental responsibility for education of children;
- ✦ ill-being of families.

In addition to it, the results of the pilot anonymous questioning held by the Association “Education for all in Kazakhstan” also specified such reasons of absence from schools as lack of motivation, spiteful attitude, in some cases even psychological pressure and violence that teenagers experience from their coevals and senior children. E.g., 12% of the interrogated students marked that the reason of their absence from schools is difficulties in relations with coevals, 5% - issues in relations with teachers. The social reasons were also mentioned: unemployment, drunkenness, lack of parental control, parasitical attitudes, and immoral behaviour of parents.

It should be stated that the official data do not reflect reasons specified by the international organizations, such as absenteeism and being late for lessons due to other difficulties – undeveloped public transport infrastructure, irregular transport at rural areas, temporary closure of schools due to issues with central heating, etc. These reasons affect the quality of the education, in remote areas in particular.

The existing mechanism of providing access to education is directed mainly at registration of children at residence and coverage in school education. However, it is not efficient enough for tracking absenteeism, analysis of reasons for absenteeism. As a consequence, it is difficult to draw objective conclusions on a real situation with absence from school, and, finally, on provision of access to quality education. There are divergences between statistics of educational authorities and other departments. E.g., data of law enforcement bodies who find children who were not simply missing more than 10 school days a year, but did not attend school for a long time, sometimes for years, involuntarily suggest that the departmental statistics reflect desire to make-believe. E.g., in 2000 according to the Ministry of Internal Affairs 7600 children did not attend school, while according to MES the number of such children did not exceed 300. Without objective analysis and comparison of data from various departments and NGOs the issue of fair and overall coverage of all children of school age will not be solved by any educational programmes.

Among the reasons of sometimes inexact reflection of absenteeism and corrupt data could be mentioned the following:

- ✦ lack of the quality account of school absenteeism; concealment of facts of absence from schools by school administration; lack of work with children who do not attend school.
- ✦ insufficient account of migration, active migration processes within cities and oblasts.

The issue of lack of accurate and trustworthy information on this issue is marked by some international organizations. In the “Review of the State expenditure on education and public health services” conducted by experts of the Asian Development Bank in 2003, it is emphasized that the issue is so serious that it hinders carrying out of the sector analysis and monitoring and assessment of quality of education. It was underlined that it concerns not only the Ministry of Education and Science, but also other ministries and departments. The government was recommended to rationalize and modernize statistical work in ministries and agencies,

to define standards in order to ensure quality, conformity and timeliness of data, to train employees according to the international technical standards.

The results of the analysis help to draw a conclusion that according to the Constitution of the Republic of Kazakhstan, the Law on education, the Convention on the rights of the child and other major national and international documents children with limited abilities have equal to other children's rights to receive quality education. Large-scale steps are taken to provide for their rights with resources and methodical backing.

However, it should be acknowledged that not all the children having special educational needs can satisfy their right to receive quality education. With the view of a general increase in the number of children with limited development abilities and long-term underestimation of this issue, it should be acknowledged that the taken steps are insufficient. It concerns coverage in early childhood upbringing and education and organization of vocational training in particular, and provision of the system with personnel.

Despite the taken steps, the contingent of special, auxiliary correctional pedagogical learning institutions during this period went down, and their network decreased by 30.5%. The number of pre-school children receiving correctional help decreased sharply.

At the same time there exists a rising trend in number of children and teenagers having special educational needs and deviations in development. If in 2003 their number made 120.665 children, in 2006 it reached 143.394, i.e. 22.729 more children. Over 18000 of them are children and teenagers who do not receive access to quality education, apart from children avowed learning-disabled and kept in nursing homes where educational activity is not stipulated. In-home training is organized for 1422 children with disabilities, which does not reflect the true need of this group of children either.

The system of mass education is not ready to train children with special needs in development at usual secondary schools. School buildings and premises are not adapted to carry out the required scope of correctional pedagogical and rehabilitation activities. They have no special equipment, furniture and apparatus.

A specific issue is trades for such children. Vocational training of children and teenagers of this group is limited to special schools where labour training lags behind requirements of the modern production and labour market, and mismatches interests and opportunities of children. Traditional trades that children with limited abilities used to be trained for are now poorly demanded. Occupations demanded by employers are often inaccessible. As a result, the scope of trades which could be taught to these children and teenagers is narrowed and there appears social rejection of children having special needs in development, moreover, contra-indications for their employment are developed.

Available correctional and special schools do not completely meet the needs in training children with limited development abilities. Coverage of children in special education makes only 23.3%. The number of organizations providing for needs in training and health improvement of children who suffer from serious diseases is insufficient. There are regional disproportions in access provision to education. The highest coverage in special education is observed in Astana (74.7%) and Almaty (57.4%). While the network of special education organizations in the Almaty and South-Kazakhstan oblasts does not exceed 9.7% and 8.3% accordingly. Existing FMSA settlement number, i.e. one per 60 thousand of children's population, does not satisfy the need of such oblasts as Mangistau, Aktobe, Karaganda and South-Kazakhstan. It especially concerns remote and densely occupied oblasts. All types of special learning institutions are functioning in the city of Almaty, East Kazakhstan and Karaganda oblasts, however, they are located in the regional centres, therefore, more than 70% of children are compelled to live in boarding schools, coming off from the family and native place.

In Aktobe, Akmola, Almaty, Kyzylorda, Kostanai, Pavlodar, and North-Kazakhstan oblasts and Astana there are no schools for visually impaired children, children with abnormalities of locomotorium, with heavy dysphasia. Existing number of special groups and special KGs is not enough for organization of effective special correctional-developing work with children of pre-school age. Thus, of 55720 children of pre-school age identified by educational authorities as having limited abilities correctional help is received by just 18% of such children (9906 children), in special school organizations – no more than 15% of children with limited abilities.

Rehabilitation centres in the Akmola, Aktobe, Almaty, West-Kazakhstan, Kostanai and North-Kazakhstan oblasts are still not opened, there are no Grades of psychological-pedagogical correction in Mangistau oblasts, there are no logaopedic centres in Almaty, Kyzylorda, Mangistau, South-Kazakhstan oblasts and in

the city of Almaty. Insufficient number of special learning institutions in RK, remoteness of special schools from residing places, desire of parents to train their children in general learning institutions have led to the situation when over 60000 children with issues in development are trained in secondary schools. There are mainly children with minor hearing and visual impairment, mental retardation, dysphasia, with delay of mental development.

According to FMSA, as of 01.01.2006, there were revealed 143.394 children with limited development abilities. A little more than 23% of these children are covered by special education in correctional organizations.

Equal rights of children with limited abilities are executed by means of *inclusive education*, state policy directed at removal of barriers, interfering with inclusion of children into educational process and their social adaptation, through active family involvement, medical and correctional and educational and social personal support to the child.

In Kazakhstan about half of children with issues in development are trained in secondary schools without getting relevant medical and psychological-pedagogical correctional support. Their attendance of mass schools, in most cases, is rather formal and can only be regarded as physical integration. In-home training is provided to 1.422 children with disabilities, which obviously does not reflect the real need of this group of children.

### **Recommendations**

A political resolution should be made on *Kazakhstan model of correctional help and effective integration of children with limited abilities into society*. At present Kazakhstan has a system of separate training of children having special needs in education. In expert opinion, the society and the state are not ready to execute inclusive education. Adopted legislative and normative documents poorly reflect the issues of children with special needs in development, and the allocated scarce budgetary funds do not permit to solve an issue of integrating these children into society.

To execute equal rights of children with limited abilities to acquire education, not only their physical access to the general learning institutions is required, but also creation of conditions that are adequate to special needs of these children. It is attainable only with the help of the state policy of inclusive education of children with limited abilities. Transition to inclusive education demands undertaking comprehensive steps – starting with development of curricula, programmes and teaching materials, formation and professional development of teachers, creation of relevant educational environment and finishing with change in the attitude of the society to such children.

### 3. PROGRESS IN ACHIEVING EFA GOALS

#### 3.1. Assessment of EFA coordination

**3.1.1. Existence of a functioning National EFA Forum with mandate and authority.** Government of RK takes steps directed at realization of substantive provisions of the Dakar Framework for Action – the basic document reflecting the world community commitment to provision for the right to quality education for all. With the support of UNESCO Kazakhstan became the first country in the oblast hosting the Central Asia and Kazakhstan (CARK) Education Forum, 2002, having become a unique mechanism of regional cooperation, exchange of experience and innovative ideas, and an opportunity to compare its rate with the world trends in the field of education. The First Forum gave the regional community an opportunity to define the degree of conformity of the national system of education with or its discrepancy to tendencies and dynamics within the world processes.

In 2006 considering importance of implementation of the Dakar Framework for Action EFA Resource Centre was created as a working body of EFA National Forum within Republican Institute for up-grading qualification of administrative and academic staff of education (RIUQAASE). It has been assigned to create and implement a mechanism of their achievement monitoring, synthesizing and exchanging successful experience and innovative methodology. In view of the RIUQAASE status and credentials the Resource Centre can become an effective tool of EFA partner network development and coordination of activity in various oblasts of the country on EFA goals achievement.

In commemoration of Dakar World Education Forum Kazakhstan participates in annual EFA Week. It has become a tradition to hold target courses in EFA issues, UN Flagship programmes, and mechanisms of their implementation. The main feature of the Dakar Framework for Action in Kazakhstan is that work is carried out not only at the national level, but also at the level of oblasts, areas and learning institutions operating in close cooperation with NGOs. In all the oblasts of the country there were created groups of “change agents” which carry on task-oriented work at place with the support of local educational authorities and coordination from the Ministry of Education and Science.



**3.1.2. Presence of an EFA National Coordinator with mandate and authority.** The Ministry of Education and Science of RK appointed the National EFA coordinator whose functions were entrusted upon vice-Minister of Education and Science, Ms. Shamshidinova K.N. (order of the Ministry of Education and Science of RK № 202 of March 21, 2002).

With the support of UNESCO and UNICEF there were created and now operate national and sub-regional thematic working groups on certain life topics, in particular Information control systems in education, early childhood upbringing, education of adults, education of girls, life skills education. The main task of TWG is a profound development of the issue and coordination of activities of other countries in this direction.

Thus, the task of TWG “Life skills based education” is to promote development and realization of life skills of children and teenagers in the system of formal and non-formal education through updating the content, process and conditions of education in order to improve the quality of life and decrease poverty. TWG “Girls’ education” is engaged in search of ways and means of providing opportunities for girls, the thematic group “Early childhood” investigates and develops issues connected with the most effective directions and forms of early childhood care and education, and with the right to quality education.

By the results of the analysis each TWG is supposed to develop recommendations and proposals on improving the situation in their direction of activity, and also a methodical toolkit for their practical realization in view of each of the countries’ needs and opportunities.

The head (chairperson) of all the thematic working groups (TWG) is the National EFA Coordinator, vice-Minister of Education Shamshidinova K.N. Each group works according to its own plan approved by the National EFA Coordinator.

It should be stated that each TWG contributed to EFA advocacy and development in Kazakhstan, being a catalyst of innovative processes in the oblast. Thus, the National TWG on early childhood care and development started its work long before creation of a similar sub-regional TWG. The contribution of this group was access to information on effective models of pre-school education existing in the world and adapted to Kazakhstan conditions.



National TWG on girls' education developed a system of gender sensitive indicators which allow monitoring and analyzing the national system of education, and held gender analysis of high school curricula and textbooks.

With the methodical and financial support of UNESCO Cluster Office within the framework of CARK Education Forum, Kazakhstan has become the leading country in the oblast on the issues of life skills development among the young people and adults. The purpose of the sub-regional thematic working group "Life skills based education (STWG/LS)" lies in assisting development and realization of life skills among children and teenagers through the system of formal and non-formal education by means of updating the content, process and conditions of education in order to increase the quality of life and decrease poverty. The group has begun its work with defining and structuring life skills, which has been coordinated by all the countries of the oblast. TWG members have worked out the system of life skills development based on their integration into the content and methodology of the personality-focused education. In this system the teacher/trainer changes the approach to the

educational process, his/her attitude to the schoolchild, when the central figure in the pedagogical process is the schoolchild himself. The main types of activity in the educational process become acquiring knowledge, training and dialogue, instead of «teaching». The role of the teacher changes, i.e. he becomes the organizer and educational process facilitator. STWG/LS experience is recognized successful and recommended for dissemination. Spreading of the proposed STWG/LS methodology is provided through the system of courses by the State institute of professional development for supervising and scientific and pedagogical personnel of the system of education (SSPW ES). In nine oblasts of the country there were created and successfully operate groups of change agents", functioning as pilot STWG/LS sites on applying the proposed methodology.

Within the framework of EFA NAP implementation proceeds research on individual issues, such as life skills development, HIV prevention, girls' education, early childhood care and development, etc.

### **3.1.3. Publication, status of an EFA National Action Plan**

Education policy in Kazakhstan and involvement of the country in the Dakar Forum became the basis for the development in 2002 of a comprehensive National Action Plan (NPA) on EFA till 2015. In its development the Group consisting of representatives of formal and non-formal sectors of education followed the UNESCO Guiding principles and methodical recommendations.

The Kazakhstan NAP peculiarity lies in the fact that it is not a separate, newly-created document, programme or strategy. It represents a summary and selection of the strategic resolutions and steps approved by the country which also correlate with EFA goals. Made on account and basis of the state plans and programmes on education, it is a kind of selection of joint activities of different governmental bodies and the civil society on securing the right of each member of the Kazakhstan society to receive education of quality.



In order to develop the National Action Plan each of the six EFA goals was analyzed as for its urgency for the development of the state system of education, and there were defined our own priorities, purposes, intermediate issues and terms. The key purpose of Kazakhstan NAP is directed at creation of sustainable conditions for effective development of the national model of the system of education providing a wide access of the population to education of quality at all education levels and stages.



Draft National Action Plan on EFA was coordinated with all the involved ministries, in December 2002 it was discussed at the round table with the involvement of the representatives of the Ministries for Foreign Affairs, Finance, Labour and Social Protection of the Population, Internal Affairs, Economy and Budgetary Planning, of the Centre of System Research of the Administration of the President of the Republic of Kazakhstan, UNESCO, UNICEF, and non-governmental organizations. In June 2003 the National Action Plan was approved by the order of the Ministry of Education and Science (MES), then published in the Kazakh, Russian and English languages and forwarded to all the regional/city departments of education as guidance, and also to all the other interested persons and organizations. Under the SSPW ES initiative and its EFA Resource centre was developed the plan of steps on securing and supervising the EFA goals achievement in Kazakhstan. In March 2007 there was held a regular scheduled workshop for the regional EFA coordinators where there were discussed issues of involvement in the EFA Week, the International Literacy Day, resource availability for "change agents' groups" in the oblasts, and other issues. EFA implementation reports of regional departments have also been planned.

The plan defines the basic strategies in attaining the six EFA goals till 2015 and relevant steps on their realization till 2005 (the activity list for 2002-2005 reflects the content of the Education for all goals).

Steps implementation monitoring will enhance efficiency and concretize the content of the activity for the next five years.

**3.1.4. Integration of an EFA National Action Plan in National Education Development Strategy and National Development planning framework and process.** As it has been mentioned creation of the National Action Plan in education for all and the Action Plan on its stage-by-stage realization was done with the involvement of all the concerned ministries, departments, and representatives of the civil society. It was drawn up on the basis of previously adopted programmes, strategies and plans providing integration of the EFA National Action Plan with other national plans and programmes in the field of education. These are the State Development Strategy till 2030, the State Education Development Programme for 2005-2010, the Programme "Rural School", Strategy of industrially-innovative development of the country and others. Thus, the National plan is not only a part of a general strategy of education development, but also a part of a general strategy of human resources development and improvement in the social and economic situation.



In close cooperation with other educational state, private and non-governmental organizations MES of RK continues consistent work on implementation of the National Action Plan with its main focus on increase in the quality of training and development of competitive experts. The state programme of education development for 2005-2010 stipulates realization of the majority of the strategic tasks corresponding to EFA goals. One of major principles of this Programme is "lifelong learning for all".

**3.1.5. External and internal funding support for EFA Programme.** In Kazakhstan the financial support of EFA programme from the budget is not stipulated. However, achievement of practically all the six goals is provided from the state budget within the framework of the governmental programmes. Unfortunately, it is impossible to estimate the sums directed at financing the implementation of the tasks. Therefore, in the present research we shall assume that financing of early childhood care and education corresponds to the realization of Goal 1 - early childhood upbringing and secondary education - Goal 2 - mandatory education. As for Goals 3, 4 and 6, due to the absence of statistics, the corresponding sections give only estimated data which, probably, do not objectively reflect the real situation, but can give more or less approximated picture. Financing of Goal 5 programmes is partially "dissolved" in the general financing of Goal 2.

**Table 2.1** of Introduction presents data on financing of all educational levels of the country in 2001-2006.

**3.1.6. System of EFA Assessment and Monitoring.** Monitoring of EFA goals achievement is carried out in the context of realization of the State programme “Education” which sections include activities in all educational levels. The document is approved by the Governmental order (N 1180 of November 11, 2004) and is mandatory for all the executive authorities. All Akims of oblasts and cities of Astana and Almaty have regional education development programmes and should present half-year and annual reports on execution of Plan of steps to the Ministry of Education and Science by July 10 and January 10, accordingly. In its turn, MES provides the Government with a summary information on execution of Plan of steps, twice a year by July 20 and January 20.

Importance of the document and role of education in the country development is backed by the fact that control over execution of this resolution is entrusted upon the Assistant to the Prime Minister of the Republic of Kazakhstan.

The specified document contains items directed at protection of interests of children with limited abilities (Items 9, 10.72). E.g., the Programme provides “technical and compensatory educational equipment” for children with limited development abilities, with 445 million tenge allocated from the state budget. Item 76 stipulates construction of two boarding schools for visually impaired children in the cities of Karaganda and Almaty for 250 schoolchildren each. Item 80 - construction of the educational centre for children-orphans in Almaty by 2007. As it has already been stated above, over 122 billion tenge has been allocated from the state budget for realization of the two State programmes “Education”.

Issues of realization of the State programme “Education” including tasks similar to EFA goals, are regularly considered at the sessions of Board and Council of Departments of the Ministry of Education and Science, regional departments of education, and regional Akim’s offices.



Various aspects of education development were repeatedly discussed at session of the Chamber (Mazhilis) of the Parliament in 2003, 2005 and 2007, and sessions of the Government. Issues of provision of secondary education and its quality are analyzed and summarized via development and adoption of important state documents. E.g., issues of the state of secondary education, its strong and weak points underwent detailed analysis during creation of the State programme “Education”, 2000, the State education development programme for 2005-2010, 2004; Programme “Rural School” for 2003-2005, 2003; Concept of education development in RK till 2015,

2004; the State programme of informatization of the secondary education, 1997; Messages of the President to the people of Kazakhstan, 2005, 2006, 2007; Governmental orders of RK. Thus, just in 2000-2003 there were adopted over 20 Governmental orders on reforming and modernization of various aspects of secondary education. Among them are the Rules and Regulations for licensing of the educational activity, 2000; the Plan of steps on realization of the State programme “Education”, 2001; the Concept of informatization of the system of education in RK for 2002-2004, 2001; On employment and accommodation provision for the graduates of learning institutions from among children-orphans and children without parental care, 2000; Regulations about a family in a children’s village, 2001; etc.

The serious analysis of the state of the system of education was carried out with the support of the international organizations. Thus, development of the Report “Assistance to mandatory education of children with special needs” went with the support of UNESCO, 2000; the Report “UN Millennium Development Goals in Kazakhstan”, 2002; the Report on Human Development “Education for all: a key goal for the new millennium” with the support of UNDP, 2004; the Report “UN Millennium Development Goals in Kazakhstan”, 2005. Positioning of the Central Asia countries in the international context in the field of education was promoted by the reports at the regional sessions of the Education Forum where there was done a comparative analysis of the secondary education development, of achievements and non-realized capacity of the countries in EFA goals realization. For the first time, there was organized a deep analysis of EFA goals realization during development of the National Report “Education for all” which found its further continuation in the development of the National Action Plan in education for all in the Republic of Kazakhstan, 2003.

**3.2. Implementation of EFA Goals**

**3.2.1 Implementation of EFA Goal 1** 3.2.1.1 Strategy of achieving EFA Goal

Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.

**3.2.1.1 Strategy of achieving EFA Goal**

**3.2.1.1.1 Description of EFA Goal and concrete national issues.** According to the European Union, UNESCO and WB, abilities of a person to achieve success in life to a great extent depend on physical and spiritual development at pre-school age. These years form not only the physiological base for good health, but also facilitate the transfer from parents to children of most important features of the personality, such as self-discipline, comprehension of family traditions and belonging to a community, prospect vision and aspiration to knowledge. Later in life these values bring greater feedback at competitive labour markets. Economic feedback of financial resources invested in pre-school education seven times exceeds initial expenditure.

Early childhood care and education is the first level in the system of continuous education in Kazakhstan which creates conditions for education and development of the child’s personality with respect of his/her age and peculiarities. The right of Kazakhstan children to pre-school education is secured by a network of pre-school organizations, mini-centres, and pre-school Grades at secondary schools. According to the educational authorities as of 01.01.2007 1391 pre-school organizations and 724 pre-school mini-centres with the contingent of 230.6 thousand children (compared to 1.156 pre-school organizations and 160.7 thousand children - in 2003) work in the Republic of Kazakhstan.

The state budget supports 1.212 KGs, 49 departmental pre-school organizations, the private sector supports 126 pre-school organizations.

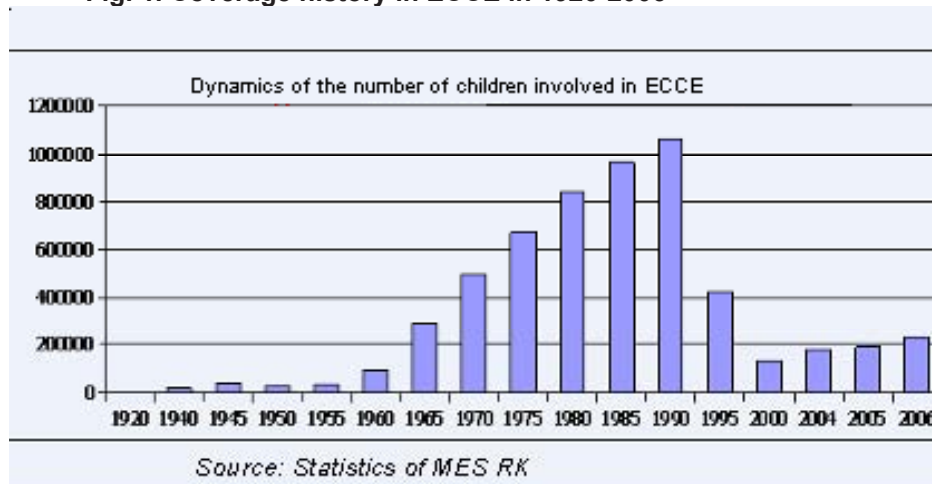
For the last three years local authorities revitalized 198 pre-school organizations for 27 thousand children. As a result, coverage of children, aged 1-6, in pre-school organizations makes on average in the Republic 27.6%, which is 15.3% more than in 2003. The highest coverage in KGs is provided in the cities of Almaty - 37.9% and Astana - 47.3%, Pavlodar - 38.7%, Karaganda - 46.5%, Atyrau - 36.5%, and Kostanai - 57.9% oblasts. The lowest coverage in pre-school organizations is observed in Zhambyl - 18.9%, Kyzylorda - 19.9%, and Almaty oblasts - 7.1%.

In urban areas KGs are accessible to 38.7% of children, in rural - 12.4%. 3598 pre-school groups of KGs educate in the Kazakh language (in 2003 there were 2186 groups), 4232 – in Russian (in 2003 - 4131), 11 – in Uzbek (in 2003 – 12), 2 – in Uighur, 2 – in Korean, and one – in German.

According to item 4 of Clause 23 of the Law of RK “On education” about mandatory free-of-charge pre-school education of five-six-year-olds in KGs and schools, in Kazakhstan there function 13.3 thousand pre-school Grades and groups, with the contingent of 242.7 thousand children, or 77%, which is 22% above the level of 2000.

In Karaganda, Atyrau, North-Kazakhstan, and Pavlodar oblasts 90-100 percent of children are covered by pre-school Grades and groups. A pack of pre-school teaching materials has been introduced. These materials are accessible to 60% of pre-school schoolchildren, materials are paid for from the local budget.

**Fig. 1. Coverage history in ECCE in 1920-2006**



Despite the growing number of children at pre-school, on the whole, access to pre-school education remains an issue. Coverage in pre-school organizations stays at the level of 1964 and is one of the lowest in CIS, Europe and America. And it happens while birth rate of population is growing.

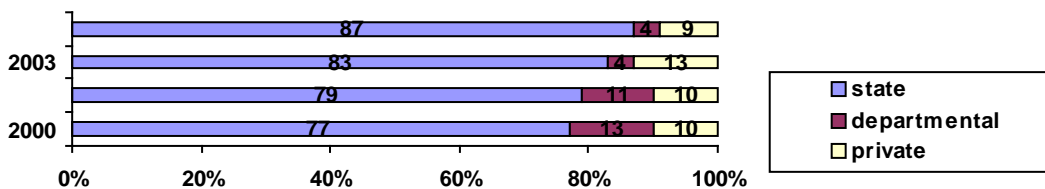
Demand in good KGs and day nurseries increases. 131.9 thousand people are waiting for their turn to get places in KGs throughout the country. On the whole, the number of places in KGs is five-fold less than the number of children of pre-school age in the country.

In this respect Kazakhstan fulfils the task set by the State programme of education development in the Republic of Kazakhstan for 2005-2010 about transition to mandatory pre-school education of children, since the age of three. Such approach is a usual practice for 50 developed countries of the world, which coincides with the goals of sustainable development of our country and increase in the life standard of the population.

**3.2.1.1.2. General policy: legislation and legal framework, programmes, including disabled groups.** In Kazakhstan the political and legislative support of pre-school education is well provided for. Clause 23 of Law of RK “On education” of June 7, 1999 establishes that pre-school education is the first level of the system of education of the country; children at the age of 1-7 have the right to acquire education in pre-school organizations (PO). In order to realize this norm there now function in Kazakhstan 1391 POs, including 1212 private organizations (87%), 49 departmental (4%), and 126 private (9%).

**Fig. 2: Distribution of PO according to form of ownership, 2000-2006**

**Fig. 2: Distribution of PO according to the forms of ownership, 2000-2006**



Source: Statistics of MES (DV-17.18.19 2000-06)

POs provide protection and strengthening of their physical and mental health, development of their talents and in certain cases necessary correction of their development parameters. There are being developed new forms of pre-school education organizations: pre-school Grades for 5-6-year-old children, pre-school mini-centres, etc. (Appendix A-3).

The law of the Republic of Kazakhstan of July 11, 1997 N 151-1 “On languages in the Republic of Kazakhstan” provides for establishment of pre-school establishments with the Kazakh language of education, and in the places of compact residing of national groups – with their language of education. The language of instruction and education in children’s homes and similar organizations is defined by local authorities in view of the national structure of their contingent. In 2007 487 KGs with the Kazakh language of education, 348 day nursery-KGs – the Russian, and one – the Uzbek function in the Republic. In 555 pre-school organizations with two languages of education and training there operate 1638 Kazakh, 2374 Russian, 8 Uzbek, 3 Uighur, 2 Korean and one German groups. In comparison with 2003, the number of the Kazakh KGs and groups has increased by 187 and 504 accordingly, and there has been opened 401 groups with the Russian language of education and training.

In his message to the people of Kazakhstan “To competitive Kazakhstan, competitive economy, and competitive nation”, 2004, President N.A.Nazarbaev charged akims with the task to build up comprehensive pre-school education and to restore the network of pre-school organizations for 1-6-year-olds by means of building new KGs and opening pre-school groups at schools, particularly in villages. As a result, closing of KGs has stopped. From the beginning of 2004 till 2007 there were opened 235 pre-school organizations for 55.2 thousand children.

According to the State programme of education development for 2005-2010 the capacity and resources of the pre-school system of education will increase owing to:

- ✦ construction of 164 pre-school organizations for 23 thousand children;

- ◆ creation of 800 pre-school mini-centres for 20 thousand children on the basis of learning institutions;
- ◆ opening 380 Grades of correction and inclusive education for involving children with the limited abilities into the pre-school system of education.

75% of five-year-olds will be covered by the «pre-school» institute with the improved teaching and methodical, personnel and material base.

The system of educational support for less-privileged families receiving social help will be created through coverage of 30% of children in pre-school programmes.



The governmental order of the Republic of Kazakhstan of December 21, 2004 № 1353 adopted the Standard rules of the pre-school learning institutions activity defining the basic functions of KGs independent of their type and form of ownership. According to these Rules the pre-school organizations of Kazakhstan are divided onto following types:

- ◆ a day nursery, a day nursery-KG, a KG;
- ◆ a KG with a priority educational direction (intellectual development of schoolchildren, in arts, in sports, etc.);
- ◆ a KG of a compensating type with the priority work in a qualified correction of deviations in physical and mental development of schoolchildren;
- ◆ a KG of supervision and health improvement with the priority in sanitary-and-hygienic, preventive and health improving activities and procedures;
- ◆ a KG of a combined type (a combined KG can be developed of comprehensive, compensating and health improving groups in various combinations);
- ◆ a childhood development centre – a KG realizing physical and mental development, correction and health improvement of all schoolchildren.

In addition, this document sets the order of payment by parents for the services of state pre-school organizations. Thus, a monthly fee in state pre-school organizations functioning as a municipal state enterprise makes 100 percent of expenditure on meals irrespective of the age of a child. However, correctional day nurseries, correctional KGs, correctional day nursery-KGs, correctional groups in comprehensive pre-school organizations, correctional groups of “KG-school” complexes, etc. are free for parents of children educated in them.

*The state mandatory standard of early childhood care and education “Mandatory Minimum of the content of the comprehensive educational programme of early childhood care and education of children at the age of 1-6”* was developed on a competitive basis and adopted by MES RK order #411 of September 29, 2004. The idea of the personality-focused education, development of talents of pre-school children through an activity specific for the given age – game – were put into the base of the standard. The basic attention is drawn to ways and methods of leading a dialogue between an adult and a child through understanding, recognition and acceptance of the child’s personality, skill of an adult to feel himself in a child’s shoes, to consider his point of view, to respect the child. The world experience was applied during development of the standard.

In order to decrease disparity in coverage of urban and rural children in pre-school programmes the Ministry of Education and Science of the Republic of Kazakhstan developed and adopted order № 372 of July 7, 2006 *Standard rules of organizing the activity of pre-school mini-centres (hereinafter referred to as Rules)*.

According to the Rules the pre-school mini-centres can be state or private. They can be created as structural divisions of pre-school, out-of-school and special learning institutions, and organizations of secondary education. Pre-school mini-centres can function on a flexible basis 2-7 times a week, 2-10 hours a day, both in the morning, and in the afternoon. Groups of pre-school mini-centres can be opened within an academic year as they enroll enough children.

As a result of functioning of Rules in the country for the last two years there were created 724 pre-school mini-centres on the basis of learning institutions, with the contingent of 14 thousand children. (181 of them - in 2005, 543 - in 2006). They are mainly rural children from less-privileged backgrounds who could not attend KGs before.

On February 5, 2007 the state government adopted resolution № 83 “On approval of the Plan of steps on supporting early childhood care and education in the Republic of Kazakhstan for 2007-2009”. The plan stipulates:

- 1) construction of 55 pre-school organizations for 7.8 thousand children;
- 2) restoration of previously closed or inappropriately used 131 pre-school organizations for 13.8 thousand children by means of major repairs of buildings;
- 3) creation of 194 pre-school mini-centres, consulting Grades for parents, day-off groups for children who are not attending KGs, Grades of correction and inclusive education for children of pre-school age on the basis of learning institutions for 5.3 thousand children;
- 4) opening of 7 Regional centres “Pre-school childhood care”.

In addition, in 2008-2009 1367 KGs will be equipped with modern visual aids. There will also be updated the furniture, the equipment for nutrition units of 862 pre-school organizations. Major repairs of 375 KGs is also planned. 706 pre-school organizations will receive new computers. Schoolchildren of 942 KGs will get new toys. The state budget expenditure on the Plan implementation will make 20.5 billion tenge.

**Educational programmes of pre-school education.** At present pre-school organizations apply the state comprehensive education programmes of pre-school education developed by the Ministry: «Balbobek», «Karlygash», «Kaynar», and others. The Programmes provide:

- ✦ observance of principles of the Convention on the rights of the child - about comprehensive development respecting the interests of the child and barring discrimination;
- ✦ use of strengths of the families and social structures, positive practice of childhood care;
- ✦ a multi-component approach – health protection, nutrition, psycho-emotional and cognitive development of the child;
- ✦ a combination of best conditions for the optimal development of the child through understanding of the traditional childhood care practice.

In addition to the state tasks, the regional education development programmes provide for realization of individual directions, relevant for the infrastructure of the oblast. E.g., in the South-Kazakhstan oblast pre-school organizations widely apply domestic traditions and modern experience, in the Karaganda, East-Kazakhstan oblasts the task is an active implementation of advanced teaching technologies, in Almaty and Kyzylorda oblasts a special place is allocated to the issues in strengthening the role of the family and the public in education of children. In Pavlodar, North-Kazakhstan, Akmola oblasts a great importance is given to development of humanistic principles, content and mechanisms of moral education; in Kostanai, Aktobe, Atyrau, Mangistau - to strengthening and development of educational functions of KGs, to expansion of the structure of the subjects of education, to increase in the quality of educational management, etc.

**Learning the Kazakh language.** The quality of curricula and methodical content of the process of learning the Kazakh language in the Russian-speaking KGs and groups changes for the better. In RK oblasts, where the parity of Kazakhs and Russians is identical (Kostanai, North-Kazakhstan, Pavlodar oblast, etc.) the following strategy of teaching the Kazakh language in the Russian-speaking groups is applied:

- ✦ creation of multi-linguistic learning environment promoting a child's entrance into the world of languages, culture and traditions;
- ✦ building up the pedagogical process in a way which facilitates communication between children and the tutor in the Kazakh language during games, lessons, walk, nap, eating, etc.;
- ✦ immersing into the language environment, its learning from the age of 2 on the basis of specially organized groups;
- ✦ creation of the system of days and weeks of the Kazakh language in the Russian-speaking KGs;
- ✦ implementation of the varying part of the basic plan by means of organizing lessons on the Kazakh language, etc.



The oblasts have created rather high-quality curricular and methodical content of teaching the Kazakh language in the pre-school organizations, e.g. towns of Shymkent, Zhambyl, Almaty, Karaganda, Semey, Uralsk, Petropavlovsk, Kostanai, there were developed Kazakh language learning programmes «Aynalayyn» (Almaty), «Asyl mura» (Shymkent), «Baldauren» (Semey), «Childhood – the morning of cognition of the world» (Uralsk), «Shanyrak» (Karaganda), «Ulan», «Soyle, balakay» (Kostanai), etc.

**Quantitative and qualitative structure of pedagogical personnel in POs.** At present in 1391 pre-school organizations there work 21.4 thousand pedagogical personnel. Of them:

- ◆ 47.0% have the higher pedagogical education (including 32.7% of specialists certificated in pre-school education, the rest have other pedagogical trades);
- ◆ 46.2% have secondary special pedagogical education (including 62.0% graduates of pedagogical colleges with the trade «pre-school education», the rest - experts in other fields of pedagogy);
- ◆ 5.7% have incomplete higher pedagogical education, a third of them study to get the trade «pre-school education», the rest - incomplete higher education in other fields of pedagogy);
- ◆ 1.1% are graduates of secondary school.

The qualitative structure of the personnel in pre-school organizations is continuously renewed, i.e. «non-conventional» experts come into the staff list - psychologists, logaoedic and valeology specialists, instructors on physical education, choreographers, teachers of foreign languages, of fine arts, dietary sisters, etc. The personnel of pre-school organizations is mainly developed with women.

The trade of tutors of pre-school organizations and teachers of pre-school can be obtained in the institutes of higher education of Almaty, Taldykorgan, Aktobe, Semipalatinsk, Taraz, Karaganda, and Petropavlovsk. Pre-school specialists of secondary special education are developed in 24 pedagogical colleges. The number of students trained in these trades makes 1.2 thousand.

The training term for the future tutors in higher institutes is 5 years; in pedagogical colleges - 3 years. Theoretical and practical development of pre-school specialists stipulates studying psychology, pedagogy, pre-school pedagogy, disciplines connected with managing pre-school education, and specific methodology. The future tutors are taught ways of personality-focused interaction with children, creation and rational use of the object-spatial environment of groups in the KG, skill to implement educational programmes and technologies.

**Other acts and resolutions of the government** directed at early childhood protection and care:

- The Governmental order N 630 of May 14, 2001 adopted the Programme “Healthprotection of the mother and the child in the Republic of Kazakhstan for 2001-2005”.
- The Law of the Republic of Kazakhstan N 113-II of December 13, 2000 “On children’s villages of family type and Young people Houses” and the Governmental order N 1613 of December 11, 2001 regulate issues of functioning of Children’s villages composed of several families.
- The Order of Chairman of Agency of the Republic of Kazakhstan on affairs of public health services N228 of June 6, 2000 approved “Rules of organizing activity of Children’s home” and “Rules of enrolling children in Children’s home and discharging them from it”. The order of adoption of a child without parental care is regulated by normative legal acts: the Law of the Republic of Kazakhstan “Of marriage and family”, Statute about boards of trustees and guardians, Rules of adoption of children, citizens of the Republic of Kazakhstan, by foreigners.

**3.2.1.1.3. Responsible agencies for management, monitoring and EFA goal implementation.**

Overall scientific-methodical management of all educational bodies, pre-school organizations and divisions of other learning institutions dealing with the issues of pre-school education irrespective of their departmental subordination and type of ownership, the branch coordination and control is carried out by the Department of pre-school and secondary comprehensive education of the Ministry of Education and Science of the Republic of Kazakhstan. Other state bodies are the Ministry of Health whose functions include care for a physical development and provision of medical aid to children of early age; the Ministry of Labour and Social Protection of the Population of RK undertaking steps on rendering the state help to children with limited abilities, and the National Committee on Family and Women’s Affairs under the President of RK.

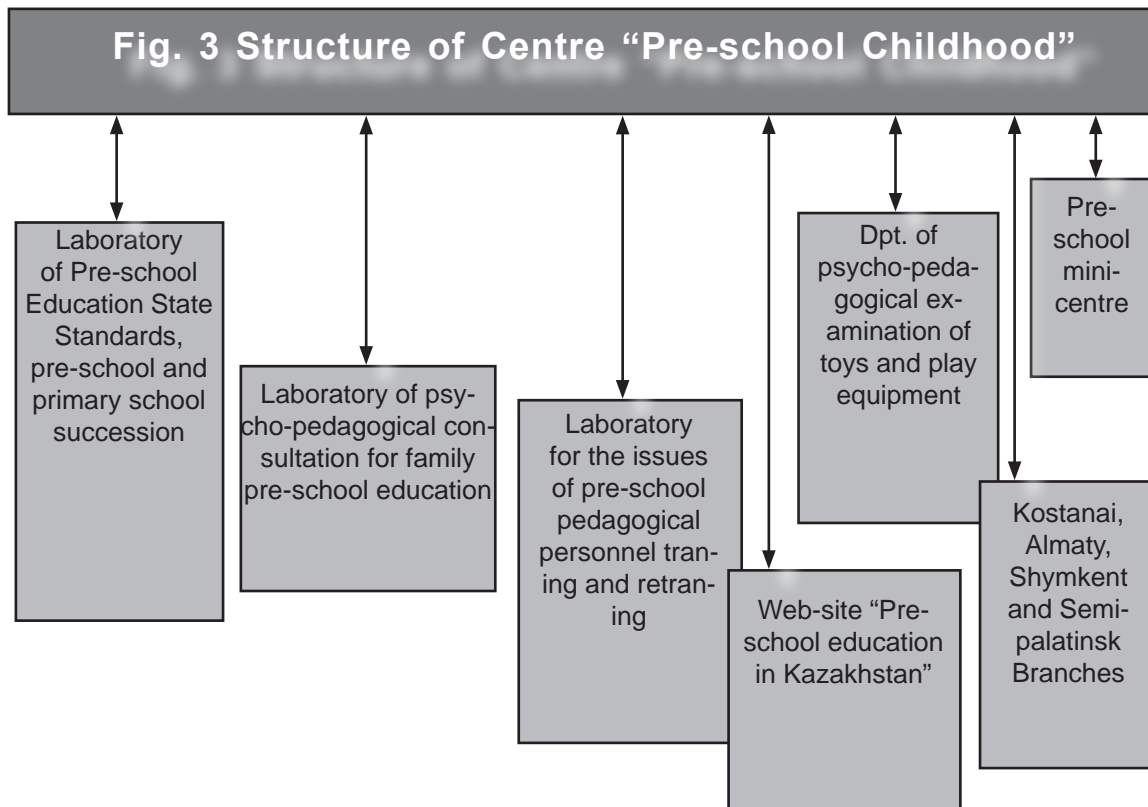
The department of pre-school and secondary comprehensive education of MES RK develops the normative-legal acts regulating activity of pre-school organizations. In cooperation with the interested ministries, state committees, other central agencies it develops and realizes target and international programmes in the field of pre-school education.

Pre-school education experts of local education authorities (the cities of Astana and Almaty, education boards, regional and municipal departments of education) coordinate activity of organizations of early childhood care and education in the territory of the oblast or area. These experts:

- ✦ within their competence organize and execute regular control over conformity of the content of the teaching and educational process with the requirements of the state mandatory standards of education in learning institutions of local submission, irrespective of their type of ownership and departmental subordination;
- ✦ attest pedagogical personnel and appropriate qualification categories;
- ✦ organize the personal account of children of pre-school age
- ✦ present statistical reports on pre-school education to superior bodies;
- ✦ through the network of methodical Grades plan and organize retraining and professional development for the pedagogical staff of pre-school education at the regional level;
- ✦ carry out licensing and certification of pre-school learning institutions and promote pedagogical education of parents and the population.

At the same time, a number of issues hinder control over development of the pre-school system of education. At the central level one pre-school education expert in the Department of pre-school and secondary comprehensive education provides all the administrative, political and technical help on the issues of pre-school education for the state and regional authorities and other stakeholders. At the local level only 51% of regional and municipal departments of education are filled with pre-school education experts. As a result, issues of coordination of pre-school education are poorly solved, there are difficulties in the detailed analysis of the state of pre-school field, quality management of pre-school services, provision of methodological help, studying and sharing innovative pedagogical experience.

In this connection, on April 30, 2005 the Government of RK made a resolution about creation in the city of Astana of the State centre “Pre-school childhood” with regional branches in the cities of Almaty, Kostanai, Semipalatinsk, and Shymkent. 69 people work in the Centre and its branches. The centre is engaged in





analytical, organizational-methodical, information and advisory activity on administrative matters, and also works on scientific-methodical backing of quality of early childhood care and education relevant to present and perspective needs of the society. The regional branches provide operative coordination between the supervised oblasts on various matters of the pre-school field.

In order to involve into the implementation of pre-school programmes and projects not only authorities, but also the civil society structures, governmental order № 83 of February 5, 2007 local enforcement authorities are entrusted to create (till July 2007) Coordination Councils of pre-school education under akims of the oblasts and the cities of Astana and Almaty. The structure of the Coordination Council will include representatives of the interested territorial bodies, departments, the parental public and NGOs. Functions of these councils will include definition of priority issues and assessment of activity of local bodies on execution of the national policy, legislation, financial strategy, efficiency analysis of activities on early childhood care and education at the regional level. Councils will help the heads of the oblasts to obtain further insight into conditions of execution of priority directions in the pre-school field development and to come out with more prepared and worked-out initiatives on the support of pre-school programmes.

**3.2.1.1.4. EFA goal monitoring and assessment.** The early childhood care and education system monitoring is aimed at getting a complete view of the state and issues of early childhood education programmes and both qualitative and quantitative changes in it, carrying out analysis and forecasting Goal 1 development trends and developing proposals on improving the mechanism of the pre-school system of education management.

The primary goals of monitoring and assessment are:

1. analysis and systematization of data on the state and development of the early childhood care and education system, revealing negative and positive trends in its development, consequent creation of proposals on elimination of negative trends, and sharing experience in the field of management;
2. informational support of analysis and forecasting of the state and development of early childhood care and education system, creation of draft administrative resolutions;
3. analysis of the legislation application in the field of early childhood care and education aimed at working out proposals and recommendations on improving legislation of the Republic of Kazakhstan in the field of pre-school education and undertaking steps to increase efficiency of its application.

The primary authorities responsible for monitoring the system of early childhood care and education are Agency for Statistics of RK and the Department of pre-school and secondary comprehensive education for MES RK.

The Agency for Statistics of the Republic of Kazakhstan executes statistical supervision according to forms of the state statistical reporting № 85-k "Report of a permanent pre-school organization" and № SS-1 "Report of a day time secondary school".

The statistical reporting form 85-k "Report a permanent pre-school organization" indicates the following data:

1. Number of permanent pre-school organizations, purpose of pre-school organizations: general, sanatorium or special for children with limited development abilities;
2. Number of pre-school organizations of special purpose are subdivided by profiles: for children with hearing impairment, dysphasia, visual impairment, mental disturbances, abnormalities of locomotion, and other profiles;
3. An operating mode of a pre-school organization: six-day, five-day, four-day, three-day;
4. The characteristic and a technical state of the building: in major repairs, in an emergency state, demands major repairs.

In statistical reporting SS-1 "Report of a day time secondary school" the following parameters are presented:

1. Number of schoolchildren in early childhood Grades, including by age, sex, nationality, and language of instruction;
2. Data on mandatory pre-school development of urban and rural children;
3. Number of schools with pre-school Grades;
4. Number of pre-school Grades and pre-school groups by language of instruction.

Statistical supervision of the Agency for Statistics of RK of early childhood care and education is carried out by a method of annual registration of all pre-school organizations and cross-reference of the received data from KGs, complexes «school-KG», day nursery-KGs and day nurseries which work not less than 10 months a year, and day time secondary schools working in pre-school development of children, irrespective of their departmental affiliation and form of ownership. This statistical supervision is done once a year.

Beside mandatory statistical supervision of the Agency for Statistics of RK the Department of pre-school and secondary comprehensive education for the Ministry of Education and Science carry out departmental monitoring of the state and issues of early childhood care and education by 1080 various parameters. The gathered information characterizes:

- ✦ the network of organizations of early childhood care and education;
- ✦ financial, material, organizational, curricular and methodical, personnel conditions;
- ✦ overall data: age of children, contingent of schoolchildren of pre-school organizations and pre-schools;
- ✦ experimental and research activity;
- ✦ social and pedagogical and psychological support.

The state of health of children is traced by the Ministry of Health of RK by the following parameters:

- ✦ the State of health of children, aged 0-18;
- ✦ number of various types of diseases (infections, TB, STD, mental);
- ✦ vaccination;
- ✦ state of pediatric public health services;
- ✦ number of children's homes;
- ✦ number of pediatric centres;
- ✦ number of disabled children and their state of health;
- ✦ prophylactic medical examinations of teenagers, students of higher institutions and colleges;
- ✦ number of boarding schools.

The Ministry of Labour and Social Protection of the Population gather data on the programmes of early childhood development about granting state social help to children.

In gathering the statistical and research information apart from governmental institutes participate international organizations and NGOs. E.g., in 2003 within the framework of the ADB and MES RK project "Strategy of the educational sector development" NGO «SUNDGE» carried out research on alternative models of pre-school organizations by means of interviewing 208 parents and 33 PO teachers. Some research on educational programmes is done by NGO "Step by step".

**Procedure of data gathering.** All monitoring parameters are filled out according to the primary registration documentation which is available in the pre-school organization, school, rural, or municipal Akim's offices: the book of orders, children's tickets, personnel personal records, a child's medical passport, registration file for infectious diseases, daily attendance sheet, characteristics sheet, etc.

*The technology of gathering and processing data on POs by public services is presented in Appendix A-4.*

Gathering of initial information on activity of the pre-school organizations and secondary schools, report compilation and integration, its analysis and transfer to the Agency for Statistics of RK for the current calendar year finishes on January 5 of the year following the accounting year. Departmental monitoring of the Department of pre-school and secondary comprehensive education is done at the beginning of each academic year.

Monitoring data is presented by the subjects of educational monitoring, i.e. pre-school organizations and schools, free of charge with a view of hierarchy and is an mandatory requirement.

It should be stated that the results of monitoring carried out by the Agency for Statistics of RK and the Department of pre-school and secondary education are used for the policy development and working-out of draft administrative resolutions.

According to the data of monitoring there are further developed proposals and recommendations on improving the legislation of the Republic of Kazakhstan in the field of pre-school education. E.g., the results of MES RK research on the progress of primary school schoolchildren who have been trained under new

curricula and textbooks in the academic year 1997-1998, became the basis for approval in 1999 of a new norm on mandatory pre-school development of five-six-year-olds within the framework of the Law of RK "On education".

Conclusions and recommendations of ADB and MES RK research project "Kazakhstan education sector strategy: pre-school education", 2003, were taken into consideration during creation of the State programme of the system of education development for 2005-2010 and the Indicative plan of social and economic development for 2006-2008.

MES RK departmental monitoring indicator "percent of coverage of children, aged 1-6, in pre-school education" is included into the rating system of activity assessment of the akims of the oblasts at the beginning of 2006. This decision became an important stimulus to increase motivation of the akims of all levels in expanding pre-school programmes and opening of pre-school organizations. E.g., according to educational authorities as of October 1, 2006 in comparison with 2005 the coverage in pre-school education in the country increased by 4.4%, in urban areas - by 2.3% and in rural - by 6.7%. By the decision of the akims of the oblasts in 2006 there were opened 651 pre-school learning institutions, including - 108 KGs and 543 pre-school mini-centres on the basis of learning institutions.

At the same time, the system of monitoring pre-school programmes requires further improvement. Data that is collected today reflect only quantitative aspects of pre-school education and insufficiently informs on influence of various forms of pre-school programmes on the quality of children's development. They poorly reflect the state of management, organizational structure, and financing of pre-school programmes. In addition, the data on the number are not always used for annual evidence data presentation on the processes in regional systems of early childhood care and education, and defining the priorities of regional policy.

At the central and local level the activity of educational authorities and statistical bureaus in defining common approaches in working out the parameters, studying, analyzing and systematizing information on the state and development of the pre-school system of education has no proper coordination. E.g., there is no uniform methodology of calculating the parameter of coverage in pre-school programmes, registration of children of pre-school age, etc.

In this connection, it is necessary to develop common approaches in assessment methodology and a set of parameters providing complete picture about the state of the system of early childhood care and education, as well as about quality and number changes in it.

More realistic data on the following issues are required:

- ◆ assessment of results and achievements of pre-school education;
- ◆ assessment of pre-school curricula in secondary schools and pre-school organizations;
- ◆ revealing and registering all forms of state, private and non-formal services of pre-school education;
- ◆ access for children from less-privileged families to pre-school education and mandatory pre-school development;
- ◆ need for financing pre-school programmes and provisions for them (a share of the state budget expenditure on improvement of material and technical basis of pre-school organizations and pre-schools, investments by NGOs and international organizations, inflows from fees);
- ◆ efficiency of investments into pre-school education;
- ◆ assessment of personnel capacity (experts in pre-school pedagogy, psychologists, sociologists, pediatricians, experts in remote education).

Monitoring and assessment, as well as the research activity should be concentrated on a closer analysis of the following issues:

- ◆ development and functioning of KG and pre-school training models providing transition of the country to 12-year education, starting from pre-school education;
- ◆ development of pre-school curricula optimal for rural areas;
- ◆ content of training optimal for early childhood;
- ◆ transition rate from pre-school into primary school;
- ◆ organization of inclusive education for children with limited abilities;
- ◆ development and implementation of flexible pre-school education curricula for 5-6-year-olds and pre-school mini-centres;
- ◆ state personal help to children from less-privileged families;

- ✦ introduction of innovations into the teaching and educational process of pre-school organizations;
- ✦ attraction of parents to pre-school education;
- ✦ the state of educational process in pre-school tutor training colleges and institutes.

**3.2.1.1.5. Sources of budgeting and financing for goal implementation.** State financing of pre-school education is carried out from two sources: state and local budgets. Administration of expenditure, definition of priorities in application of budgetary funds is done at the central (state) level. Apart from the state budget there are regional budgets. The size of inflows into regional budgets from the central budget is defined with a view of the local situation, e.g. number of children of pre-school age, number of POs). The state budgetary committee settles all disagreements between the state and local budgets during their development and approves of the basic priorities in outflows from the state budget. The government establishes the formation order and terms for the state and local budgets. Local budgets are developed by regional executive agencies, and the regional budgetary committees are engaged in planning the regional budgets.

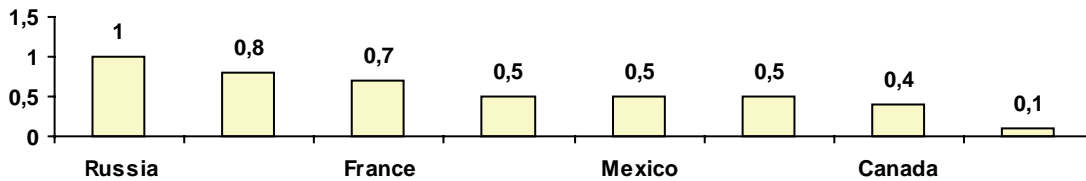
Expenditure of the local budgets in the field of education covers pre-school and comprehensive education. The local budget provides for a pre-school tutor training in colleges, and keeping POs and pre-school Grades. The basic investors in POs are the local authorities, followed by parents. The finances allocated from the state budget are insignificant (see Table 2, Appendix A-5). Nevertheless, the State investments into pre-school education in 2000-2006 increased by 400% - from 2.9 billion tenge (\$22.6 million) to 12.9 billion tenge (\$104.3 million). Average expenditure per one child increased from 26.5 thousand tenge (\$181.2) in 2001, to 59.9 thousand tenge (\$483.2) in 2006. During this period the increase in expenditure on pre-school education and per one child in state KGs was marked in all the oblasts.

There still takes place significant difference in expenditure per one child in the oblasts. E.g., in 2006 in the Akmola oblast it made 31.3 thousand tenge (\$252.4), and in the Atyrau oblast - 97.6 thousand tenge (\$728.4), i.e. three times as much. In Almaty - this parameter equaled 53.9 thousand tenge (\$434.6), and in Astana - 78.8 thousand tenge (\$640).

In relation to GDP expenditure on KGs does not exceed 0.1 percent during the last ten years.

Meanwhile, a considerable state investment (0.4%-1% of GDP) in the OECD countries, Russia and other developed countries is the main mechanism for development of accessible and well provided for system of quality education and training of children of early age.

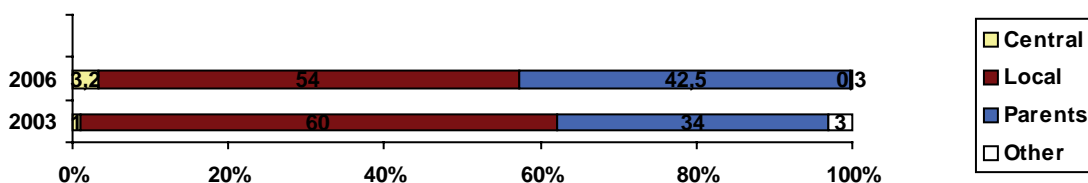
**Fig. 4: Expenditure on Preschool Education as % of GDP, 2001**



Source: Global Education Digest 2004. UIS, Statistics of MES RK (2006).

Underfinancing of pre-school education is marked at the regional level as well: in 2006 the share of expenditure from the local budgets on pre-school education made only 54%, having decreased from 60% in 2003. In this connection, the share of the parental contribution grew from 34% of total expenditure on pre-school education in 2003 to 42.5% in 2006.

**Fig. 5: Resource Allocation in Preschool Education by sources, 2003,2006**



Source: National report 2004. Table 21. MES/ UNESCO Almaty Cluster Office, by MES RK (2006).

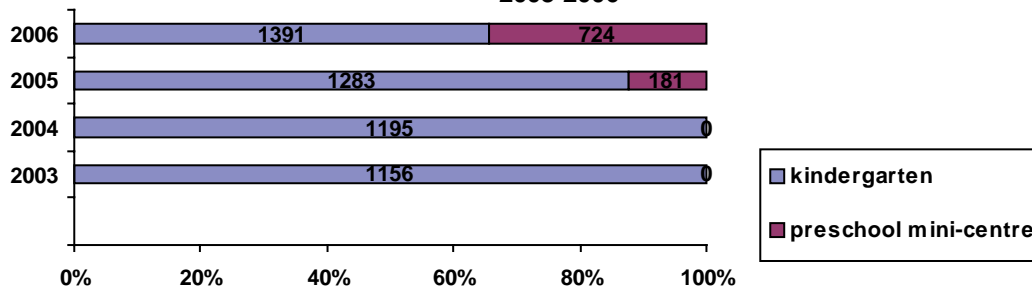
In 2003 parents paid from 1000 to 6800 tenge per one child in a state KG. With the monthly salary of 23128 tenge<sup>4</sup> it made 3500 tenge on average, or about 15% of income. In 2006 parental payment rose almost twice and made 3000-10000 tenge. Clearly, parents on dole with monthly income of 3450 tenge<sup>5</sup> cannot afford a state KG for one child, let alone more than one child. These expenses were very heavy, particularly for a growing number of unwed mothers.

Therefore, according to the educational authorities as of October 1, 2006, for a number of recent years there have been no children from families receiving social security help among the schoolchildren of state pre-school organizations, except for special correctional and sanatorium KGs.

Nevertheless, despite of obviously limited resources, coverage in pre-school education has increased, especially of less-privileged children, due to low-cost pre-school Grades of secondary schools for five-six-year-old children. The increase in coverage is connected with the profitability of these services as a ratio "teacher/child" is considerably higher, i.e. 1:25 in comparison with 1:10 in usual POs, there are children in one Grade, the training day is shorter, i.e. 2-4 hours instead of 10 hours in usual POs) and one meal a day.

Educational authorities develop low-cost services of pre-school education - pre-school mini-centres on the basis of secondary schools. As shown in Fig.11, the number of pre-school mini-centres increased from 181 in 2005 to 724 in 2006. If the tendency continues, the pre-school mini-centres will become an important alternative form of early childhood education, particularly in rural areas that have not enough pre-school organizations.

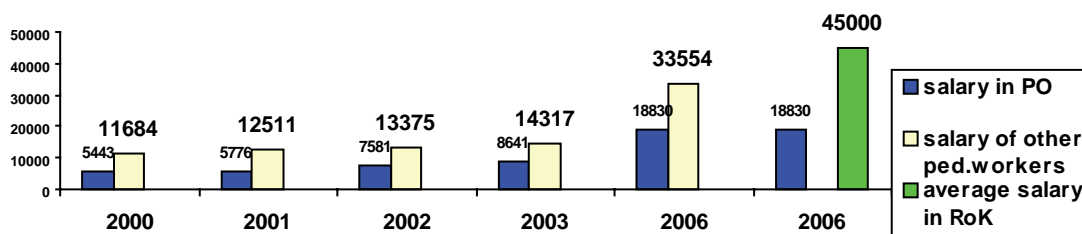
**Fig. 6: Preschool programmes distribution by types, 2003-2006**



Source: Statistics of MES (PSE&T-1, 2003, 2004, 2005.2006; PSE&T-51, 2005.2006).

The state managed to narrow the gap in the salary of pre-school teachers and teachers of other learning institutions. As it is shown below in Fig. 7, in 1999 pre-school teachers received only 40% of the school teachers' salary; in 2006 this figure increased up to 73%. However, the salary of pre-school teachers remains at the level of 56% of a monthly average salary of other categories of pedagogical personnel and 41% of the average wages in RK

**Fig. 7: Salary in PO compared with that of other pedagogical personnel and average salary in RoK in 2000-2006, in tenge**



Reference: Statistics of MES (DV-16, 2000-01; DV-16, 2001-02; DV-16, 2002-03; DV-17, 2003-04, DV-17, 2006-07, DV-17).

4 Reference: Men and women in Kazakhstan. (2004). Agency for Statistics of RK.  
 5 Data as of February 2006 of Ministry of Labour and Social Protection.

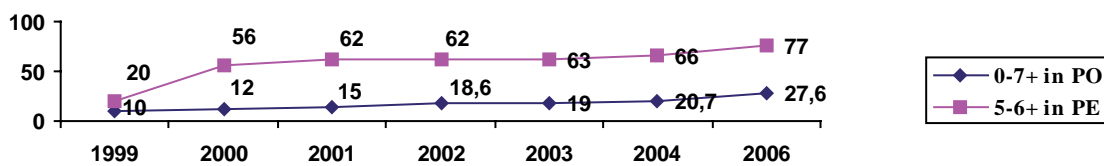
3.2.1.2. Progress in achieving EFA Goal 1 (using indicators)

Pre-school education in Kazakhstan reached its peak in 1991 when coverage of children aged 1-6+ in POs made 47%, and 74% of children entered primary school after training and development in KGs, with the total number of working KGs in the country being 8743. During optimization of education (90s of the last century) many KGs were closed along with the enterprises under which they functioned. By 1999 the network of POs decreased by 80%. Coverage of children aged 1+-6+, in KGs fell down to 10%, with only 1158 POs working in the country.

In 1999 the national economy began to improve and the state started to take significant steps on restoration of the system of pre-school education. According to the Law of RK "Of Education", 1999 pre-school education was recognized as a part of the general system of education, and pre-school training of 5-6-year-old children became mandatory and free-of-charge. This decision allowed the Government of RK with its Resolution № 1762 of November 22, 1999 introducing mandatory comprehensive one year pre-school training of 5+-6+-year-old children. MES RK and local authorities were to include pre-school training into their plans and budgets.

This policy is based on a strong political will of the Head of the state. In 2004 the President of RK N.Nazarbaev in his Annual Message to the people of Kazakhstan declared that restoration of the system of pre-school education is one of the national priorities in education, and charged akims with the task to take all necessary steps. Owing to the award of the President and an effective pre-school education planning policy in the country the network of POs is being restored. As it is shown in Fig.8, coverage of 1+-6+ year-olds in POs grew by 176% from 10% in 1999 to 27.6% in 2006. For 5+-6+-year-old children coverage in pre-school training in 2006 grew to 78%, i.e. by 57% since 1999.

Fig. 8: Enrollment of 1+-6+-year-olds\* in PO, 1999-2003 and 5+-6+-year-olds in preschool education\*\*, 1999-2006

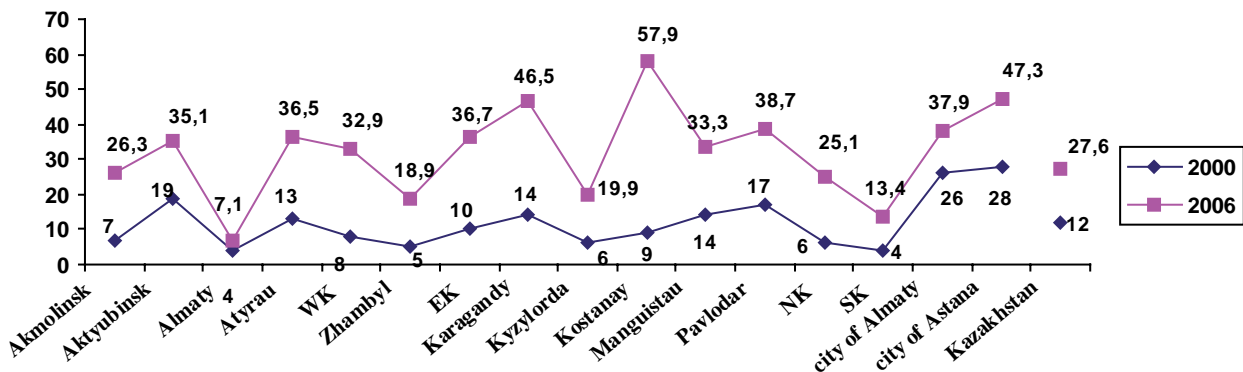


Source: Statistics MES (PSE&T-1, 1999-2006; PSE&T-41.1999-2006)

\* data as of 2003 on 1+-6+ year-olds; \*\* coverage in primary school is not included.

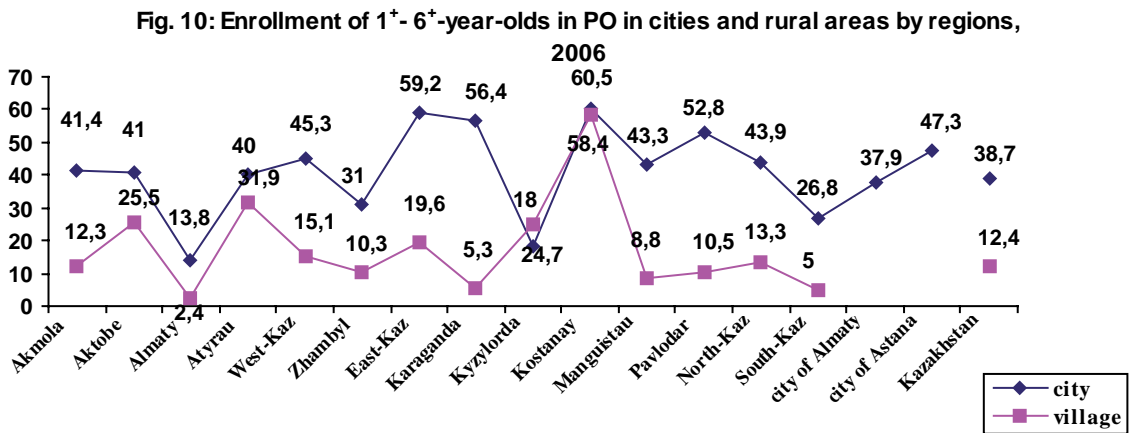
**Issues of access to pre-school education.** All the oblasts experience certain progress in expansion of pre-school education programmes (Fig. 6), however, there exists a considerable regional gap in coverage in KGs. In the Kostanai oblast in 2006 coverage of 1+-6+ year-olds made 57.9% of total number of children of this age, whereas in Almaty oblast - only 7.1%.

Fig. 9: Enrollment of 0+-7+year-olds in PO by regions, 2000-2006



Source: Statistics of MES (PSE&T-1, 2000; PSE-1, 2006).

Within the oblasts there exists a significant gap between city and village (Fig.10): Average coverage of urban children makes 38.7%, in comparison with 12.4% in rural areas (2006).

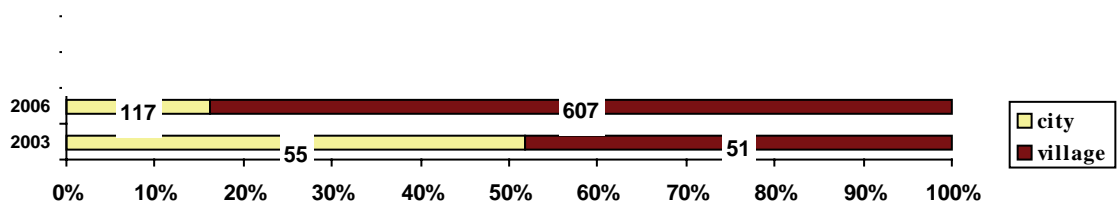


Source: Statistics of MES (PSE-1, 2006).

Various steps on eliminating these regional distortions are being worked out. There is being developed a compensating regional policy to equalize provision with the infrastructure rendering key services guaranteed by the state. There are also being developed specifications of minimum provision levels for rural settlements, irrespective of their development capacity, but in view of the population, re social and life supporting infrastructure, rendering of key services guaranteed by the state, in the future there are planned for realization activities for their stage-by-stage achievement with further differentiation of managerial responsibilities of the central and regional levels. There are unfavourable oblasts being defined requiring priority government support and grant allocation.

In view of a distortion “city/village” there are being taken steps on introducing alternative low-cost services, such as pre-school mini-centres. For the last three years their number increased from 106 in 2003 to 724 in 2006, and their share in the rural areas grew from 51 in 2003 to 607 in 2006 (Fig.11).

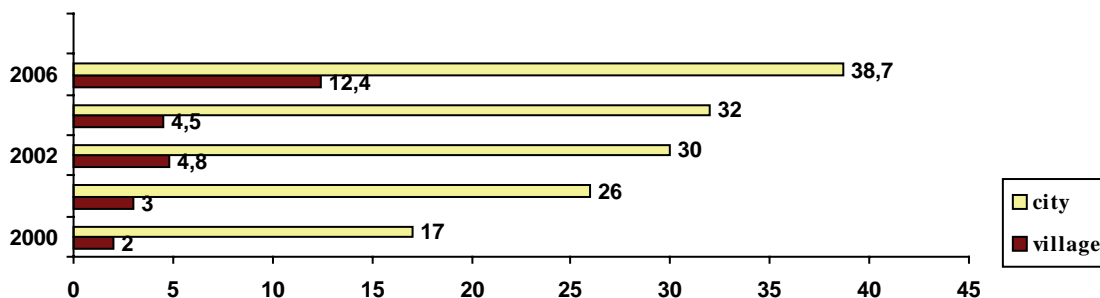
**Fig. 11: Distribution of Preschool mini-centres, city/village, 2003,2006**



Source: Statistics of MES (PSE-51, 2003.2006).

Though coverage in pre-school programmes in rural areas is still much lower than that in the city, for the last 6 years it grew by 520% in comparison with 127% in the city (Fig.12).

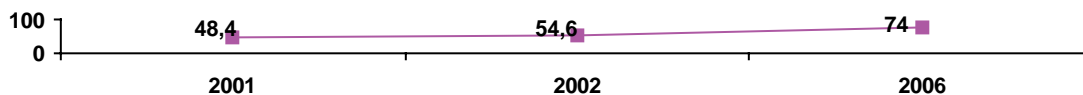
**Fig. 12: Enrollment of 1<sup>+</sup>-6<sup>+</sup>-year-olds in PO, city/village, 2000-2006**



Source: Statistics of MES (PSE&T-1, 2000, 2001, 2006).

In secondary schools there are being created one-year pre-school Grades of part-time training day for rural children who are not attending KGs and have no opportunity to be prepared for school. Coverage of rural children in pre-school Grades grew from 48.4% in 2001 to 74% in 2006 (Fig.13).

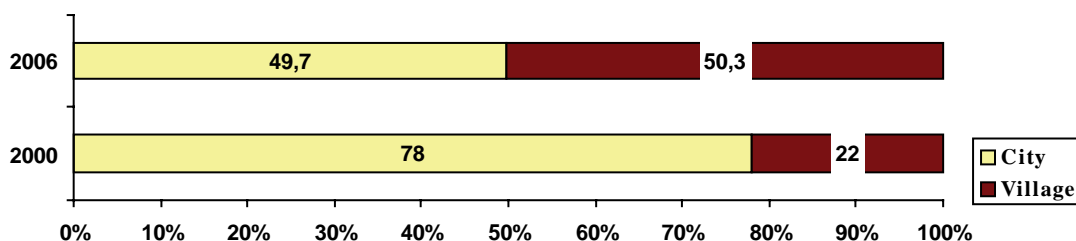
**Fig. 13: Enrollment of 5<sup>+</sup>-6<sup>+</sup> year-old rural children in preschool classes, 2001-2006**



Source: Statistics of MES (PSE&T-41, 2001, 2002, 2006).

Increase in coverage in pre-school education in rural areas is caused by growth of the number of KGs and pre-school mini-centres. From 2000 to 2006 the share of rural organizations of pre-school education in rural areas grew by 28.3%, from 22% in 2000 to 50.3% in 2004, whereas the share of city KGs decreased by 28.3%, from 78% in 2000 to 49.7% in 2006 (Fig.14).

**Fig. 14: PO Distribution, city/village, 2000-2006**

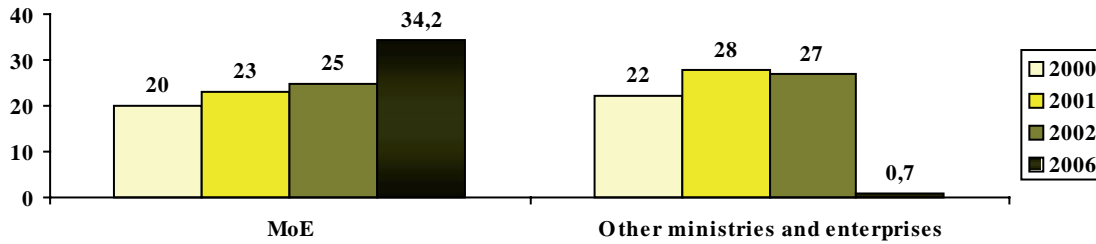


Source: Statistics of MES (PSE&T-1, 2000; PSE-1, 2006).

Local educational authorities and MES RK pay prime attention to the rural areas. Fig.15 shows that the share of rural KGs in the total number of POs under authorities steadily grows during recent years, from 20% in 2000 to 34.2% in 2006. However, it does not refer to departmental POs: the share of departmental rural POs has actually decreased during the same period from 22% to 0.7%.



Fig. 15: Rural PO as % of total q-ty of PO at MoE and % of total q-ty of departmental PO, 2000-2004

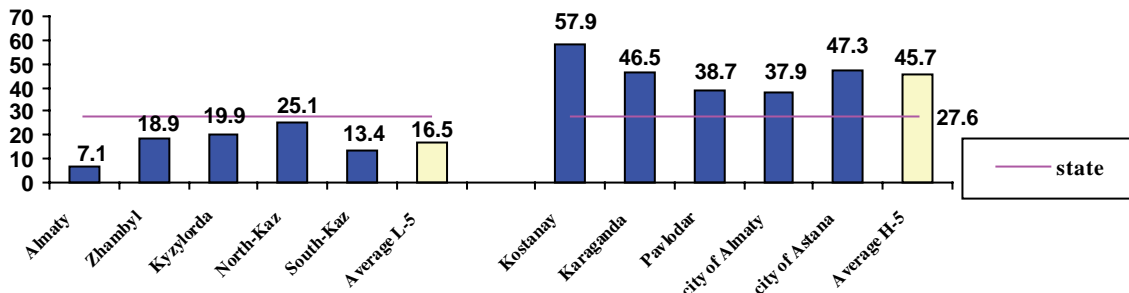


Source: Statistics of MES (PSE&T-16.17.18 2000. 2001, 2002, 2006)

**Gap between oblasts.** Despite significant expansion of the network of pre-school organizations and pre-school mini-centres after the transition period, and especially due to the efforts of educational authorities on liquidation of gaps between the city and the village, unequal access of rural children to pre-school education programmes remains the reason for concern and an acute issue for Kazakhstan.

With the purpose of comparison, five oblasts with the lowest coverage of 1+-6+-year-olds by POs (2006) - Almaty, Zhambyl, Kyzylorda, NK and SK - were identified as L-5 oblasts, and five oblasts with the highest coverage of children by POs - Kostanay, Karaganda, Pavlodar, cities of Almaty and Astana - were identified as H-5 oblasts. An average coverage of 1+-6+-year-olds in L-5 oblasts makes 16.5%, in comparison with 45.7% in H-5 oblasts (2007) (Fig.16).

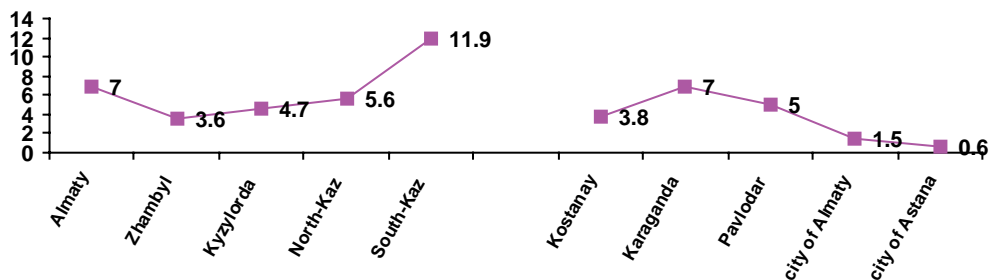
Fig. 16: Coverage of 1+-6+-year-olds by PO by oblasts L-5/H-5, 2006



Source: Statistics of MES (PSE-1, 2006).

In L-5 oblasts (except for Zhambyl), a greater, than in H-5 oblasts (except for Karaganda), number of children of pre-school age live in families with income lower than cost of living. In 2006, in L-5 oblasts there lived three-fold more less-privileged children of pre-school age than in H-5 oblasts, without Karaganda oblast (Fig.17).

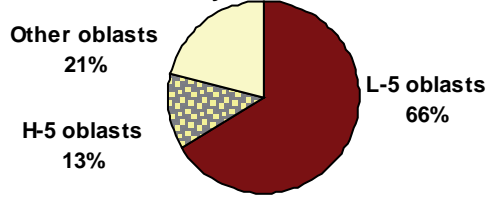
Fig. 17: 0-7-old population with income lower than the living standard in oblasts L-5/H-5, 2006



Source: Data of Ministry of Labour and Social Protection of the Population of RK, 2006

In L-5 oblasts live 66% of Kazakhstan women having many children who receive social security benefit for children, which is a clear poverty indicator (Fig.18). I.e., only 13% of such mothers live in H-5 oblasts.

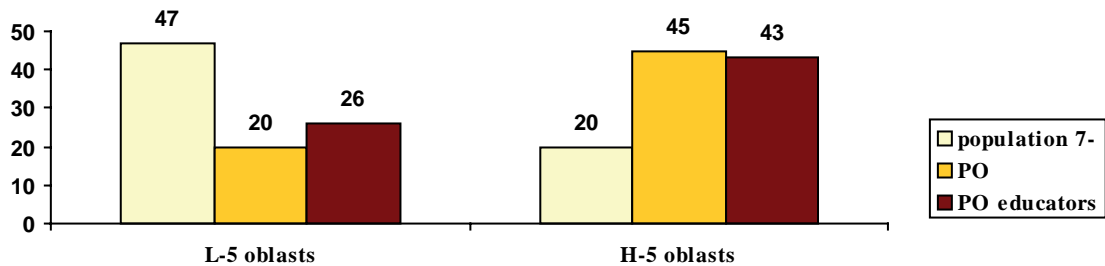
**Fig. 18: Distribution of women with many children getting social security benefits by L-5, H-5 and other oblasts 2003**



Source: *Women and men of Kazakhstan: Gender statistics. (2004). Agency for statistics of RK*

Oblasts L-5 and H-5 reflect a disbalance of demand and proposal in pre-school education (Fig. 19). In L-5 oblasts there live about 47% of all children younger than 7+, however, their share of POs and PO tutors makes only 20% and 26% of the total number accordingly. On the other hand, oblasts H-5 where there live 20% of all children have 45% of POs and 43% of all PO teachers of the country.

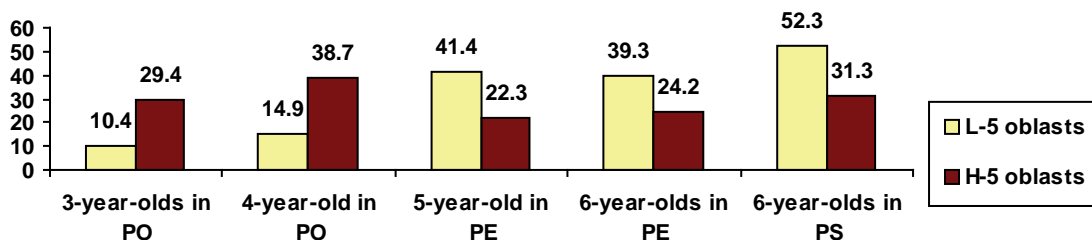
**Fig. 19: Population aged 0<sup>+</sup>-7<sup>+</sup>, PO and PO educators in L-5/H-5 oblasts as % of total number, 2004**



Source: *Statistics of MES (PSE-1, - 2, - 13, 2006).*

Coverage gap between oblasts L-5 and H-5 is more obvious for children of younger age. 29.4% of 3-year-olds living in oblasts H-5 attend POs, in comparison with 10.4% of all children of the same age in oblasts L-5 (Fig. 20). The gap gradually decreases for children of elder age. The fact that coverage of 6+-year-old children in primary education is higher in oblasts L-5 means that a part of children are enlisted in primary school without preliminary training.

**Fig. 20: Enrollment of 3<sup>+</sup>-6<sup>+</sup> year-olds in PO, preschool education and primary education in L-5/H-5 regions, 2006**

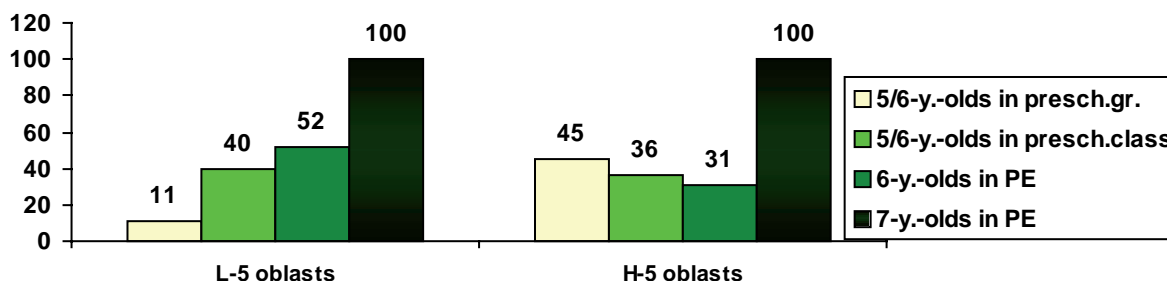


Source: *Statistics of MES (PSE-6, 2006).*

Moreover, children in L-5 oblasts basically attend pre-school Grades of part-time training day at secondary schools, instead of full day pre-school groups in KGs (Fig. 21). For them 32-week pre-school Grades are their first and last experience of pre-school education. Their coverage in pre-school education begins late

and ends early, which makes their progress in pre-school education abrupt and short. They are more likely to get covered by primary school at the age of 6+ - 40%, in comparison with 36% in H-5 oblasts.

**Fig. 21: Coverage of 5<sup>+</sup>-7<sup>+</sup>-year-olds by pre-school and primary education in L-5 and H-5 oblasts 2003**



Source: *Statistics of MES (PSE-6, 2006)*.

Moreover, for children in H-5 oblasts the pre-school education does not only begin early, but also tends to be uninterrupted. Unlike their coevals in L-5 oblasts, children in H-5 oblasts are more likely to continue their pre-school education in day-time pre-school groups of KGs. Consequently, their progress in pre-school education is gradual and favourable for their general development.

**Key indicators of Mid-decade Assessment of EFA Goal 1 Achievement in Tables and Technical notes** are given in Appendix A, Table 3 (Indicator 1.2.1), Table 4 (Indicator 1.2.2), Table 5 (Indicator 1.2.3); Appendix B, Tables 1.2.6; 1.2.7, 1.3.3.

### 3.2.1.3. Recommendations for adjustment

1. It is known that there are not enough conditions for an optimal development of children in less-privileged families. Therefore, experience which they receive in pre-school organizations at early age is very important for their further development and training. Many studies show that a well-arranged early childhood care and education at early age has a much stronger positive influence on children from troublesome and less-privileged backgrounds, than on their coevals from well-off layers of the society. Consequently, feedback from investments into early childhood reaches its maximum through the policy directed at less-privileged children.

2. A one-year free-of-charge pre-school training should become general, first of all, for less-privileged children and unfavourable oblasts. As soon as access becomes general further help could be extended onto safe oblasts and well-provided for children. But until then the budgetary grants for pre-school training should be distributed non-uniformly, strictly in favour of unfavourable oblasts. The same realization strategy should be applied in case of mandatory general coverage of children older than three, as it is approved by the State programme of education development in the Republic of Kazakhstan for 2005-2010.

3. Alternative services, especially pre-school Grades will help to fill in a gap between urban and rural children in their development for primary education. However, they will not help to correct a more fundamental difference between urban and rural children, i.e. less-privileged children do not have equal access to successful study from early age and to smooth transition from early childhood to formal school. Rural children lag far behind their urban coevals because of the regional gap caused by a limited access to comprehensive KGs at early age. Therefore, distribution of traditional KGs should meet the policy focus on less-privileged layers of the population.

The policy can be executed through introduction of the system of varied payment for attending PO, depending on the income of the family: raised fees for parents with high income and discounted fees for families with low income. Some elements of the varied payment system are already introduced for children with limited abilities who attend special correctional PO free of charge.

This does not implement abolishing alternative services propagandized in unfavourable oblasts. On the contrary, they should be strengthened so that they become comprehensive. The pre-school mini-centre policy should therefore be directed at increasing the number of groups in them in order to improve its accessibility for children of younger age. The pre-school Grade policy should be directed at turning them into Grades of full day attendance where less-privileged children can make up for the pre-school training time they missed. There are consequently required steps on harmonization of the standards applied to different pre-school services. As soon as uniform approaches to the quality standards of pre-school organizations, pre-school mini-centres, pre-school Grades, etc. are defined and introduced, various partners can provide services without damage to quality.

This recommendation does not depend on resource availability as, basically, it is an issue of distribution of existing resources, irrespective of their volume. If more resources are required, they should be allocated from the state budget, as through increasing fees these services will be made inaccessible.

4. Nevertheless, real advantages of early childhood care and education are not only in preparing children for school. Ability of children to make progress in school is actually only a result, though important, of their overall development which should embrace the whole spectrum of emotional, social, physical, communicative, language and cognitive habits and skills. If the service does not help a child with the overall development and is directed only at development for school, it is nothing but development for primary education, and not pre-school education.

In this respect an abrupt transition of a child at the age of 5+ or 6+ to pre-school education for pre-school training causes concern. The real damage for less-privileged children of pre-school age lies in missed opportunity to get overall development in gradual evolutionary way. It is hard to estimate the impact of this missed opportunity, at least in the short-term prospect. A comparative study of children's progress in pre-school groups and pre-school Grades will help to obtain a precise picture of their relative influence on the overall children's development. In this connection a new law "On education" should stipulate for the norm re mandatory pre-school education since the age of three, as it was declared in the State education development programme in the Republic of Kazakhstan for 2005-2010.

5. It is necessary to arrange a continuous 10-time, in comparison with 2007, increase in the volume of pre-school education financing by 2010 and bringing it to 1 percent of GDP, which will allow creating conditions for securing accessible pre-school education. Easily accessible pre-school education of children from the age of three is a common practice in the 50 developed countries of the world.

6. The law "Of social standards" should stipulate for the norms on improving the quality of life of children of pre-school age, regarding indemnification payment to parents who are bringing up children at the age of 1-5, in the amount of expenditure on pre-school education per one child in the state pre-school learning institutions. The payment scheme should be defined by local enforcement authorities. Payments should be made to a child until school age from financial resources of the founders of state pre-school learning institutions. The specified payments are not liable to tax.

Such practice exists in a number of the EU countries in order to reduce parental expenses on pre-school education. In accordance with the Address of President Putin to the Federal Assembly Russia introduces the system of payments – indemnification of expenses on pre-school education. The similar norm was stipulated in article 12 of Law ROK "On education", 1992: "The state promotes education of children of pre-school age in a family, giving compensatory payments to parents in the amount equaling the budget expenditure on educating one child in a comprehensive pre-school establishment". In 1996 it was abolished due to rigid budgetary restrictions.

The above-stated steps will allow reducing inter-regional and interethnic disparity in pre-school education, and provide economic and social unity of territories of the country, and also promote transition of Kazakhstan into a category of countries with a high level of development of the human capital and into the fifty competitive countries of the world.

### 3.2.2 Implementation of EFA Goal 2

Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to, and complete free and compulsory primary education of good quality.

### 3.2.2.1 Strategy of Achieving EFA Goal 2

**3.2.2.1.1. Description of EFA Goal and concrete national issues.** According to the Law On Education (Clause 24) the secondary basic education is received in a secondary learning institution of three steps: primary (1-4 Grades), basic (5-9 Grades) and high (10-11 (12) Grades). To the first Grade children are enrolled at the age of six or seven. The specified steps can function together or independently. They realize primary basic, basic, and secondary basic education accordingly. Curricula of primary, basic and high school steps of a secondary learning institution are successive and each subsequent curriculum is based on previous.



The law on education does not regulate the age of mandatory education. Rules, approved by the order of the Minister of Education and Science of July 10, 2000 № 708 (Item 28), on the order of organizing the activity of secondary schools in Kazakhstan, specify: "Obtaining basic secondary education in an learning institution, in isolation from employment, is limited to the age of 18 of a student". Item 48 (sub-item 5) which lists the rights of students underline that "... students have the right to training within the framework of the state basic educational standards according to an individual curriculum; to an intensive training course".

Considering that according to the Constitution in Kazakhstan coverage of all children of school age in secondary, and not just primary, education is mandatory, in this section we use the term "basic education" as synonym to secondary education. It should be borne in mind that according to Item 2 of Clause 4 of the Law "On education" "The state guarantees to its citizens free-of-charge secondary basic and primary vocational education...". Item 6 of Clause 24 "Secondary education" supplements: "Primary vocational education is received in vocational schools and professional lyceums on the basis of the basic secondary education and coincides with the process of the secondary basic education...".

Item 7 of Chapter 7 of the Law "On education" defines: "Foreigners and persons without citizenship, who reside in Kazakhstan, equally benefit from the right to education and employment in pedagogical field as citizens of Kazakhstan...".

Thus, the school age is limited to the age framework of 6 (7) - 17 (18). A free-of-charge secondary education can be received both in institutions of the secondary basic, and primary and secondary vocational education. Foreign citizens, refugees, persons without citizenship, residing in Kazakhstan, can receive free-of-charge secondary education in the state-owned learning institutions.

**3.2.2.1.2. General policy: legislation and legal framework, programmes, including disabled groups.** As it has already been underlined, the right to a free-of-charge secondary (eleven-year) education is guaranteed and provided for by the Constitution of Kazakhstan, the Law on education (1999), others important legislative and statutory acts.

The state in full or in part bears welfare expenditures on the citizens requiring social help, during their education and training. The categories of citizens who receive social help include:

- ◆ children-orphans, children without parental care;
- ◆ children with limited development abilities, invalid children and childhood invalids;
- ◆ children from large families;
- ◆ other categories of citizens defined by the legislation.

The size and sources of social help are defined by the Government of Kazakhstan.

Citizens, who due to their state of health cannot attend secondary school for a long time, get individual free-of-charge training in-home or at medical organizations.

The state:

- ◆ provides its citizens with limited development abilities with a condition for acquiring education, correcting abnormalities of development and social adaptation;

- ✦ guarantees functioning of schools and boarding institutions of low contingent of schoolchildren in order to ensure the right to secondary education of children living in sparsely populated settlements;
- ✦ creates necessary conditions for elite education of gifted citizens, including abroad.

Item 3 of Clause 5 “Language of instruction and education” emphasized that “for national groups there are created conditions for studying their native language, and in places of their compact residing there can be created learning institution or their subdivision (Grades, groups, etc.) for getting training in their languages.



The basic principles of the state education policy defined by the Law include the principle of equality of the rights of all Kazakhstan citizens to education, accessibility of education of all levels to the population with account of the intellectual development, psycho physiological and individual features of each citizen.

Chapter 5 “The rights and duties, social guarantees of the subjects of the educational process” Clause 36 “The rights and duties of students and schoolchildren” of the Law “On education” along with other rights marks that students and schoolchildren of all learning institutions of the internal form of training, irrespective of a type of ownership and departmental subordination, have the right to discounted public transport fares (except for taxi) by the decision of local representative bodies, and to combining training with work during their free from studies time, etc.

During last years special attention was given to securing the right of children with special needs, children-orphans, children from large families and some other groups, to education. Issues of life provision for children of this category are stipulated by a number of documents. Along with the already named, there were passed the Laws “On children’s rights in Kazakhstan” (2002), “On social-medical and educational correctional support of children with limited abilities” (2002), “On Psychiatric Help and Guarantees of the Rights of Citizens during its Administration” (2001), and other normative legal acts.

The primary goal facing the state and the society re such children is creation of conditions and rendering assistance in their social rehabilitation and adaptation, preparing them for common life in the society. Thus, Clause 4 of the Law “On children’s rights in Kazakhstan” emphasizes:

1. All children have equal rights irrespective of their origin, racial and national identity, social and property status, sex, language, education, faith, residence, state of health and other circumstances, referring to a child and his/her parents or other lawful representatives.
2. Children born in marriage and outside of it benefit from equal and complete protection.

Item 3 of Clause 15 of the Law says “Additional financial resources are allocated from the state budget for children with limited abilities, requiring a special pedagogical approach, which secures their acquisition of education at the level established by standards”.

The law regulates a variety of children’s rights. E.g., to health protection (Clause 8), to individuality and its preservation (Clause 9), to life, personal freedom, inviolability of dignity and private life (Clause 10), to a required standard of living (Clause 12), property rights (Clause 13), to dwelling (Clause 14), to state social security (Clause 17), etc.

The instruction on the amount and sources of social security help to citizens during their education and training, approved by governmental order № 738 of May 17, 2000, stipulates for the state social care for children-orphans and children without parental care, living in children’s homes, and children with limited abilities.

Thus, the legislation of Kazakhstan secures its legal frameworks directed at creation of conditions that guarantee free-of-charge mandatory secondary education to all children of relevant age, irrespective of their sex, ethnic, racial or social belonging, it provides some privileges for students, and steps on protecting the rights of most vulnerable groups.

**3.2.2.1.3. Responsible agencies for management, monitoring and EFA goal implementation.** In Kazakhstan there is no special body or structure responsible for management, control and coordination of EFA Goal 2. However, as the goal is in full conformity with the state policy of mandatory secondary education, we believe a parallel can be drawn between coordination of execution of these two interconnected tasks.

As it was marked in Section 2.1., Chapter 4 of the Law “On education” (1999) defines the competence of various managerial levels of the system of education. Clause 28 states that realization of the state education policy is carried out by the Government of Kazakhstan, the central education agency, local executive authorities, and local education controls. The legislation itemizes functions and distribution of duties among all managerial levels. In more detail the competences of the Government, the Central executive body in the field of education are presented in Annex A-2.

The Law “On education” defines the competence of local representative and executive bodies (Clause 31), local education controls (Clause 32), and learning institutions (Clause 33). Differentiation of credentials and delegation of a part of functions to local controls in accordance with the policy of decentralization of management has a positive effect.

The primary goal of local agencies is to secure the right of citizens to mandatory secondary education established by the Constitution, to provide learning institutions in their territory with necessary material and technical and other conditions for their successful functioning.

Local education controls, i.e. regional/municipal educational departments, appoint and dismiss heads of the state pre-school education organizations, out-of-school organizations, organizations of secondary education financed from the local budget. They carry out licensing and certification of learning institutions within their competence.

Consequently, a part of functions has been delegated to learning institutions. In addition to traditional functions, they have acquired the right to set the rates of pay and official salaries of employees in the state-owned learning institutions within the limits of their own financial assets and with account of restrictions established by statutory acts, to establish implements and bonuses to their official salaries, to appoint and dismiss their assistants in coordination with the authorized bodies. The heads and educational personnel of learning institutions are responsible for students and schoolchildren to acquire knowledge and skills which are not below the level stipulated by state mandatory standards of education.

**3.2.2.1.4. EFA goal monitoring and assessment.** As it has already been stated above, there is no special body or structure responsible for management, control and coordination of EFA Goal 2 in Kazakhstan. But in view of a particular importance of the goal aimed at providing the right of citizens to mandatory secondary education, control bodies of all levels pay special attention to supervising and assessing its execution.

Issues of EFA Goal 2 realization are constantly in the focus of attention of both national bodies, and international organizations, which assist in monitoring and assessment of its achievement. (For more detail see Section 3.1.6.).

**Registering school-age children.** In conformity with Clause 30 of the Constitution of Kazakhstan (1995) and Clause 24 of the Law on education (1999) basic secondary education (11 Grades) is mandatory for all children, and within the framework of the state standard of education is free-of-charge. As a consequence, it means its availability to all children of school age (from the age of 6-7 till 16-17). Governmental order № 812 of 28.08.1998 “On steps to further reform the secondary system of education in Kazakhstan” obliges law enforcement authorities together with the Ministry of Education and Science to provide full coverage and school attendance of children of relevant age.

According to this order, all children of school age within administrative areas, i.e. city, village, district, microdistricts and houses are registered by name on the basis of the data of house registers. Twice a year these data are physically checked, i.e. visiting the households, and then filed in the learning institutions. On a regular basis the heads of schools present data on coverage of children living in the territory of a school

district. As a rule, the report is presented at the beginning of an academic year (Report SS-1 for secondary schools and SVS-1 for vocational schools and colleges). Monitoring of attendance is also being carried out on a regular basis, data are analyzed, and the report on absentees with the explanation of the reason is presented in the end of each semester and year. Problems of coverage and attendance are regularly considered at the sessions of education control boards. The schoolchild who was absent for more than 10 days on end without a plausible reason, is referred to the category of children who are not attending school, and the school should take steps to return the child to school.

In case of a schoolchild leaving the school, e.g. because of changing residence, the schoolchild receives a registration form which should be presented at a new place of study, after which his/her documents are handed out to himself/herself or his/her parents, or sent by mail to the new place of training.

Together with the law-enforcement bodies, committees on protection of the rights of minors there are being held spot-checks, operations "Teenager", "Route", "Street" on revealing children who are not covered by education. Twice a year, in August and January, education-for-all months are organized, within their framework the households are being visited, life conditions of schoolchildren from less-privileged backgrounds are being checked, spot-checks are being held in apartments of troublesome families, suburban blocks, abandoned houses and places of mass congestion of children. Since 2001 according to the joint order of the Ministries of Education and Science and Internal Affairs there have been conducted a monthly account of children of the school age evading education.

Thus, Kazakhstan has a functioning mechanism that ensures coverage of all children of relevant age in secondary education. Relevant bodies and learning institutions regularly carry out work on screening and returning to school the children who are evading Grades.

**3.2.2.1.5. Sources of budgeting and financing for goal implementation.** As it has been repeatedly emphasized, a special budget on execution of Goal 2 in Kazakhstan is not stipulated. Basic education financing is provided with the resources of the state budget (state and local). Some figures are given in item 3.1.5 "External and internal financial support of EFA Programme" and Section 6 "Financing". The conclusion is unequivocal – the biggest part (65% or 2.0% of GDP out of 3.4% of GDP) of financial resources allocated to education goes to financing the secondary education.

**3.2.2.2 Progress in achieving EFA Goal 2** (using indicators)

**Identifying gaps between planned and real implementation indicators.** One of the Millennium Development Goals and Dakar Framework for Action – achieve universal primary education - in Kazakhstan was attained during the Soviet time. In the issue of providing an access of all children to free-of-charge mandatory secondary education Kazakhstan has also achieved impressive results. The right to free-of-charge secondary (eleven-year-long) education is guaranteed and provided for by the Constitution.

**Coverage of schoolchildren.** Kazakhstan has created a system of securing a full coverage of children of school age in education. In secondary schools of all types, forms of training and types of ownership there are trained about 2.7 million children. According to the Agency for Statistics, coverage of children, aged 6-17, in education makes 96.5%, and practically 100% coverage of children, aged 7-15. Some decrease in the total number of children at schools is due to the recession of birth rate during 1995-2000, increase in migration and the population leaving the country.

**Table 3.1. Coverage of population, aged 7-17, by secondary basic education (in percent)**

Oblast	2001/02	2002/03	2003/04	2004/05	2005/06
Akmola	93.0	93.7	93.7	94.1	93.4
Aktobe	96.5	98.7	99	97.8	97.1
Almaty	92.7	94.7	95.9	96.4	95.8
Atyrau	100.0	102.7	103.1	102.4	101.3
East-Kazakhstan	91.3	93.8	94	93.3	93.0
Zhambyl	92.1	93.8	94.3	94.4	93.4
West-Kazakhstan	94.7	96.6	96.3	95.7	95.9



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Karaganda	91.7	95.1	94.9	94	93.8
Kyzylorda	88.0	88.9	88.7	88.1	87.3
Kostanai	95.9	98.6	98.6	98	96.6
Mangistau	101.6	106.0	107.8	107.6	107.5
Pavlodar	92.9	95.1	94.1	92.9	92.2
North-Kazakhstan	93.9	95.0	94.5	93.1	91.3
South-Kazakhstan	95.3	99.1	99.7	99.5	99.1
City of Astana	75.9	82.5	88.7	86.2	87.4
City of Almaty	103.4	109.2	109.9	110.6	112.4
<b>Kazakhstan</b>	<b>93.8</b>	<b>96.6</b>	<b>97.0</b>	<b>96.7</b>	<b>96.3</b>

Source: Agency for Statistics of the Republic of Kazakhstan. Education in the Republic of Kazakhstan. Almaty, 2006 p. 21.

As seen from the Table, in academic year 2005/06 coverage made 96.3% of the total number of children at the age of 7-17.

**Table 3.2. Schoolchildren graduating from the 9th Grade and entering 10th Grade** (thousand of people)

Oblast	Schoolchildren graduating from the 9th Grade				Schoolchildren entering 10th Grade				Schoolchildren entering the 10th Grade as % of graduating from the 9th Grade			
	2003	2004	2005	2006	2003	2004	2005	2006	2003	2004	2005	2006
Akmola	14.5	15.2	14.6	14.115	10.5	9.3	8.8	7.175	72.4	61.2	60.3	50.83
Aktobe	14.5	14.9	14.5	14.338	12	10.4	9.8	7.756	82.8	69.8	67.6	54.09
Almaty	33	33.8	32.9	33.347	29.3	26.8	23.3	19.012	88.8	79.3	70.8	57.01
Atyrau	10.7	11.3	11.2	10.968	8.7	7.8	7.1	5.574	81.3	69.0	63.4	50.82
East-Kazakhstan	26.9	27.2	26.2	25.0	20.9	18.6	18.01	14.994	77.7	68.4	68.7	59.98
Zhambyl	19.4	20.3	19.9	19.545	16.6	15.5	13.9	11.169	85.6	76.4	69.8	57.15
West-Kazakhstan	12.1	12.6	12	11.216	9.8	9.7	9.2	7.114	81.0	77.0	76.7	63.43
Karaganda	23.8	24	23	22.055	17.7	14.7	13.8	10.535	74.4	61.3	59.7	47.77
Kyzylorda	14	14	13.8	13.479	11.8	10.2	9.7	7.744	84.3	72.9	70.3	57.45
Kostanai	16.3	15.9	15.4	14.456	12.3	11.1	10.1	7.988	75.5	69.8	65.6	55.26
Mangistau	7.7	8.02	8.1	8.93	6.3	5.2	4.8	4.606	81.8	64.8	59.3	51.58
Pavlodar	14.9	14.5	13.9	13.08	9.9	8.53	7.9	6.116	66.4	58.8	56.8	46.76
North-Kazakhstan	12.5	12.1	11.6	10.96	10.1	8.84	8.4	7.319	80.8	73.1	72.4	66.78
South-Kazakhstan	48.3	48.8	48.9	49.626	43.5	40.2	39.1	34.766	90.1	82.4	80.0	70.06
City of Astana	5.7	5.9	6.2	6.326	3.7	3.3	3.4	3.339	64.9	55.9	54.8	52.78
City of Almaty	18.5	18.8	18.1	17.926	13	10.8	10.2	8.298	70.3	57.4	56.4	46.29
Republican institutions	0.8	0.7	0.7	0.522	1.2	1.0	1.0	1.038	150.0	142.9	142.9	198.85
<b>Kazakhstan</b>	<b>293.60</b>	<b>298.02</b>	<b>291.1</b>	<b>285.89</b>	<b>237.3</b>	<b>211.97</b>	<b>198.51</b>	<b>164.54</b>	<b>80.8</b>	<b>71.1</b>	<b>68.2</b>	<b>57.55</b>

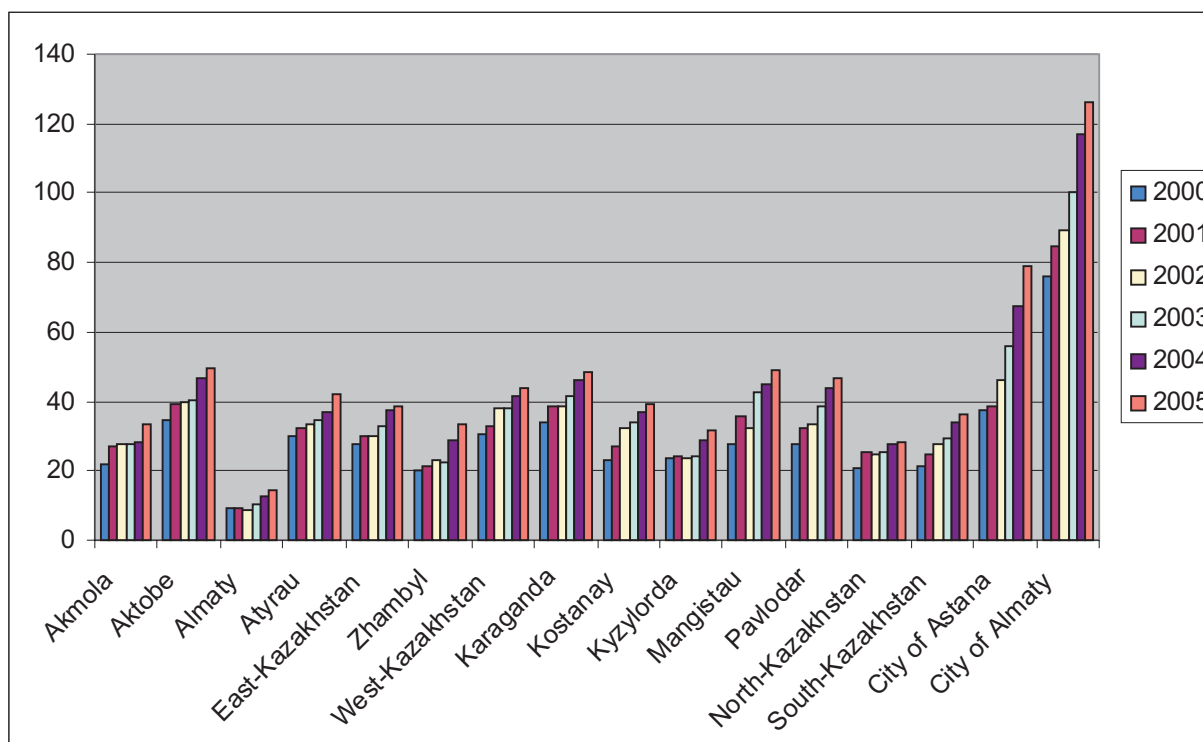
Source: National report on education development (summary). National Centre for Assessment of Quality of education, Astana, 2006, p. 5.

Entrance in the 10th Grade dropped in comparison with 2003 by 23.25%. However, it does not mean that schoolchildren do not continue education. As the analysis of the National Centre for assessment of quality

of education (NCAQE) shows, coverage rates in primary, basic and high secondary basic education in 2005 made 99.28%, 99.81% and 86.67%, which corresponds to average rates of countries with high and medium level of income.

According to the Agency for Statistics, during the same period doubled entrance rate in secondary vocational learning institutions, along with sustainable share of graduates from the 9th Grade who continued their training in institutions of primary vocational training (Fig. 22). It could be explained by a greater demand for programmes of primary and secondary vocational training among the young people due to a brusque development of many branches of the national economy, i.e. in the field of communications, banking, services, tourism, construction, and transport.

**Fig. 22. Coverage of population, aged 16-22, by secondary vocational training**



Source: Agency for Statistics of the Republic of Kazakhstan

The total number of schools decreased. If in 2004 8222 schools functioned in Kazakhstan, in 2006 there were only 8067. It was both due to the decrease in the total number of children of school age, and optimization of the network and concentration of schools. The number of primary and basic schools was reduced, but the network of secondary schools increased. E.g., in 2003 101 schools were closed, and 35 – opened.

In 2006, according to MES, the number of day time secondary schools made 7802, of them 1190 schools – primary, 1189 – basic, and 5423 – secondary. Of this number 5967 schools were located in rural areas, 1651 – in urban areas. Thus, the overwhelming majority of schools are rural.

**Table 3.3. Number of day-time secondary schools in Kazakhstan in academic year 2006-2007.**

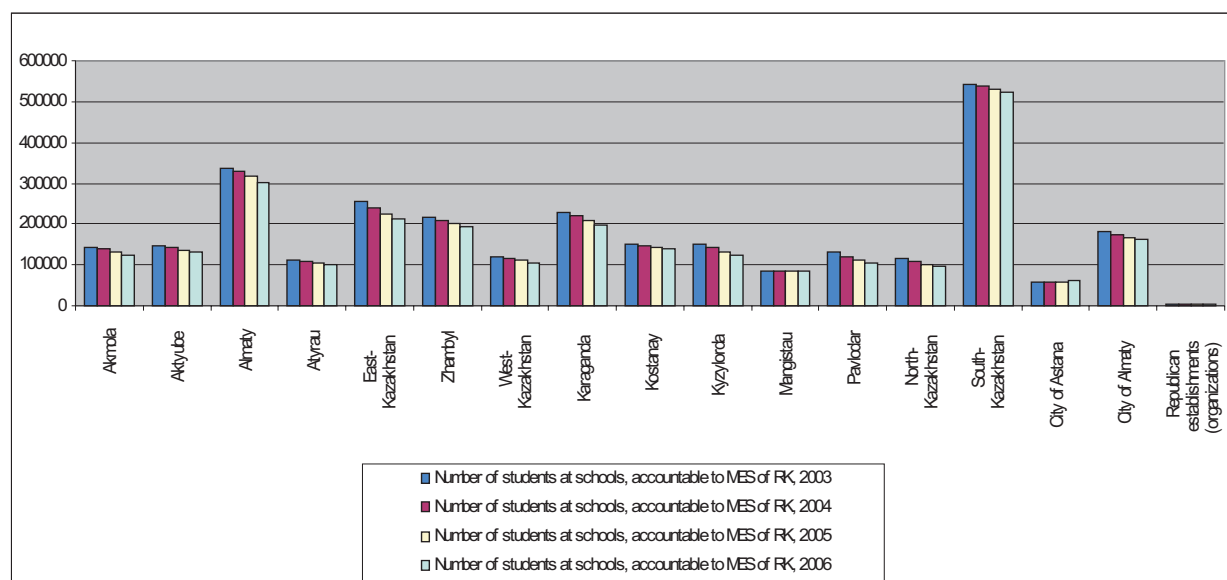
Oblasts	Total	Total number of state schools	of them by departments					Total number of private schools
			MES (incl. special correctional instit.)	of them excl. special correctional instit.	Ministry for Tourism and Sport	Ministry for Health Care	Misc.	
Akmola	697	694	692	686	1	1		3
Aktobe	483	480	479	474		1		3

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Almaty	757	749	746	740	1	2		8
Atyrau	202	201	201	197				1
East-Kazakhstan	826	816	811	795	2	2	1	10
Zhambyl	472	470	469	464	1			2
West-Kazakhstan	466	462	461	458	1			4
Karaganda	606	591	590	578	1			15
Kyzylorda	294	291	290	287	1			3
Kostanai	654	652	652	645				2
Mangistau	123	117	117	112				6
Pavlodar	456	448	447	439	1			8
North-Kazakhstan	684	681	680	673	1			3
South-Kazakhstan	1 032	1 024	1 023	1 011	1			8
City of Astana	73	63	60	59	1		2	10
City of Almaty	235	188	187	177	1			47
Republican institutions	7	7	7	7				
<b>Total:</b>	<b>8 067</b>	<b>7 934</b>	<b>7 912</b>	<b>7 802</b>	<b>13</b>	<b>6</b>	<b>3</b>	<b>133</b>

Source: Ministry of Education and Science of the Republic of Kazakhstan. Key indicators of the system of secondary education in 2006. Astana, 2006, p. 3.

It does not quite correspond to the number parity index for urban rural children. Of the total number of children covered by education in 2005 (2778.1 million people, see Table 3.4), 1440.6 were urban children, 1337.5 – rural.



**Fig. 23. Number of schoolchildren<sup>6</sup> in 2003-2006.**

Source: Ministry of Education and Science of the Republic of Kazakhstan. Key indicators of the system of secondary education in 2006. Astana, 2006, p. 9.

<sup>6</sup> Not including special correctional organizations.

**Table 3.4. Number of schoolchildren<sup>7</sup> in 2005-2006 with differentiation by rural and urban areas**

Oblast	Total	of them	
		Rural areas	Urban areas
Akmola	131634	73162	58472
Aktobe	137193	62256	74937
Almaty	31599	218876	97063
Atyrau	104456	45577	58879
East-Kazakhstan	224137	101913	122224
Zhambyl	202893	123406	79487
West-Kazakhstan	111852	67856	43996
Karaganda	209543	41878	167665
Kyzylorda	143096	60641	82455
Kostanai	133229	65287	67942
Mangistau	85881	27421	58460
Pavlodar	113327	43328	69999
North-Kazakhstan	102393	70913	31480
South-Kazakhstan	530481	334926	195555
City of Astana	59108	0	59108
City of Almaty	168183	0	168183
Republican institutions	4732	0	4732
<b>Total:</b>	<b>2778077</b>	<b>1337440</b>	<b>1440637</b>

Source: Statistics of the Ministry of Education and Science of the Republic of Kazakhstan. Key indicators of the system of secondary education in 2005. Astana, 2005, p. 9.

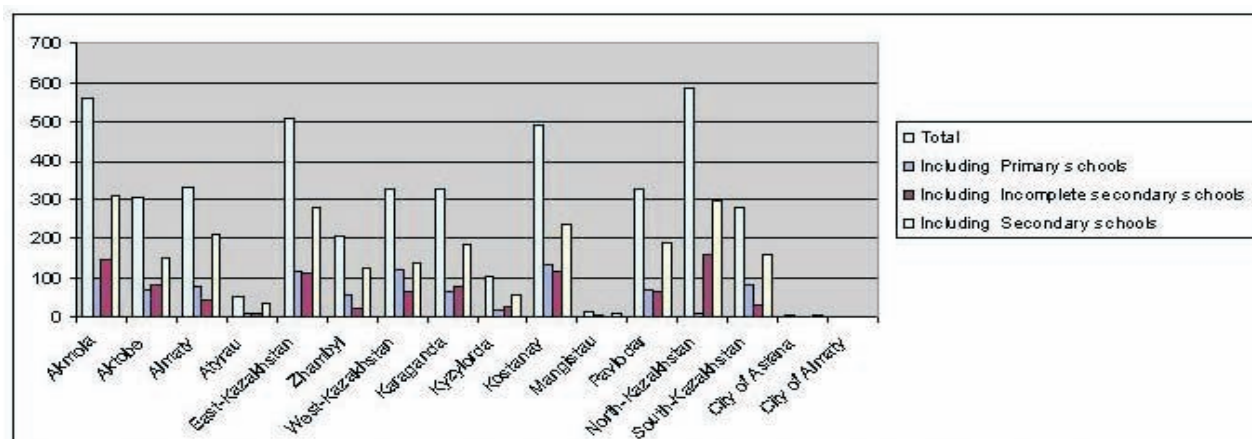
The inequality in urban and rural school parity index is also explained by decrease in rural population caused decrease in number of schoolchildren in Grades of rural schools. E.g., if in towns an average number of schoolchildren in secondary schools made 22.4 children, in villages – 15.8.

The state guarantees functioning of multi-grade schools and boarding institutions in order to secure the right for secondary education of children living in sparsely populated settlements.  
The Law on Education in RK (1999)

The overwhelming majority of schools are multi-grade schools. Of 8067 schools in academic year 2006-2007 the state ones made 7.934. Of them, 4.431 – schools with a low number of schoolchildren. Of 2.411 secondary multi-grade schools, about 22% (533 schools) had 100 and fewer schoolchildren. Of 965 basic multi-grade schools, 65% had fewer than 100 schoolchildren, and 35% – 40 and fewer schoolchildren. Of 1055 primary multi-grade schools, 45% (492 schools) had fewer than 10 schoolchildren. It is obvious that the maintenance of such schools demands greater expenses. However, the state bears such expenses as, firstly, in view of vast territories of Kazakhstan a multi-grade school enables provision of the right of children to education as close to their residing place as possible. Secondly, a multi-grade school in Kazakhstan is more than just a school. It is a welfare phenomenon, social and cultural centre. Closing of such a school entails move of capable population, and as a consequence, dying of the village.

<sup>7</sup> Not including special correctional organizations.

Fig. 24. Data on multi-grade schools in academic year 2006-2007.



Source: MES. Key indicators of the system of secondary education in 2006. Astana, 2006, p. 3.

The state creates conditions for securing access to secondary education of children living in settlements where there is no school, and the nearest school is in the distance of 3 and more kilometers. In such cases there is organized free transport for children. As it is seen in Table 3.5, the overwhelming majority of children requiring transport are rural children. Of the total number of children requiring transport to a place of training, such opportunity is provided for about 77%.

Table 3.5. Data on school transportation

Academic year	Number of schools educating children living 3+ km far from school			Number of children living 3+ km far from school			Number of children provided with transport to school		
	Total	City	Village	Total	City	Village	Total	City	Village
2005-06	1011	90	921	49404	14342	35062	40564	10475	30089
2006-07	1019	124	895	49102	15400	33702	37904	12136	25768

Source: MES. Key indicators of the system of secondary education in 2005 and 2006

**Private institutions.** One of the principles of the state education policy is the principle of a variety of learning institutions by a type of ownership. Chapter 2 Clause 9 of the Law “On education” emphasizes that learning institutions can be state and private.

The first private schools appeared in Kazakhstan in the beginning of 90s. Their greatest number reached 199 in the academic year 1999-2000, and was sustainable for a number of years. In the academic year 2006-07, 133 private schools functioned in the country, with 17.069 children trained in them. As it is seen in Table 3.3., the number of private learning institutions is not large and makes about 1.7%, the parity index for schoolchildren in state-owned and private secondary schools does not exceed 0.6%.

The state guarantees to its citizens with limited development abilities conditions for acquisition of education, correction of abnormalities in development and social adaptation. The Law on Education of RK (1999)

In order to ensure equal access to appropriate learning of children with limited abilities, 101 correctional organizations and 766 special Grades operate at secondary schools of the country, where 23.913 children with limited development abilities are trained under special educational programmes.

**Table 3.6. Network and student body of special correctional learning institutions for children with limited development abilities (October 2006)**

	Revealed children, aged 7-18	No of them covered by:				% of coverage
		special schools		special Grades		
		Network	Community	Network	Community	
TOTAL:	102427	101	17030	766	6883	23.3

Source: Statistics of MES

**Table 3.7. Number of special learning institutions**

	PMPC network	Rehabilitation centres network	Psycho-pedagogical correction Grades network	Logaoedic Grades network
TOTAL:	56	13	112	223

Source: Statistics of MES

During the analyzed period this field went through large-scale changes. Their detailed review is given in Section 2 "Introduction into the national system of education".

*Citizens who in view of their health conditions cannot attend a secondary school for a long time can be provided with individual free-of-charge in-home training or training in medical organizations. The Law on Education in RK (1999)*

In 2006, 7.855 children were trained in-home by an individual curriculum. At schools and boarding schools, excluding special correctional organizations, 13.787 invalid children were educated in 2006 in comparison with 11.878 children in 2005.

**Table 3.8. Data on children acquiring in-home education**

Oblast	Number of children educated in-home by an individual curriculum			Number of children educated in-home by an individual curriculum		
	2005			2006		
	Total	City	Village	Total	City	Village
Akmola	275	162	113	293	162	131
Aktobe	174	107	67	205	97	108
Almaty	850	273	577	1041	362	679
Atyrau	273	151	122	293	161	132
East-Kazakhstan	1100	607	493	833	422	411
Zhambyl	1016	357	659	842	111	731
West-Kazakhstan	495	168	327	459	175	284
Karaganda	530	452	78	516	428	88
Kyzylorda	371	215	156	407	25	157
Kostanai	274	154	120	341	227	114
Mangistau	141	106	35	144	102	42
Pavlodar	519	308	211	511	336	175
North-Kazakhstan	204	56	148	203	75	128

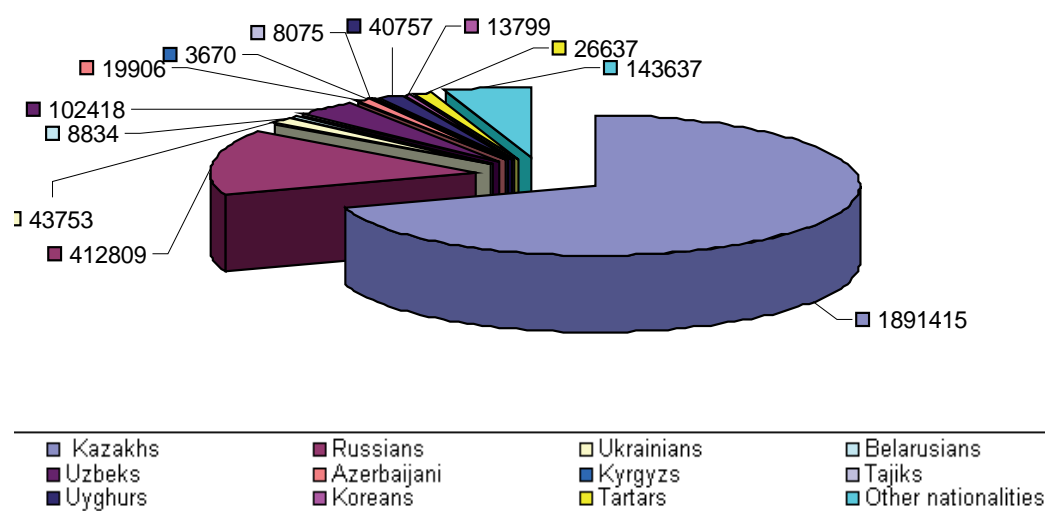
South-Kazakhstan	739	264	475	1435	434	1001
City of Astana	57	57	0	195	195	0
City of Almaty	202	202	0	137	37	0
Republican institutions	0	0	0	0	0	0
Total:	7220	3639	3581	7855	3674	4181

Source: Statistics of MES. Key indicators of the system of secondary education in 2005 and 2006.

Particular attention is paid to **summer holidays for children**. During summer holidays-2006, 249 country camps, 6.268 school camps with meals, 5.410 school camps without meals, 102 of a sanatorium type, 248 of tent type, 756 profile camps, 138 debate camps, 89 sports camp and 6 all-year-round camps worked to improve recreation and health of children.

*Kazakhstan is a multinational country.* Representatives of over 100 nations and nationalities live here. Over 2.7 million children have been trained in different types of secondary schools in academic year 2006-2007. These include: 1.891.415 people of Kazakh nationality, 412.809 – Russian, 43.753 – Ukrainian, 102.418 – Uzbek, 40.757 – Uighur, 13.799 – Korean, the rest of the population – Belorussian, Georgian, Azerbaijan, Kyrgyz nationalities and representatives of other ethnic groups.

**Fig. 25. Data on national structure of schoolchildren in secondary schools in academic year 2006-2007**



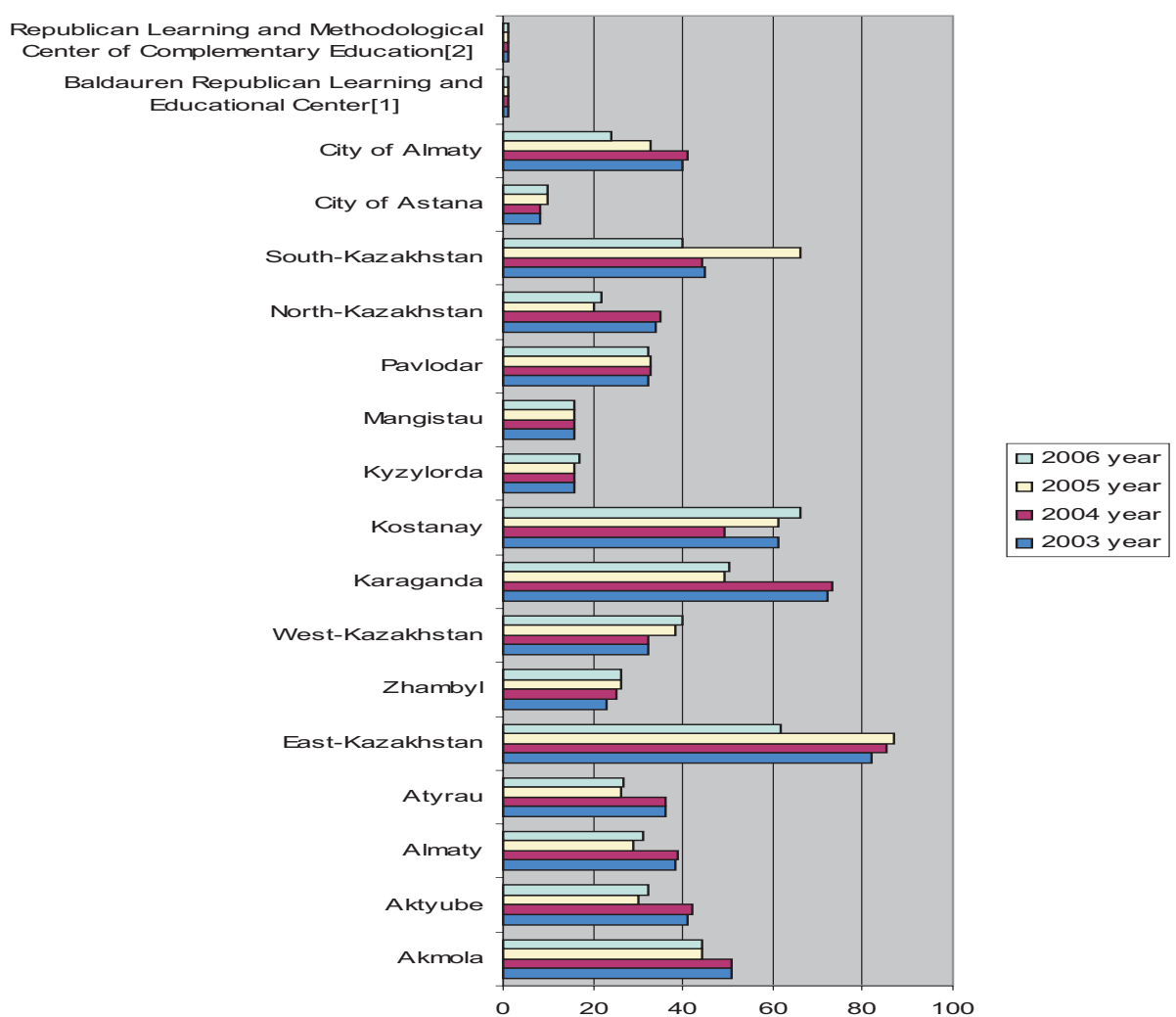
Source: Statistics of MES. Key indicators of the system of secondary education in 2005 and 2006.

In view of ethnic needs of the population, training at schools is provided in 8 languages. According to MES, at the beginning of academic year 2006-2007, there functioned 3.747 schools with the Kazakh, 1.898 – with the Russian, 72 – with the Uzbek, 14 – with the Uighur, 3 – with the Tajik, 1 – with the Ukrainian language of instruction. In addition, at 2.067 schools training is conducted in a mixed (in two and more languages) manner. In places of compact residence of small nationalities, learning of 14 native languages has been ensured. Thus, the state makes its best efforts to ensure the right of all the ethnic groups residing in Kazakhstan for education in their native language.

An important role in the development of creative abilities of children and teenagers, their professional self-determination and socialization belongs to extracurricular activities. The out-of-school organizations create conditions for development of their personality, professional self-determination, realization of their aspirations, development of civil consciousness, general culture, and a healthy lifestyle. Extracurricular organizations include palaces, houses, centres, complexes for children, children’s and young people’s art studios; stations and bases of young engineers, tourists, naturalists; children’s musical, art and sports schools, schools of arts; clubs by interests; sports, health improving, tourist camps; children’s parks, stadiums, galleries and other organizations.

In 2006, there functioned 541 out-of-school organizations of complementary development with coverage of 300.224 children, which made 16.3% of the total population at the age of 5-18, of them in rural areas – 208 organizations with coverage of 58.138 children (5.6 %). The analysis shows that the number of out-of-school organizations was sharply reduced during 1991-2003 to 1068 organizations (from 1.727 – in 1991, to 629 – in 2003). In 2004-2006, the network was again reduced due to the transfer of sports schools to the department of tourism and sport, i.e. another ministry. Consequently, the capacity of this kind of services is used insufficiently. Among the reasons are that they are not free-of-charge, the services are not varied, and the number of organizations of complementary education in rural areas is insufficient.

**Fig. 26. Network of out-of-school learning institutions**



Source: Statistics of MES. Data and key indicators on Department of complementary education in 2006.

A significant number of children are engaged in various kinds of **complementary education** during their free from studies time. These are training in hobby groups, complementary study groups, special courses, etc.

**Table 3.9. Share of those engaged in complementary education on the basis of secondary basic learning institutions (Number of those engaged in complementary education on the basis of secondary basic learning institutions in percent of the total number of those engaged in complementary education)**

2001	2002	2003	2004	
<b>Kazakhstan</b>	69.5	75.2	76.2	74.1
Akmola	78.2	79.4	82.0	80.6



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Aktobe	59.3	66.9	69.5	66.2
Almaty	81.1	89.2	90.1	89.2
Atyrau	84.8	82.1	79.5	73.5
East-Kazakhstan	68.7	61.8	72.4	56.3
Zhambyl	70.8	80.3	83.9	77.7
West-Kazakhstan	63.9	75.7	76.7	75.1
Karaganda	69.7	71.9	72.6	72.9
Kyzylorda	74.1	83.1	79.6	76.6
Kostanai	70.1	66.1	60.1	65.0
Mangistau	48.7	59.8	58.5	53.3
Pavlodar	67.6	79.6	82.2	78.1
North-Kazakhstan	72.3	77.0	71.3	70.6
South-Kazakhstan	58.5	82.5	80.8	77.3
City of Astana	63.1	64.9	62.4	73.7
City of Almaty	62.1	66.9	65.7	67.3

Source: National report on the development of education. National Centre for Assessment of Quality of education, Astana, 2006.

**Table 3.10. Coverage of schoolchildren by school hobby groups, engaged in groups on the basis of basic learning institutions**  
(in percent to the total number of schoolchildren)

	Coverage of schoolchildren by hobby groups					No of them, in rural areas				
	2000	2001	2002	2003	2004	2000	2001	2002	2003	2004
Kazakhstan	25.0	25.9	27.7	29.1	31.5	12.8	12.2	12.6	13.3	14.6
Akmola	46.8	43.6	53.5	57.6	62.4	29.5	26.8	30.4	33.1	36.3
Aktobe	24.2	22.1	25.3	26.5	29.1	15.7	14.4	15.3	15.8	16.7
Almaty	31.4	30.9	40.4	42.2	44.4	23.4	22.4	27.9	29.3	31.3
Atyrau	33.2	36.1	33.4	32.1	32.0	18.1	21.6	19.0	17.7	19.1
East-Kazakhstan	21.5	16.1	14.4	15.1	14.2	9.5	4.8	4.6	4.7	4.6
Zhambyl	16.8	20.5	26.5	23.7	29.4	10.8	11.0	13.2	12.9	15.9
West-Kazakhstan	28.9	29.5	35.6	39.1	41.4	22.3	19.5	22.8	24.5	26.6
Karaganda	25.2	32.2	37.1	41.1	46.3	6.5	7.0	6.9	8.1	9.2
Kyzylorda	20.9	19.0	16.4	19.1	22.7	11.5	9.4	8.1	9.0	10.5
Kostanai	35.7	37.9	29.3	30.3	32.6	18.0	17.1	12.3	13.3	13.5
Mangistau	16.0	17.9	16.8	17.4	17.8	5.5	9.2	8.7	9.1	8.2
Pavlodar	30.7	36.9	41.6	42.6	51.7	14.5	15.0	15.2	16.4	21.2
North-Kazakhstan	31.5	29.2	29.1	32.8	37.8	20.1	17.7	17.3	19.3	24.4
South-Kazakhstan	10.6	12.6	11.5	11.4	11.1	5.5	7.3	6.3	6.6	6.7
City of Astana	24.8	28.5	29.9	36.3	35.8	0.0	0.0	0.0	0.0	0.0
City of Almaty	30.0	34.0	33.0	37.2	39.8	0.0	0.0	0.0	0.0	0.0

Source: National report on the development of education. National Centre for Assessment of Quality of education, Astana, 2006.

**State education quality control.** Special value is given to the issues of ensuring the quality of school education. It is known to be a multilateral process with many components. Significant progress was attained in the field of the state control over the quality of education directed at executing a uniform state education policy, improving the quality of development of graduates, and a rational use of the state budget resources allocated to financing of education. The state control is carried out by the state education control bodies in the form of recurrent certifications and checks.

Since 2004, the internal quality control of education has been supplemented with the external form of control. The assessment of the development level of graduates of secondary schools is done by the results of unified national testing (UNT). Graduates of secondary secondary schools with the Uzbek, Uighur and Tajik languages of training, and musical educational boarding schools take CTE – complex testing of entrants.

Since 2005, there has been held the intermediate state control of the level of knowledge of schoolchildren of 4th and 9th years of studies – ISC. More detailed information on the results of UNT and CTE is given in the section devoted to the analysis of Goal 6 implementation. At present there is no large analytical base on the results of ISC, which could allow making any well-grounded and objective recommendations on improving the teaching and educational process. It is a task for the future.

A combination of the systems of internal and independent external control, introduction of an independent external assessment of schoolchildren' training results, is certainly an indisputable achievement. It has allowed introduction of more unified requirements to the level of schoolchildren' and school graduates' development, achievement of publicity and transparency of the assessment procedure, creation of a database, enhancing analysis of educational progress of schoolchildren by subjects, blocks and even sections of the curriculum.

Logical is the following step – involvement of Kazakhstan in international PISA (Programme for international students' assessment) and TIMMS programmes. In 2007 Kazakhstan took part in the international programme TIMSS (The Trends in International Mathematics and Science Study). Its results will be known by the end of the current year.

Another not less important component is **the content of education**. In view of the planned transition to a 12-year structure of the secondary education there is goes on a discussion of the draft state mandatory standard of the general secondary education. For the first time the standard is called to regulate not only the content of the secondary basic education and the norm of organizing the educational process, but also the stipulated results.

Along with the results of learning certain subjects the new standard defines developed key competences as universal ways of activity applied at solution of issues within the framework of the educational process and in real life situations, and the results of socialization of schoolchildren. After adoption of the state competence-based standard, there will be developed and published textbooks and teaching and methodical complexes.

Schoolchildren of secondary schools are trained on the basis of **textbooks of new generation**. In academic year 2001-2002, with new textbooks there were trained schoolchildren of 1-5 Grades with the Kazakh, Russian, and Uighur languages of training, 1-4 Grades with the Uzbek language of instruction. Since September 2002, schoolchildren of 6th Grade have been trained with new textbooks. For the first time for last ten years there were published textbooks for children with limited abilities. Since 2002 88 million tenge is annually allocated from the state budget under the programme 063 "Development, publishing and distribution of new generation textbooks for special correctional educational establishments". Within the framework of this programme Kazakhstan scientists in the field of defectology, practitioners of correctional organizations developed, approbate and publish original textbooks and TMC in the Kazakh and Russian languages of training for mentally retarded children, children with hearing and visual impairment, and dysphasia. In addition, a team of Kazakhstan and Russian authors work on development, publishing and distribution of the adapted Russian and Kazakhstan textbooks in the Braille system for the blind and with the integrated font for visually impaired children. At present provision of secondary schools with textbooks owing to the financial resources of the local budgets makes about 70% in average. In academic year 2006-2007, the educational process received textbooks of a new generation for 10th Grade. Textbooks for 6th Grade have been republished.

Within the framework of **preparing the transition for a 12-year education** there is organized work on its normative backing, on improvement of professional skills and retraining for teachers, and on strengthening of teaching and material base. There was accepted governmental order № 681 of 19.07.06 "On adoption of planned steps of transition to the 12-year secondary basic education", and approved the planned steps of transition to the 12-year secondary basic education. Implementation of this Plan will enhance availability and quality of educational services. There was developed a draft Concept of pre-profile training in basic schools and profile training in high schools. There is also prepared a draft of the experimental programme on introduction of profile training in senior Grades. Since September 1, 2005 sixty nine schools have begun work in the experimental deck mode on approbation of the content, forms and methods of profile training. The basic

concepts on pre-profile training, profile training, structure and content of 12-year education, and other issues were included into the new draft of the Law "On education".

As education is being modernized, the **system of work with gifted children and young people** is also being improved. In 2006 there was a 10-year anniversary of a strategically important document signed by the President of the country N.A.Nazarbaev – order № 3002 of May 24, 1996 "On the state support and development of schools for gifted children" which set tasks on revealing and creating conditions adequate for education of the gifted young people. During this period the country created the conditions providing support, development and self-realization for gifted children. Moreover, there extends and successfully operates the network of innovative and alternative learning institutions: special schools, grammar schools, lyceums, schools with lyceum and gymnasias Grades with the profound studying of various subjects, etc.

**Table 3.11. Number of learning institutions for gifted children**

	2000				2001				2002				2003				2004			
	Total # of organizations	# of schools	# of lyceums	# of gymnasias	Total # of organizations	# of schools	# of lyceums	# of gymnasias	Total # of organizations	# of schools	# of lyceums	# of gymnasias	Total # of organizations	# of schools	# of lyceums	# of gymnasias	Total # of organizations	# of schools	# of lyceums	# of gymnasias
Kazakhstan	22	13	7	2	22	13	7	2	23	14	7	2	23	12	7	2	64	26	31	7
Akmola																	1		1	
Aktobe	2	2			2	2			2	2			2	2			3	2	1	
Almaty																	4	1	3	
Atyrau	4	1	2	1	4	1	2	1	4	1	2	1	4	1	2	1	5	1	3	1
East-Kazakhstan	2		2		2		2		2		2		2		2		5	1	4	
Zhambyl									1	1			1	1			3	1	2	
West-Kazakhstan	1	1			1	1			1	1			1	1			2	2		
Karaganda	2	2			2	2			2	2			2	2			4	2	2	
Kyzylorda	2	2			2	2			2	2			2	2			5	2	1	2
Kostanai																	2		2	
Mangistau	1	1			1	1			1	1			1	1			1	1		
Pavlodar	3	1	2		3	1	2		3	1	2		3	1	2		8	1	4	3
North-Kazakhstan	2		1	1	2		1	1	2		1	1	2		1	1	4	2	1	1
South-Kazakhstan	1	1			1	1			1	1			1	1			10	6	4	
City of Astana																	2		2	
City of Almaty																	1		1	
State-owned learning institutions	2	2			2	2			2	2			2	2			4	4		
Special mathematics boarding school after Zhautykov	1	1			1	1			1	1			1	1			1	1		
Special boarding-school with a profound learning of the Kazakh language and literature	1	1			1	1			1	1			1	1			1	1		
Special music boarding-school after Bayseitova																	1	1		
Music boarding-school after Zhubanov																	1	1		

Source: MES data

**Table 3.12. Number of children acquiring secondary basic education under profound curricula in learning institutions for gifted children**

	2000	2001	2002	2003	2004
Kazakhstan	9368	8785	9357	9523	20455
Akmola					204
Aktobe	476	501	518	507	826
Almaty					826
Atyrau	1383	1403	1368	1281	1534
East-Kazakhstan	968	1001	933	993	1577
Zhambyl			220	256	778
West-Kazakhstan	945	927	1012	904	971
Karaganda	543	427	616	849	965
Kyzylorda	376	618	595	601	1381
Kostanai					446
Mangistau	315	316	333	284	262
Pavlodar	1923	988	1099	1193	3142
North-Kazakhstan	116	760	787	794	1358
South-Kazakhstan	319	490	501	535	3276
City of Astana					430
City of Almaty					321
State-owned learning institutions	1344	1354	1375	1326	2158
Special mathematics boarding school after Zhautykov	976	976	984	961	961
Special boarding-school with profound learning of the Kazakh language and literature	368	378	391	365	384
Special music boarding-school after Bayseitova					358
Music boarding-school after Zhubanov					455

Source: Statistics of MES

The conceptual and normative and legal framework of work with gifted children and young people is being updated. There is being extended scientific and methodical, and psycho-pedagogical support. There are also stipulated steps of social and material support for gifted children, i.e. educational grants, financing of involvement in state and international Olympiads, competitions, contests.

The achieved results are obvious – today Kazakhstan students have become strong contenders in the international Olympiads on basic educational subjects and in scientific competitions. The combined Kazakhstan team wins more and more medals. In 2005 the command won 151 medals, of them 22 – gold medals, silver - 48, and 81 bronze. In 2006 - 121 medals, of them gold - 19, silver - 51, and bronze - 51.

**Table 3.13. Number of winners of state Olympiads**

	2000		To- tal	2001		To- tal	2002		To- tal	2003		To- tal	2004		To- tal
	Olympiad	Scientific Contests		Olympiad	Scientific Contests		Olympiad	Scientific Contests		Olympiad	Scientific Contests		Olympiad	Scientific Contests	
Kazakhstan	189	64	253	194	73	267	187	113	300	211	111	322	239	126	365
Akmola	11	2	13	6	3	9	6	2	8	4	3	7	7	4	11

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Aktobe	13	7	20	14	10	24	16	12	28	25	7	32	28	6	34
Almaty	15	5	20	21	4	25	21	17	38	26	8	34	29	24	53
Atyrau	2	1	3	6		6	4	2	6	9	1	10	10	6	16
East-Kazakhstan	13	8	21	10	2	12	10	2	12	19	9	28	20	10	30
Zhambyl	10	1	21	10	2	12	10	2	12	14	3	17	15	4	19
West-Kazakhstan	1	2	11	10	6	16	12	8	20	5	3	8	2	1	3
Karaganda	18	5	23	18	2	20	14	3	16	20	1	21	21	8	29
Kyzylorda	10	2	12	7	2	9	9	4	13	6	2	8	14	3	17
Kostanai	4	2	6	2	2	4	4	5	9	5	9	14	2	6	8
Mangistau	4		4	5	3	8	5	2	7	1		1	1	1	2
Pavlodar	12	4	16	20	4	24	5	12	17	16	11	27	14	8	22
North-Kazakhstan	5		5	10		10	4	3	7	6	5	11	3	7	10
South-Kazakhstan	4	2	6	6	7	13	10	8	18	8	4	12	5	6	11
City of Astana	12	8	20	13	15	28	17	16	33	13	16	29	15	5	20
City of Almaty	41	15	56	36	7	43	29	13	42	28	23	51	34	20	54
Special maths boarding school after Zhautykov	14		14	7	2	9	7	4	11	6	6	12	19	7	26

Source: Statistics of MES

Among graduates there tend to be more holders of badge, which proves improved quality of education.

**Table 3.14 Number of graduates with Altyn Belgi badge**

	2000	2001	2002	2003	2004
Kazakhstan	-	136	125	139	751
Akmola	-	2	4	3	37
Aktobe	-	18	9	9	35
Almaty	-	24	28	19	79
Atyrau	-	12	5	3	28
East-Kazakhstan	-	3	7	7	98
Zhambyl	-	9	9	6	41
West-Kazakhstan	-	0	7	8	25
Karaganda	-	3	3	6	82
Kyzylorda	-	3	2	8	35
Kostanai	-	4	3	8	18
Mangistau	-	0	2	0	7
Pavlodar	-	3	2	6	26
North-Kazakhstan	-	5	2	5	25
South-Kazakhstan	-	17	13	9	66
City of Astana	-	9	8	11	39
City of Almaty	-	24	21	31	110

Source: Statistics of MES

Graduates of special learning institutions for gifted children are trained abroad with the help of the international grant "Bolashak", and are successfully employed, holding leading posts in various branches of economy and politics.

**Staffing.** Much work is done in the state on providing learning institutions with highly skilled personnel. These steps bring significant results. As the analysis shows, provision of secondary schools with teachers

having higher education in 2005 made about 85.7%. The share of teachers having higher education made 92.9% in urban schools, and 78.5% - in rural (Appendix B, Table 2.2.8). Secondary school is provided with qualified experts having relevant higher education. However, this indicator is below the average state level in urban schools of Mangistau, Akmola, and Pavlodar oblasts, and rural schools of Kostanai, Pavlodar and North-Kazakhstan oblasts.

Since 2000, there has been observed a distinct increase tendency in number of students trained in pedagogical sciences. E.g., in higher pedagogical institutes of Kazakhstan in 2000 there studied 85.556 students, there were admitted 32.456 entrants, graduated – 11.621 specialists. In 2004 this indicator increased significantly and made:

- ✦ total number of students of pedagogical trades – 178010, which is by 92.442 people or 108% more than in 2000;
- ✦ number of entrants – 52.433, which is by 19.977 people or 61.5% more than in 2000, at that the greatest number of grants was allocated to pedagogical trades – 9.250 grants or 17.6% of the total number of entrants.
- ✦ number of graduates – 30.189, which is by 18.568 people or 159.7% more than in 2000.

Annually since 2005, nine thousand state educational grants have been allocated to teacher-training trades, including one thousand grants to correspondence form of training.

One of indicators of the teacher's professional level is his/her qualification category. The share of secondary school teachers having higher, first and second categories increased from 63.1% in 2003-2004 to 64.6% in 2004-2005. Thus, there exists a sustainable upward trend in a number of secondary school teachers having a higher education and a higher category.

Unfortunately, the indicator of a higher education and higher category rate is worse in urban and rural schools of Kyzylorda (3.5% and 3.9%) and Mangistau (6.5% and 5.8%) oblasts, which is lower than the average state levels - 13.2% and 14.1%.

There is also being observed "ageing" of the personnel. In 2004 the share of secondary schools teachers with work experience <8 years made 31%, 9-20 years – 41%, >20 years – 28%. In comparison with the previous period the share of teachers with work experience <8 years, and 9-20 years is constantly dropping, while that of teachers with work experience >20 years has significantly risen. In 2004 three hundred eighty six (or 0.3%) teachers of urban schools and 2720 (or 1.7%) teachers of rural schools had basic secondary education. The average share of teachers in Kazakhstan having secondary basic education makes 1%. They are mainly teachers of labour training.

Despite a substantial growth in number of graduates of higher pedagogical institutes, each year even a small complementary need of schools for pedagogical personnel remains unsatisfied (in 2004 - 3775 people). Of them 925 or 0.74% - in urban areas and 2850 or 1.74% - in rural. Of the total complementary need in pedagogical personnel the shortage of teachers of secondary schools with the Kazakh language of instruction as of beginning of 2004 made 2472 specialists, with the Russian language of instruction – 1286 specialists. City and rural schools urgently need teachers of mathematics, physics, the English language, computer science, physical education.

An extensive increase in a number of students can not solve the issue of full provision with schools teachers, especially in rural areas.

Ministry of Education and Science develops and takes steps on inciting the teaching activity, supporting teachers - innovators who are actively involved not only in pedagogical, but also in scientific work. 200 best teachers of higher institutions on a competitive base receive the grant "The best teacher of a higher institution" in the amount of 15 thousand US dollars a year for carrying out scientific studies, including training in foreign universities. The state-owned higher institutions introduce a 1.25-2 raising factor to the official salary from off-budget resources as an experiment.

Kazakhstan steadily pursues a policy of increasing teachers' material well-being. There are regularly taken steps on increasing teachers' salaries. Since January 1, 2007 it has again been increased by 30%. The contest "The teacher of the year" is held annually. In 2007 the Ministry of Education and Science, together with akims of the oblasts and towns rewarded the best teachers with valuable prizes and gifts in order to incite innovative activity and increase prestige of the trade. E.g., the winner of the contest in Almaty received a flat, and 50% extra pay to the salary which will be paid while the teacher works at school. In other oblasts the teachers received costly presents and bonuses.

Ministry of Education and Science prepared and presented for discussion drafts Concept of a continuous pedagogical education of a teacher of a new formation and Concept of the higher pedagogical education in the Republic of Kazakhstan, which aim at training a professional, meeting expectations of society. Additional steps are taken to develop profile teacher-training institutes, increasing the state order for training of educational personnel, allocating significant budgetary funds to retraining and professional development, increasing salaries and improving the status of a teacher.

**Training and professional development of educational personnel.** The old state system of professional development for educational personnel (QIEP) was preserved and develops, as there goes its reforming, improvement and development of a network. QUEP is executed in the following organizational forms: self-education of teachers, one-time and cycle courses, seminars, conferences, etc. Active work is carried out by methodical associations, faculties, and centres at learning institutions.

Retraining of pedagogical personnel of the system of secondary basic, primary and secondary vocational education and work on their professional development are carried out on the basis of the Republican Institutes for up-grading qualification of administrative and academic staff of education (RIUQAASE) and regional Institutes for Upgrading Qualifications (IUQ). At present there are additionally organized inter-regional IUQ on the basis of five newly open pedagogical institutes.

In view of dynamics of the Kazakhsthe system of education in modern conditions there were developed and offered for discussion at the state level drafts of basic documents on the system of professional development: the Concept of development of the system of professional development and the State Standard.

The plan of retraining and professional development for practical teachers, supervising and methodical personnel of the secondary system of education, and the subject-matter of training courses are annually affirmed by the Ministry of Education and Science. The priority task of professional development institutes (IUQ), scientific and pedagogical workers, methodologists is to fill in the courses with the new content, with their innovative ideas and technologies, to induce practicing teachers to creative work and self-development.

Qualification improvement and retraining for educational workers is carried out on a regular basis, at least once in five years through RIUQAASE, regional and city IUQ and is an mandatory condition for a category rise.

Over 2000-2004, there was a trend to increase planned and actual share of teachers through improving of their qualification.

**Table 3.15. Data on professional development of teachers (in percent)**

	2000		2001		2002		2003		2004	
	plan	fact	plan	fact	plan	fact	plan	fact	plan	fact
Kazakhstan	13.8	17.2	15	15.6	18.9	19.1	15	20	15.9	18.6
Akmola	13	15.5	16.1	16.1	15.5	15.4	16	17.4	15.4	17.03
Aktobe	15.1	23.9	14.8	14.8	14.4	13.4	11.9	17	11.9	21.9
Almaty	15.03	15.6	14.7	14.6	14.8	12.6	14.1	25.6	13.9	22.1
Atyrau	12.3	12.9	13	13.4	10.9	9.9	23.3	23.7	22.5	27.6
East-Kazakhstan	6.3	12.5	2.7	4.3	4.2	4.2	4.2	14.3	4.2	5.8
Zhambyl	12.3	*	15.6	15.6	16.5	15.04	16.1	14.9	15.4	15.4
West-Kazakhstan	10.3	15.03	17.6	15.2	18.4	17.1	20.6	20.7	19	18.3
Karaganda	15.3	23.9	8.04	9.5	9.4	10.4	10.3	12.6	10.4	11.5
Kyzylorda	22.8	35.6	11.7	13.8	13.5	14.9	14.4	17.6	14.1	15.6
Kostanai	8.5	10.6	10.9	10.9	14.9	22.3	12.4	27.2	9.7	11.9
Mangistau	21.1	23.5	20.6	23.6	18.9	20.3	16.3	20.1	18.1	18.9
Pavlodar	18.3	28.5	18.5	18.8	30	31	24.4	24.4	28.9	30

North-Kaz	10.5	20.6	10.8	18.04	10.8	10.8	10.1	14.9	15.8	18.1
South-Kaz	6.8	9.3	11.2	11.5	10.3	10.3	9.8	10.1	13.5	11.9
City of Astana	34	37.3	34.9	30.8	27.9	27.9	26.3	26.3	26.7	26.7
City of Almaty	30.7	37.4	23.4	16.9	24.9	24.9	20	20.8	23.5	27.6

Source: Statistics of MES

Each year more than 30 thousand teachers, supervising and methodical personnel of the secondary system of education improve their professional skill and retrain at the expense of the state budget. The share of teachers who improved their qualification in 2004 made 18.6% in the whole state. The highest professional development rates were observed in the cities of Astana (27.6%) and Almaty (26.7%). This indicator is much lower than the average in East-Kazakhstan (5.8%), Karaganda (11.5%), Kostanai (11.9%), and South-Kazakhstan (11.9%) oblasts.

**Teachers' salaries.** Kazakhstan understands the importance of teacher training and retraining issues and their impact on the improvement of quality of education and, on the whole, on the teachers' status. The Address of the President to people "New Kazakhstan in the new world" states, "And now about teachers. Their issues are well-known to us, they are being tackled, but cannot be tackled in a minute. Ministry of Education in cooperation with Association of higher institutions should think over establishment of the system to support educators. E.g., even today we can introduce a state grant for the "Best teacher" which will have the status of a one-year grant for scientific studies, including training in any foreign country.... We are to return the teacher's trade its former prestige and dignity".

According to the President's award, such grants are annually awarded to 200 best teachers. In the draft of the new Law "On Education" there are stipulated steps on further increase of the teacher's status, i.e. workers of this trade will be referred to as "civil employees" with relevant privileges and benefits.

For the last five years there was marked a distinct upward tendency in the size of average wages in the system of education.

**Table 3.16. Average salary parity for Education and Economy, and GDP per capita**

	Average salary parity for Education and Economy, %					Average salary parity for Education and GDP per capita				
	2000	2001	2002	2003	2004	2000	2001	2002	2003	2004
Kazakhstan	0.59	57.4	63.3	62.3	63.4	0.58	0.54	0.61	0.56	0.58

Source: National report on the development of education. National Centre for Assessment of Quality of education, Astana, 2006

The average salary of teachers in the system of education in 2004 made 17964 tenge, in October 2006 – 25 thousand tenge, in January 2007 – 29 thousand tenge. Teachers of rural areas receive extra 25% pay to their salary. Despite regular rise in average salary in the sector of education, it makes 64% of average salary in the Republic.

The parity of a Kazakhstan teacher salary and GDP per capita is still considerably lower than that in OECD countries. In 2002 in OECD countries this number made 1.37 in average, in countries with a low level of income – 2.56. In the Russian Federation in 2003 it made 0.64. In Kazakhstan the value of this index in 2001-2004 varied slightly and fluctuated between 0.54 and 0.61, and in 2004 made 0.58.

It clearly shows that the prestige of the teacher's trade in OECD countries and in the countries with a low level of income is higher than in Kazakhstan and other post-Soviet countries.

The teacher's salary is calculated in view of his/her work experience and qualifying category. Neither number of schoolchildren in the Grade, nor a schoolchild/teacher ratio, or real results of work affect the size of salary.

**Activities are carried out to construct and reconstruct objects of secondary basic education.**

In 2006 there was planned construction of 21 objects of education for 18375 students with total state budget expenditure 6010.6 million tenge; 66 secondary schools for 17441 students with the resources from the local



budget; 8 pre-school establishments for 1675 children with the resources from the local budget; 4 pre-school establishments for 790 children with the resources from the local budget and 8 other objects of education for 2046 students.

Thus, 29 objects of education were under construction for 20050 children with total state budget expenditure 7010.626 million tenge; 78 objects of education for 20277 children with total local budget expenditure 5071.3 million tenge.

It was planned to provide for major repairs of objects of pre-school and secondary basic education. In 2006 according to regional, Astana and Almaty departments of education major repairs was done in 1008 objects of education with the local budget expenditure of 6.38 billion tenge, including in 792 secondary schools – worth 4.6 billion tenge.

Much attention in this period was given **to development of rural schools**, improvement of access of children from remote regions to quality education. Within the framework of the Programme “Aul Mektebi” (Rural school) for 2003-2005 there was allocated 5 billion 637 million tenge for strengthening of the material base of rural schools, there was bought 3.3 billion tenge worth educational equipment, 1.9 billion tenge worth school furniture. Characteristics of educational buildings of the rural learning institutions improved owing to construction of new schools and major repairs of existing schools. More than 15 billion 173 million tenge was allocated for these purposes from the state budget, and 10 billion 658 million tenge – from local. For the three years 2 billion 245 million tenge was allocated for reconstruction of schools in an accident-sensitive condition. 5 billion 632 million tenge was allocated for major repairs of 2307 rural schools. For the three years 2 billion 292 million tenge was allocated for updating the library funds. 56 rural boarding schools at secondary schools were open. On the whole in the Republic there operate 361 boarding schools at secondary schools with coverage of 15151 children.

According to Address of the President (2007) there is planned a complete updating of the material base of learning institutions. At present deficiency of student's places at schools of the Republic makes more than 153 thousand. 115 schools work in three shifts. 216 schools are in an accident-sensitive condition. 455 schools have no hot water supply. In 268 schools there are outdoor toilets. 210 schools have no water supply at all. According to the award of the President of the country within three years to get away with the three-shift system and replace accident-sensitive school buildings in the oblasts of Kazakhstan there will be constructed 130 new schools. The ministry compiled a list of schools by oblasts, the cities of Almaty and Astana. The necessary cost calculations of the construction were prepared.

**Thus**, in the field of primary and secondary education in Kazakhstan there are certain positive system changes. According to the legislation it is ensured that all children of school age get access to free-of-charge mandatory education and complete it. Coverage of children in mandatory education is practically universal.

The material base of secondary schools becomes stronger. Much attention is given to improving maintenance of rural school. Schoolchildren of secondary schools have an opportunity to study by new generation textbooks. E-textbooks and teaching and methodical complexes are published. There were developed new mandatory state competence-based standards of the basic secondary education. The state programme of informatization of education is being successfully executed. Great changes took place in the field of improvement of work with children having special needs for education. There are being taken steps on health protection of schoolchildren. The education-for-all Fund supports children from families having many children, and children from less-privileged families. In most oblasts free-of-charge meals are organized for all schoolchildren of primary school. Application of ICT in teaching and educational process is extending. Much attention is given to creating conditions for representatives of the national minorities living in Kazakhstan to learn in their native languages. Coverage of girls in secondary education is practically universal. Kazakhstan is among the 52 countries (128 countries participated in the comparative analysis), where the gender parity in the secondary education was attained. At the beginning of 2005-2006 48.9% of 1-4 Grade students were girls, 51% - boys. The parity of coverage in education reflects the parity in the number of girls and boys in the population of this age.

**Unresolved issues.** The work demands further continuation. First of all, it concerns an urgently required updating of an obsolete base of visual-methodical support of the educational process. Till 2008 it is planned to get away with the three-shift system and to construct new buildings for 216 schools that are in an accident-sensitive condition. However, there is still an issue of constructing new modern buildings for learning institutions whose material base does not meet any present-day requirements. 455 schools have no hot water supply. In 268 schools there are only outdoor toilets. In 210 schools there is no water supply at all, 1568 – demand major repairs, and 43% are located in converted buildings.

More than 30 thousand rural children are brought to schools by transport, more than 2 thousand children come to schools themselves, about 1 thousand live in hired flats with a host family, which has a highly negative impact on their health, progress and attendance, and is unsafe for their life. In order to solve these issues local authorities should open 81 boarding schools at secondary schools, stipulate resources in the budget for purchasing more than 200 units of special transport. The available network of boarding establishments does not satisfy the needs of children requiring it, i.e. 56% of boarding school establishments are located in the converted premises, 62% have no canteens, 61% - no water supply system, 69% - no drainage system, 46% - have neither a bath nor a shower, 39% - have no laundry.

Provision with textbooks makes no more than 75-80% in the Republic on the whole. There are cases when because of wrongly submitted applications two and more schoolchildren are compelled to use one textbook. The quality of textbooks rouses censure.

There is still a disparity in the quality of education between oblasts, a village and a city, and between social groups. During the recent years the number of children with limited abilities has been growing. On the whole in the Republic there were revealed 120 thousand children with limited development abilities, of them about 30% were covered by special education. Not all the oblasts of the Republic, i.e. only 11 of 16, have boarding schools for children having tuberculosis contact and children infected with tuberculosis which cover only 4.2% of all children requiring health improvement and treatment.

At present in the Republic there operates three times fewer out-of-school organizations than in 1991. Absence of any organized pastime for teenagers and increase in the number of troublesome families do not enhance considerable decrease in the number of offences and crimes.

Financing of education does not exceed 3.4-3.5% of GDP. Of this amount about 65% are allocated to the needs of the secondary education, which is far from being enough. Deficiency of financial resources makes about 100 million tenge a year.

### **3.2.2.3 Recommendations for adjustment**

- ✦ To increase the volume of financing of the system to the level of not less than 4% of GDP in order to improve access of children having special needs and other specific groups to quality education.
- ✦ To improve efficiency control over the use of finances allocated to educational needs.
- ✦ During drawing of the plan for the period till 2015 to define concrete indicators (estimated figures) of coverage of children with limited abilities, children infected with tuberculosis, and children having tuberculosis contact.
- ✦ To ensure personal allocation of finances in order to improve the situation with a rural school, learning institutions located in remote villages.
- ✦ To arrange steps on improving provision of secondary school schoolchildren with textbooks.

### **3.2.3. Implementation of EFA Goal 3**

**Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes**

#### **3.2.3.1 Strategy for Achieving EFA Goal 3**

##### **3.2.3.1.1. Description of EFA Goal and concrete national issues.**

**Value of the Third EFA Goal.** Dakar Framework for Action (DFA) comments on the main meaning of this Goal specify that all young people and adults should be provided with an opportunity to acquire knowledge and develop overall values, social norms and professional skills, which will enable them to expand their job opportunities, to take comprehensive part in life of their communities and continue learning. Also, there is a need to develop special youth programmes, which would allow acquiring information, consultations and skills, required to protect them from such contemporary threats as unemployment, conflicts and violence, drug abuse, school-age pregnancy, HIV/AIDS and others.

DFA emphasizes the need to provide all young people with conditions to continue their education. This recommendation is of special importance for those, who for some reasons have not gradu-

ated from school, are not literate enough and do not have necessary life skills. Training programmes for such people should have practical nature, take into consideration their needs and living conditions, help them develop their future life plans and develop skills, which could be helpful for their employment.

Since access to basic education has been described in other Sections of the Report, the present Section provides information on training of young people and adults, i.e. of systems of formal (primary, secondary and higher) education and non-formal education.

**Strategic goals and objectives of education development for young people and adults, introduction of life skills.** Education, as it has already been noted in the present Report, has been specified as one of priorities of Strategy of Development of Kazakhstan. In his Annual Messages, the President identifies educational system as a strategic sector, aimed to develop human resources and ensure competitiveness of economics. A special emphasis in the national strategy is placed upon vocational staff training.

In accordance with the State Programme of Education Development in the Republic of Kazakhstan 2005–2010, major goals of educational system development, this way or another related to training of young people and adults, shall cover:

- ◆ To assist in the development of a personality, capable of orientation, organization of its own life, selection of an occupation and continuity of education, cultivation of functional literacy, basic competencies, motivation to acquire quality education and carry out independent creative activities.
- ◆ To ensure equal opportunities for children and teenagers in acquisition of secondary education, learning of vocational and technical skills, communication skills and opportunity to learn in a state, native and foreign language in order to ensure professional competence and competitiveness of graduates at the labour market.
- ◆ To expand network of extracurricular educational institutions, to enhance prevention of juvenile neglect, homelessness and delinquency.
- ◆ To gradually reduce combined grades in middle and high schools in order to ensure full-fledged and quality educational process in ungraded schools.

As major goals of further reform of Technical and Vocational Education and Training (TVET), Draft State Programme of Technical and Vocational Education Development 2008–2010 plans to ensure flexibility, openness, sustainability of development and accessibility of this system for training of personnel, competitive at international level. It is planned to establish an efficient tool of governmental policy in the field of social, economic and ideological support to young people. In terms of expanded access and students' skills development, it is planned to establish interregional Training and Re-Training Centres, involving private sector in co-financing; to establish a system of TVET awareness-raising through introduction of new know-how and objective forecasting of sectoral needs in a qualified personnel.

A Foundation to support vocational education will be established. A network of TVET learning institutions will expand due to establishment of 27 vocational schools on regions of the Republic, where no TVET institutions are available. It is planned to improve social and economic conditions through award of scholarships to students of vocational schools, construction of dormitories for those coming from other cities, especially from rural areas; draft deferment for entrants to TVET learning institutions; special programmes of technical and vocational education for women.



In accordance with Plan of Operations 2005–2007, aimed to implement State Programme of Education Development in the Republic of Kazakhstan 2005–2010, it is suggested developing new Standard Regulations on activities of institutions, implementing technical and vocational education programmes, new qualification requirements to the level of vocational knowledge, skills in trades of technical and vocational, post-secondary vocational education by the end of 2007.

The State Programme of Education Development believes higher education to play a brand new role and have a public status for advanced training of highly-qualified specialists as a sector, particularly significant in training of personnel for industrial and innovative development of the country. To increase access of various groups of population to the higher education and increase the quality of higher education, it is planned:

- ✦ to improve the system of management of higher institutions, based on requirements of an open civil society through enhancing public control over their activities; to ensure further democratization of management and educational process in order to ensure independence of higher institutions, rights of students for quality education;
- ✦ to introduce a credit learning technology;
- ✦ to improve organization of the learning process, bring it in line with interests of students and create competition between teachers;
- ✦ to develop and introduce abridged educational Bachelor's curricula, harmonized with post-graduate vocational education programmes;
- ✦ to transform the structures of higher and postgraduate vocational education into staff development system through Bachelor's, Master's and PhD programmes, which should be intercoordinated.

To ensure accessibility of the higher education, the government does not only increase the number of state educational grants for higher education but also takes steps to support students and applicants, willing to study on a chargeable basis.

*Postgraduate education* will meet market economy requirements, globalization processes, recognized international requirements, enhance interest of the young people in an academic degree and tackle issues of renewal of scientific and teaching staff of the country.

Perspectives of the non-formal sector of vocational education have not been specified in strategic documents, devoted to educational development in the Republic as an individual sector, however, a number of steps, aimed to modernize it, have been provided for in sections, devoted to general secondary and vocational education.

A newly-edited Law of the Republic of Kazakhstan On Education has for the first time defined vocational education of adults, including:

- ✦ training of adult labour and specialists;
- ✦ retraining of adults;
- ✦ professional development of labour and technical and maintenance specialists.

As it has already been pointed out in Section on EFA Goal 2, to ensure full and quality complementary general education for children and teenagers, it is planned to enhance the network and improve activities of extracurricular institutions: Palaces, Houses, Centres, Clubs for children and young people, stations of young technicians, tourists, naturalists, children's music and sports schools, arts schools, sports, recreational, tourist camps, etc.

In compliance with the Concept of State Programme for TVET development, the following types of services will be enhanced: training, retraining and professional development of labour and unemployed (based on agreements with organizations, employment services, individuals); target training, retraining and professional development for agriculture, construction and problematic sectors of economy.

*However, currently, there is no single strategy for adult training, especially for socially vulnerable groups, except for unemployed, who are trained/retrained by local Akims' employment offices. As it has already been noted, professional labour is trained/professionally developed in line with governmental plans. And such groups of population as pensioners, housewives, migrants, former prisoners, etc. are provided with complementary education at educational centres, based on their financial opportunities.*

**3.2.3.1.2 General policy: legislation, normative and legal framework, programmes, including disabled groups.** Legislative framework for the policy in the field of education for young people and adults, as a part of state educational system, is Constitution, Law of the Republic of Kazakhstan On Education, governmental decrees in the field of vocational education development system. A number of normative documents has been adopted in the latest years, which would directly or indirectly consider the issues of educational policy, addressed to young people and adults:

1. Laws of the Republic of Kazakhstan:
  - ✦ On State young policy in Kazakh SSR (1991).
  - ✦ On public associations (2001)
  - ✦ On non-profit organizations (2002)
2. Decrees and Orders of the President of the Republic of Kazakhstan:
  - ✦ Strategic Plan of Development of the Republic of Kazakhstan to 2010

- ◆ Two State Programmes of Education Development to 2005 and to 2010
- ◆ Concept of State Youth Policy of the Republic of Kazakhstan (1999).
- ◆ State Programme to Tackle Poverty and Unemployment in the Republic of Kazakhstan for 2000-2002
- ◆ State Programme to reduce poverty in the Republic of Kazakhstan for 2003-2005. (Programmes aimed at poverty reduction include steps to train/retrain unemployed)
- ◆ State Programme of further enhancement of social reforms to 2007 (2005)

3. Decrees of the Government of the Republic of Kazakhstan:

- ◆ Decree on multilayer structure of higher vocational education (1999)
- ◆ On steps to further develop primary and secondary vocational education in the Republic of Kazakhstan (2000)
- ◆ Concept of state support to non-governmental organizations in the Republic of Kazakhstan (2002)
- ◆ Concept of State programme of technical and vocational education system for 2008-2011 (2006) and others.

Despite the fact that there is no particular article, covering adult education, in the Law On Education, Section 3 (Article 18, Clause 5) describes norms of complementary education, whose curricula are implemented to comprehensively meet educational and culture needs of citizens, society, state. Complementary educational services cover various programmes, implemented:

- ◆ by educational organizations, providing general educational and vocational training beyond relevant state educational standards
- ◆ by complementary education organizations
- ◆ through individual teaching activities.

Activities of extracurricular organizations of the Republic are regulated by Decree of the Government of the Republic of Kazakhstan of 22 June 2001 № 849 On approval of Provision on activities of extracurricular organizations, Order of the Ministry of Education and Science of the Republic of Kazakhstan of 14 August 2001 № 669 On approval of normative and legal acts, regulating activities of extracurricular organizations, Complex Programme of Cultivation in educational institutions of the Republic of Kazakhstan for 2003-2005.



*On the whole, titles of the above and other normative documents demonstrate that many aspects of education for young people and adults (types, structure, management, organization, programme and methodological materials, etc.) have an appropriate legislative framework. However, this conclusion concerns, mainly, the official (formal) sector of educational system. Since this type of education prevails at political level, this affects the way most people regard formal education as the one most important for their life. Complementary, or non-formal education, provided outside of schools, colleges, training centres and universities, is underestimated at legislative and practical levels, thusly, its outputs are often not recognized by either employers, or formal educational institutions, or parents of students.*

In compliance with acting legislation, young people at the age of 15—24 and adults (above 24) may study at learning institutions, providing educational programmes of secondary general (high school), primary vocational, secondary vocational, higher vocational, postgraduate vocational and complementary (non-formal) vocational education.

*Primary vocational education (PVE)* is acquired at vocational schools (VS) and vocational lyceums, based upon basic and secondary general education, and is aimed to train qualified labour (servants, office staff) in various sectors. Presently, there are 320 vocational schools, training technical and maintenance labour in the Republic, most of which (289) are state-owned. The number of students as of 2006 was 108.1 persons, including those studying within a budget framework – 100.5 thousand persons (over 95%).

For five years the network of VS/lyceums has been insignificantly modified: since 2001 the number of

private vocational institutions increased by 8 schools, the number of private vocational lyceums decreased by 6 institutions. However, due to extended enrolment to vocational schools/lyceums in the last years, the number of students grew by 19%. 82.5% fall to the share of students, studying on the basis of basic school, 17.5% fall to the share of those studying on the basis of secondary school, accordingly. 82.5% fall to the share of students, acquiring secondary education in these learning institutions along with a profession. 99.6% of students study full-time. 21.4% fall to the share of rural vocational schools of the total of such learning institutions.

As of 2007, 43 regional centres, small and medium-sized towns of 12 oblasts do not have vocational schools (lyceums), which prevents young people and adults from acquiring vocational education at their domiciliary. At 113 vocational schools/lyceums, located in towns and regional centres, there are no dormitories, which makes it difficult to acquire vocational education in many trades, required by many young people from rural communities. In total, there are a bit more than 13% of students, studying at vocational schools and lyceums, of the total number of students within the system of education of Kazakhstan. The number of students in vocational schools/lyceums makes about 71.1 person per 10 thousand of population through the Republic.

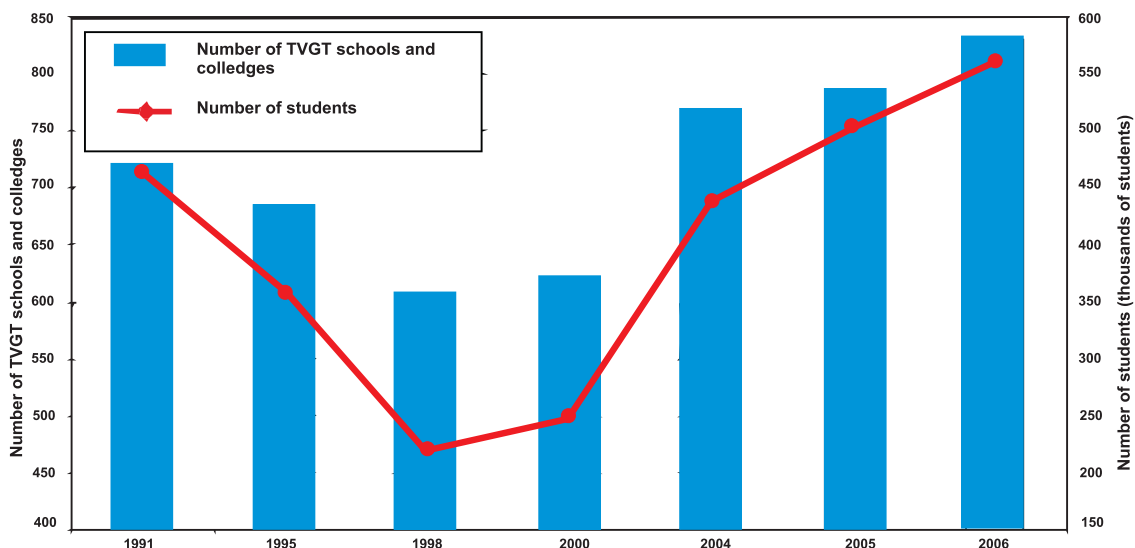
Secondary Vocational education and training (SVET) is acquired in colleges and specialized schools (510 colleges training 450.6 thousand students), based on basic general education on a competitive basis. SVET is combined with acquisition of secondary general education and aimed to train specialists with secondary vocational education. Out of the total number of colleges, 201 are state-owned (39,4%), they train 223.1 thousand students. 74.1 thousand people are financed by state or local budgets, which makes 16,4%. The number of students, studying on a chargeable basis, makes 376.4 thousand people or 83,5%.

The number of primary vocational education institutions has not been changing for 5 years now, but the dynamics of development of college network is rather different. Since academic year 2002 the number of colleges grew by 128 institutions or 36.1%, and the number of students has grown more than two-fold. It should be noted that increase takes place, mainly, due to private colleges, whose network is rapidly growing: in 1996 there were 19 of them, in 1998 – 99, in 2003 – 230, in 2006 – 309. Within the last 5 years their number has grown by more than 2/3 (69%). Obviously, services of private colleges are provided to young people and adults with income, sufficient to pay tuition fees, representatives of less privileged families may expect to acquire secondary vocational education at the expense of state or local budgets, whose share in total financing of colleges makes less than 20%.

Of the total number of students, 76,7% study full-time, 22,8% - by correspondence course and 0,5% study in the evenings. 51.9% fall to the share of students, acquiring secondary vocational education upon graduation from the basic school, 46,4% upon graduation from secondary school, 1,7% upon acquisition of primary vocational education. The number of specialists, trained in colleges as per 10 thousand of population, is much higher than in vocational schools/lyceums, and makes 296 students.

Currently, qualified technical and maintenance staff and medium-level specialists are trained to 138 trades, medium-level specialists – to 216 trades.

**Figure 27. Technical and vocational education. Dynamics of the number of technical and vocational learning institutions and students for 1991-2006.**



Source: Statistics of the Ministry of Education and Science

Higher professional education. The last 5 years are characterized for stabilization in the development of higher institutions network. Upon rapid growth in their number in the 90s (from 55 in 1999 up to 185 in 2001) due to growth of private sector and upon close-down of some private higher institutions in 2002, presently, there are 176 higher institutions operating in the Republic, including 53 state-owned, 121 private with the total number of students being 768,4 thousand people, 25.2% of which acquire higher specialized education, 73.8% acquire higher basic education (Bachelor's) and 1.0% acquire higher scientific and teacher-training education (Master's). Of the total number of students, 50.4% study full-time, 49,3% by correspondence course and 0.3% in the evenings, while 50,8% of the total number of students study at state-owned higher institutions. The number of students, being educated through state educational grants, is 119.5 thousand people, or 15.6%, at the expense of state educational orders – 10.4 thousand of people, or 1.3%, of those studying on a paid basis – 638.6 thousand of people, which makes 83.1%.

**Table 3.17. Major indicators of operations of higher institutions in 2004-2007**

	2004/05Academic year	2005/06Academic year	2006/07 Academic year
Number of higher institutions	181	181	176
Including:			
State-owned	51	51	53
Private	130	128	121
Property of other states	-	2	2
Number of branches of higher institutions of other countries, their legal entities and citizens	7	6	7
Number of students, total, thousand of people	747,1	775,8	768,4
Including those financed by:			
Governmental educational grants, thousand of people	55,5	91,9	119,5
Other forms of financing of state contract, thousand of people	10,8	10,5	10,4
Number of students, paying tuition fee, thousand of people	627,5	652,4	638,5
Number of students, studying at state-owned higher institutions, thousand of people	400,0	396,8	390,5
Number of students, studying at private higher institutions, thousand of people	344,2	371,9	368,9
Number of students, studying at higher institutions, belonging to other countries, their legal entities, citizens, thousand of people	2,9	7,1	9,0
Number of faculty, thousand of people	50,6	52,4	50,2
Including full-time faculty	42,3	43,4	42,8
including:			
Candidates of science	12,3	12,8	13,1
PhD	2,7	2,9	3,0
Professors	2,8	2,9	2,9
Docents	7,5	7,3	7,3

Source: Agency for Statistics of the Republic of Kazakhstan

The total number of specialists, trained at higher institutions, as per 10 thousand of population, is much higher than in VS/colleges and lyceums, - 403 students. Out of the total number of those trained within the system of vocational education of all levels (about 1.250 thousand people), there are 61% studying at higher institutions, 39% of students studying at primary and secondary vocational educational institutions (PSVETI). If we take into consideration the fact that traditionally vocational schools provide education to less-privileged and other socially vulnerable groups of population (up to 80%), it should be mentioned that the right of such groups for trade acquisition is infringed.

A significant disproportion in training of technical and maintenance personnel and specialists with higher education results in foreign labour involvement.

Despite positive statistics for higher institutions, especially compared to PSVETI data, the issue of accessibility for many young people and adults from less-privileged families, graduates of rural schools, disabled and other socially vulnerable groups of population.

*Youth employment.* Upon graduation from vocational learning institutions, most graduates launch their professional activities, 15%-17% of graduates of primary and secondary vocational learning institutions continue their studies. A share of unemployed graduates ranges from 10% to 12 %, depending on labour market situation. Based on results of academic year 2005/2006, a share of graduates with primary vocational education and employed, based on their qualifications, made 78,1%. A share of graduates with a secondary vocational education and employed, based on their qualifications, made 58,3%. A share of graduates of higher institutions, employed based on their qualifications, makes 99.24% and has been increasing in the last years.

According to the Agency for Statistics of the Republic of Kazakhstan, the overall rate of youth employment at the age of 15-24 in 2001-2005 clearly demonstrated an increase in the number of employed, especially as hired labour (29,5% increase) (Table 3.18.).

**Table 3.18. Level of employment of population at the age of 15-24 (thousand people)**

Status	2001	2002	2003	2004	2005	in % compared to 2001
Employed young people (total)	1016,1	920,8	1109,8	1150,9	1189,1	17
Hired labour	446,3	431,4	512,3	570,7	577,8	29,5
Self-employed	569,8	489,7	597,5	580,2	611,4	7,3

Source: Agency for Statistics

Another trend, reflecting direct dependence of increased employment on employers' need in young workers with a higher education/incomplete higher education and especially in qualified labour, is as obvious (Table 3.19). A relatively insignificant increase in demand for young workers with secondary vocational education can be explained by market supersaturation with law and economics specialists, increasingly trained by colleges back in those years. The labour market demand in labour with a general and especially with basic and primary education is clearly going down as most of them have no certain profession/qualification.

**Table 3.19. Level of education of those employed at the age of 15-24 (thousand of people)**

Level of education	2001	2002	2003	2004	in % compared to 2001
Employed population (total),					
with a share of those having:	1016,1	920,8	1109,8	1150,9	13,2
Higher education	86,5	77,8	108,3	124,5	43,9
Incomplete higher education	60,4	56,1	86,2	88,1	45,8
Secondary vocational	165,8	143,4	165,5	177,8	7,2
Primary vocational	69,0	112,2	140,1	129,7	88
Secondary general	490,1	426,8	477,1	505,8	3,2
Basic general	121,4	95,9	120,2	110,4	-10
Primary general	22,9	8,8	12,3	14,6	-57

Source: Agency for Statistics

Clearly, growing youth employment in 2001-2005 resulted in gradual reduction in the number of unemployed of this category of population by over 30% (Table 3.20.).

**Table 3.20. Level of overall unemployment of those at the age of 15-24 (thousand of people)**



Indicators	2001	2002	2003	2004	2005	in % compared to 2001
Able-bodied population, thousand of people.	1256,3	1113,9	1298,3	1342,5	1372,7	9,2
Unemployed population, thousand of people.	240,3	193,1	188,5	191,5	183,6	- 30,8
Unemployment rate,%	19,1	17,3	14,5	14,3	13,4	-

Source: Agency for Statistics

In 2006, a share of young people at the age of 15-24 within the structure of unemployed was the largest one - 25,4%; a share of those at the age of 25-29 made 19%, 30-39 - 21,9%, 40-44 - 10,5%. The rate of overall youth unemployment (15-24 years of age) made 11%. This indicator is still much higher than a similar indicator, reflecting percentage of unemployed population of the Republic on the whole – 7,5%.

114,3 thousand of unemployed had a higher education (18,8% of the total), secondary vocational - 151,1 thousand (24,9%), secondary general - 226,9 thousand (37,4%), primary vocational - 73,1 thousand of people (12%).

*Complementary/ non-formal sector of vocational education (IVE).* In addition to the formal system of vocational education, there is an extended and comprehensive network of complementary vocational education (CVE) for youth and adults. The first largest group comprises various specialized CVE institutions (training centres, profit-making learning institutions, specialized schools, trainings, etc.). The second group comprises sectoral and in-home training institutions, which have survived the 90-s turmoil (sectoral training institutions, training centres, professional development courses, etc.). The third group consists of vocational learning institutions, many of which also started providing complementary educational services in the recent years. These include vocational schools (lyceums), interacting with local employment centres to train unemployed, colleges providing educational and adjacent services, and higher institutions (Institutes, Academies, Universities), providing re-training and professional development services for management and engineer and technical staff. And, finally, “in the outskirts” of vocational education there are individual and private forms of educational activities (tutoring, home training, apprenticeship, etc.).

In contemporary social and economic situation, given decrease in sectoral and apprenticeship training, the need of young people and adults in CVE, represented by a large range of educational services, aimed to increase their professionalism, competitiveness, provide assistance in employment, has clearly increased. These include:

- ◆ vocational training, aimed to rapidly acquire skills, needed to carry out certain operations, activities;
- ◆ re-training of individuals, qualified as workers, to ensure they acquire new trades; training of individuals, qualified as workers, to the second (adjacent) trades to expand their professional profile, opportunities to combine trades;
- ◆ vocational re-training of specialists with secondary and higher vocational education, for them to acquire complementary knowledge, skills (qualifications) to carry out a new type of professional activities and the right to run them in a certain field;
- ◆ professional development of workers and specialists to ensure growth of their professional skills in their field, trade, etc.

In the field of complementary education, with market dictating its rules and education being chargeable, its services are mainly consumed by population with an average income. A significant share of young people and adults, having no opportunity to pay for these services, remains beyond the sector.

Below please find an example of activities, carried out by training centres under the *Chamber of Commerce of Kazakhstan*.

Centre	Activities
<b>“Renaissance” – Communication Management Agency</b>	<i>Communication technologies for managers. Client relations trainings. Specialized business-trainings for top and medium-level managers. List of seminars.</i>

<b>PITC - Petroleum Industry Training Centre</b>	<i>Is authorized to provide vocational training to oil&amp;gas personnel in Kazakhstan for successful activities under market economy conditions Delivers training and a significant number of training programmes for many national and international oil companies on the territory of Kazakhstan, including field trips Ensures training of Kazakhstan students in foreign Universities and provides assistance in subsequent employment</i>
<b>Kazakhstan-Japanese Centre</b>	<i>Centre is open for a broad range of visitors, including students, teachers, businessmen and all those willing to know more about Japan and take part in the development of cultural links between the two countries. Trainees can acquire fundamental knowledge and practical skills of business management in a competitive environment and apply them in real situations. They also have an opportunity to learn of successes and failures of management in Japanese companies.</i>
<b>ANEK Logistics Centre</b>	<i>As of today, the Logistics Centre is the only specialized training centre in the Republic of Kazakhstan, training specialists in the field of transport expedition and logistics. The main discipline is an International Freight Expeditor, developed in compliance with FIATA requirements.</i>
<b>NLP Almaty Centre</b>	<i>Centre objective is to introduce and develop NLP (neuro-linguistic programming) in Kazakhstan in various sectors – business, politics, education, etc.</i>

Since state licensing has not been provided for such institutions, their graduates, as a rule, are awarded a certificate of this organization. In the last years, based on different estimates, there have been established about 10-15 thousand of such organizations. The total number of those being trained in this sector and its dynamics cannot be provided due to lack of comprehensive statistical data for IVE. Below please find a Table, describing the number of young people and adults, trained in training centres in 2005. In total, there were over 19 thousand people trained which is 2.5-fold more than in 2000, when 7.797 people were trained. As per the Table, a share of young people in the total number of trainees makes 43,5%, with girls making 37%.

**Table 3.21. Description of students in non-formal sector of education**

	Number of students		Distribution of students, based on their basic training:		
	total	Including women	Below basic education	Basic education	Secondary (and above) education
<b>total</b>	19294	5404	175	4095	15024
<b>15 years of age</b>	28	11	3	25	...
<b>16</b>	144	44		136	8
<b>17</b>	890	225	29	423	438
<b>18</b>	2282	603	18	719	1545
<b>19</b>	2102	617	24	442	1636
<b>20</b>	1932	527	22	487	1423
<b>21</b>	1931	499	6	475	1450
<b>22</b>	1575	447	12	329	1234
<b>23</b>	1498	347	15	229	1254
<b>24</b>	1289	357	10	155	1124
<b>25</b>	1274	312	7	162	1105
<b>26-30</b>	2101	583	12	231	1858
<b>31-40</b>	1398	540	8	172	1218
<b>41-45</b>	610	200	5	69	536
<b>46 and older</b>	240	92	4	41	195

Source: Department of social and demographic statistics of Agency for Statistics of the Republic of Kazakhstan

An important component of complementary education for children and teenagers is the system of extracurricular institutions, whose activities are aimed to ensure individual development of schoolchildren, to create conditions for their personal development, to ensure their adaptation in the society and professional self-determination, development of motivation for creative activities. Currently, there are about 600 extracurricular institutions, operating in Kazakhstan and covering 11% of children and teenagers of the total number of students, with 4.1% in rural areas. Given the fact that under the Soviet power the number of such institutions was three-fold larger for schoolchildren of different ages, and all of them were on demand, we may say with no doubt that currently there is lack of such institutions to meet creative and inquisitive needs of contemporary generation of children and teenagers. Since it is mostly extracurricular institutions where they can be involved in artistic and technical activities, tourist, environmental, biological, military, sports and research activities, based on their wishes, interests, potential capabilities.

A significant role in adjustment of non-formal education in the Republic of Kazakhstan to market conditions is played by international organizations. Technical assistance is provided by UNESCO, UNDP, USAID, European Union through TACIS and TEMPUS, EFO, GTZ (Germany), World Bank, Asian Development Bank and other organizations from over 30 international structures, implementing programmes of support to develop human resources in Kazakhstan.



*Thusly, with a multilevel and multifunctional system of formal and non-formal vocational education functioning in the Republic and aimed to train young people and adults, it, for various reasons, is not accessible enough for different groups of population – potential consumers of educational services. The most significant reasons are a chargeable nature of training programmes which is not acceptable for less-privileged people, and lack of complementary educational institutions in towns and rural areas.*

**Development and introduction of life skills development programmes (LS).** It is of a great importance for Kazakhstan to develop knowledge and skills of young people and adults, which they would need to run their productive and independent activities in educational, social, professional and other fields.

**Significance of life skills.** Global changes to have taken place since early 90s of the last century resulted in a sharp growth of personal and social issues with teenagers and young people. These issues were related to the fact that most young people lacked skills of quick adjustment to social changes and independent decision-making, ability to overcome life difficulties. This situation entailed growing international interest to the development and introduction of training programmes, aimed to develop life skills of students of secondary schools as well as other learning institutions. The first step was made by the World Health Organization (WHO), which initiated implementation of an international project “Life Skills Learning”. Life skills (hereinafter referred to as LS) stand for an ability to display adjustment and positive behaviour, thanks to which an individual can overcome life hardships. WHO suggested 5 major components to be included into school curricula: self-respect and empathy, learning and interpersonal relations, decision-making and issue-tackling, creative and critical thinking, ability to manage emotions and stress.

Dakar “Framework for Action to meet basic educational needs” describe the contents of life skills as a set of practical skills, which would enable young people and adults to find their place in life, to work in rapidly-changing global conditions, to be actively involved in global life, to be informed, to be protected from exploitation, unemployment, conflicts and violence, drugs, early pregnancy, HIV/AIDS, to continue education, based on life conditions and needs.

As of today, the Republic has adopted a State mandatory standard of a 12-year secondary general education, one of conceptual basics of which is assessment of academic achievements, based on the students’ acquiring key competencies. Despite lack of the notion of “life skills” in the new standard terminology, the competence-based approach, applied in the document to describe educational outcomes, suggests formation and development of both general and applied discipline skills and life skills in the learning process. E.g., in the hierarchy of key tasks of the standard, the third task is aimed to provide each student with “an opportunity to make independent decisions and act in various life situations, make judgments and interact with the environment, assess social events underway».

In addition, in the framework of basic and complementary education, system of psychological aid provision to schoolchildren and teenagers, schools of the Republic are already implementing a number of educational programmes, based on the life skills concept. The first experimental programmes, aimed to tackle issues of LS learning in the basic education framework, are Valeology, Fundamentals of safe lifestyle, Science of Citizenship, Healthy lifestyle programme, preventive programmes for drugs, tobacco and alcohol. Methodology of extra-curricular preventive activities are being developed, based upon development of life skills, such as resistance to negative group influence, ability to exit a conflict situation, manage the stress, make an independent right choice. Initiatives implemented under the programmes “Equal to equal” and “Hope Project” have been highly appraised. The following disciplines and projects have been introduced into curricula of all schools of the Republic:

Invariant section (mandatory disciplines):



- ◆ Safe life and vital activities - 35 hours a year
- ◆ Family life ethics and psychology - 35 hours a year
- ◆ Traffic rules - 15 hours a year.

Optional disciplines:

- ◆ Valeology – the way to be healthy - 35 hours a year
- ◆ Drugs, alcohol and tobacco abuse preventive programmes - 35 hours a year
- ◆ AIDS issues and ways to prevent it
- ◆ Moral and sexual culture - 35 hours a year.

As we may see from the list, it is being dominated by healthy lifestyle issues and preventive programmes.

These programmes have been tested and are being successfully implemented in formal (state and private) educational institutions.

*Quoted from sociological poll of students of learning institutions of the Republic of Kazakhstan, held by Ministry of Education and Science to find out what young people think of drug addiction.*

The poll covered about 640 thousand of students and schoolchildren. 84,5% of respondents believe that drugs are a serious issue for young people. 65% of respondents obtain information on drugs hazard from mass media: newspapers, magazines, TV, radio; 21 % - at school; 6,5 % - from parents, 5,5 % – from friends. And only 2% specified that they obtain such information from medical staff. As a reason for drugs addiction, 33% of respondents specified that it is out of curiosity; 23,3% - desire to have pleasure; 22,5% - personal problems; 10,9% - lack of friends, loneliness; 10,3% - desire to stand out. The following answers were received to the question, “If you saw other people taking drugs, what was it?”: 43,5 % - smoking “hash”; 10% - inhaling powder; 9,3% - inhaling chemical substances; 6,5 % - taking pills; 39,7 % - cannot say.

According to respondents, most often drugs are distributed in yards, apartments (35,2 %); night clubs (23,4%); at parties, discos (10%); in other places (31,4%). 19.6% of respondents were exposed to persuasion and enforcement; 5,4% witnessed persuasion of their relatives and friends. The following steps should be taken towards drug-addicts: enforced medication (49%); should be left alone (20%); should be able to take medication on a voluntary basis (18%); should be taken to court and in prison (13%).

*WHO Projects: "Health schools", "Healthy Universities".*

Currently, there are over 400 schools and 30 higher institutions, involved in WHO projects, in Kazakhstan.

*Activities of National thematic working group (TWG) "Life skills based education" (in the framework of CARK Education Forum, under the support of UNESCO and UNICEF). A compilation of educational and methodological materials has been developed for teachers/trainers of formal and complementary education institutions to develop life skills with students as well as video-aids, based on lessons learnt in the process of life skills introduction in general secondary and primary professional education institutions.*

*A number of projects, implemented under the support of UNICEF in the field of education, based on life skills for healthy lifestyle development.*

*Projects of UNESCO and Association "Education for all in Kazakhstan" "Community Learning Centre (CLC) in Kazakhstan" and "Development of life skills through non-formal education".*

*Know-how project: "Interactive methods of young people education" – training of 150 trainers out of teachers and medical staff to work with teenagers and young people.*

*Project research of National Watch Centre of Kazakhstan, executed under support of European Education Centre, "Cultivation of key skills at primary and secondary vocational educational institutions to prepare young people for labour market".*

*UNFPA projects: "Enhancement of policy in the field of reproductive health and services" and "Communications in the field of behavioural changes and protection of reproductive health of women".*

*UNAIDS project: "Multilateral development of medical services in the field of HIV prevention and drug addiction for consumers of injection drugs in Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan and Uzbekistan", "Training of CA mass media and community awareness-raising in the field of drugs addiction"*

*Training programme of an NGO "Scientific and information centre of civil education" "Drugs at schools: Prevention of drugs abuse"..*

*Zhusan Public Foundation project: "Life skills" for 9-10-Grade students.*

*Equal to Equal Public Foundation project – training of trainers among schoolchildren and students in the field of prevention of harmful substances consumption, HIV/AIDS, computer skills.*

No doubt, all country programmes make their own contribution to acquisition of life skills by teenagers and young people. However, most of these programmes are aimed to develop life skills, required to interact with the environment and with an "unknown" adult. But not a single programme discusses the whole range of risk factors and protective factors, combination of social impacts, produced on young people in our country. These programmes do not fulfill a major function – to develop behavioural strategies, in whose framework the link between cause, directions, skills as such, risk factor, risk situation are considered. National programmes lack exercises, aimed to raise "media-literacy", there are a few family-oriented programmes. There is a serious deficit of professional programmes, aimed to raise awareness in the field of sexual behaviour. It is needed to develop new-generation programmes, taking into consideration social psychology and influence psychology laws.

*Thusly, educators, civil institutions of Kazakhstan on the whole acknowledge the need to cultivate life skills with children, young people and adults both in formal and non-formal sectors of education. However, these activities are fragmented, non-systematic, training programmes are not properly taught within school curricula, and basic disciplines provide rather scarce knowledge in the field of life skills cultivation. Schoolchildren are seldom provided with integrated courses, since teachers and schools put major emphasis on study of subjects, directly related to requirements, set to graduation exams and higher institution entrance exams. Projects, introduced by international and non-governmental organizations, are more targeted to cultivate life skills, but they are introduced in pilot regions only, and, unfortunately, their efficiency is not tracked down.*

### **3.2.3.1.3. Responsible agencies for management, monitoring and EFA Goal implementation.**

Within the sector of formal vocational education, major responsibility for policy development and implementation lies with a central executive body in charge of this field – Ministry of Education and Science (MES) and its Departments of higher education and technical and vocational education (activities of this Department as an independent subdivision was renewed this year). Draft decrees are developed at MES and, if needed, are agreed upon with other Ministries, e.g., in the field of graduate employment – with Ministry of Labour and Social Protection. The same Ministry is in charge of policy development in the field of training/re-training of unemployed.

It was hard to delegate authorities to the regional level and directly to primary and secondary vocational institutions as of late due to lack of regional and local managers, legal framework to develop independence of learning institutions.



Compared to the system of primary and secondary vocational education, higher institutions have been becoming independent at a more active and successful pace in the process of higher education reforms.

Mechanism of collection and distribution of information within the VE system of all levels has a centralized nature. Basic information on activities of vocational education information is collected and distributed by central planning and supervising bodies: Agency of the Republic of Kazakhstan for statistics, MES, oblast Departments of education. There is an issue of an extended access to information for such categories

of consumers as students of different age groups, employers, researchers, etc. Systematic collection and review of information and statistical data on educational services for young people and adults have not been ensured.

There is no single system of non-formal education management and monitoring of quality of its educational services. Non-governmental organizations, providing educational services to population, are managed at an institutional level by top-management of educational centres, NGOs and other organizations, providing education to young people and adults. Heads of associations, unions, centres, etc. make relevant decisions in compliance with their Plans of Operations. Upon completion of studies, overall outcomes are summarized and reports developed. Unfortunately, due to limited resources, most outputs of NGOs' projects in the field of training of young people and adults are not widely-reproduced.

Professional development of managers and specialists of different sectors is managed by their departments and coordinated/supervised by relevant Ministries and their local Departments.

Training of unemployed in the framework of governmental programmes, aimed at poverty reduction, is managed by local Departments of Labour and Social Protection through bidding procedures for learning centres and TVET institutions. Winning organizations supervise final outcomes of education. There is no comprehensive monitoring of quality of education of unemployed at the national level.

*Thusly, while a rather rigid management vertical is preserved in the state-owned sector of vocational education, in the non-formal sector (except for sectoral professional development system) there are no bodies in charge of coordination and monitoring of quality of complementary vocational education.*

**3.2.3.1.4. EFA Goal monitoring and assessment.** Execution of National Action Plan (NAP) of Kazakhstan in the framework of EFA Goal 3. Section, devoted to achievement of EFA Goal 3, has been developed, based on two State Education Development Programmes (2000 and 2005) and State Poverty Reduction Programmes (in terms of training/retraining of unemployed). It includes practical activities, selected from Action Plans, aimed to implement these programmes and focused on practical assurance of rights of young people and adults for quality education.

In this respect, monitoring and achievement of EFA Goal 3 have been being ensured by Ministries in charge in the framework of overall assessment of activities, specified within strategic documents – source documents of National Action Plan. First of all, we mean the State Education Development Programme for 2000-2005 and State Poverty Reduction Programme for 2003-2005. Since activities, aimed to implement these programmes, are mandatory, most planned steps have been made. This can be proved by analytical reports/reviews of interim and final outputs of these programmes, some of which have been published on web-sites of Ministry of Education and Science and Ministry of Labour and Social Protection.

**Ratio of coverage of young people and adults by formal education programmes<sup>8</sup>.** This indicator specifies, on the whole, positive dynamics in assurance of access to education of target groups. As per

<sup>8</sup> Education coverage ratio – number of students, trained at a certain stage of education, irrelevant of their age, in proportion to the number of population of a typical age group of this stage of education.

information provided by National Centre of Assessment of quality of education, specified in analytical report 2005, ratio of coverage by primary, secondary and higher vocational education are close to median indicators of countries with an average income. The highest ratio is within chargeable higher education sector, the lowest ratio – within primary vocational education.



**Model of enrolment, based on Unified National Testing (UNT) and Complex testing of Entrants (CTE)**

<sup>9</sup>. To ensure equal access of all layers of population to higher vocational education, a single approach has been established to develop a student body of higher institutions, irrelevant of their form of ownership. Students are enrolled based on points, specified in their UNT Certificates and entrance exams, passed through CTE for school graduates of last years, national schools, vocational schools, colleges, foreign citizens.

This enrollment model ensures maximum objectivity in knowledge assessment and social justice, when deciding on award of state educational grants and credits, on selection of the best-trained young people for higher institutions.

**Introduction of independent assessment of quality of vocational training.** The Law of the Republic of Kazakhstan “On Education” has separated the procedure of assessment of vocational training and award of qualifications from educational process. It is now managed by a newly-established *Republican Centre of Attestation and Award* and its subsidiaries throughout the Republic. This is an important step to attract employers and other social partners to vocational education and staff training, to motivate educational organizations to provide quality educational services. 659.4 million tenge has been allocated to establish the Centre.

In 2006, the Centre experimented with an independent assessment of quality of vocational training in 15 educational institutions of the Republic by 10 occupations and 2 trades. Review of outcomes of the experiment showed that training of future labour and specialists in a number of vocational schools and colleges does not meet requirements of contemporary manufacturing industries to a full extent. The best results have been demonstrated by learning institutions of Shymkent, Kokshetau and Petropavlovsk.

The system of non-formal education has its own set of criteria for training efficiency. E.g., opportunities to have further employment, salary growth, career promotion, acquisition of new career and life skills, satisfaction with job and life, etc. As it has already been noted in the previous Section, despite lack of statistical data, we may certify growing interest of young people and adults to educational services in the sector (Table 3.21.), which should be related to an overall growth of income of Kazakhstan population, especially in the last years.

**Monitoring and assessment of progress in acquisition of life skills** at the national level cannot be presented as this issue is not considered as an independent subject for review and monitoring within formal and non-formal vocational institutions. In the frame below please find results of a poll among schoolchildren and students of vocational schools, aimed to identify peculiarities of acquisition of some life skills by teenagers and young people. The poll was held in 2004 by a national Thematical Working Group for Life Skills in cooperation with the Institute of Personality Socialization of Kazakh Academy of Education.

**Some outputs of LS development study.** The poll covered 1.840 respondents, including 800 students of secondary schools, 320 students of vocational schools, 720 parents. The poll was held in Almaty, Karaganda, Aktobe, Semipalatinsk and neighbouring oblasts.

**Key conclusions.** Replies confirm the need to radically improve cultivation of skills in the field of independent activities (decision-making skills, ability to achieve one’s goals, to find ways to tackle issues, to accomplish important assignments, overcome difficulties). It turned out that major issues faced by most students are about their inability to set and achieve their goals; they face difficulties when making decisions; are afraid of important assignments; cannot stand up for their interests; cannot reject a request.

<sup>9</sup> More details on coverage ratio and enrollment model have been specified in Section on EFA Goal 6.

Study of replies of students and parents, related to **skills of critical thinking and handling of information**, showed that most information is nowadays obtained from mass media and from peers. Percentage of students, obtaining basic information from books, including textbooks, is 2-3-fold less.

The study revealed a low level of skills of situational behaviour and personal safety assurance (quick reaction; ability to manage emotions; mobilization and resistance to violence). The vast majority of respondents said that they will refuse if offered drugs, but additional questions showed inability of most students to resist insistent requests. Many students do not understand why it is important to refrain from early sexual relations and are not aware of the culture of sex on the whole.

Positive trends have been revealed in the process of review of **social and civil skills**. Extended international communication in polycultural Kazakhstan ensured cultivation of relevant skills with a vast majority of students. The poll also revealed a high level of development of team work skills and increased literacy in **gender equality** issues. Altogether, about a half of responding children are quite passive about offences, fights. This can be explained by stable positions of legal nihilism in students' mentality. Many respondents cannot constructively tackle conflicts, listen to another party, try to stay away from community activities.

When specifying conditions for **employment**, many respondents were not able to identify sources of information on vacancies at the labour market, behave at interview, make a resume, etc.

Outcomes of the poll are a significant confirmation of importance of LS integration into curricula, targeted at teenagers and adults.

Thus, at the current stage approaches to assessment of EFA Goal 3 achievement can be mostly based upon information materials, this way or another reflecting accessibility of formal vocational education of all levels. Access to educational services, including LS training, is provided mainly through preventive programmes. It's only in the last years that Kazakhstan system of education entered the stage of assimilation of an extended conceptual vision of life skills, testing of foreign programmes and development of its own programmes.

**3.2.3.1.5. Source of budgeting and financing for goals implementation.** As it has already been pointed out in Sections, describing EFA Goals 1 and 2, the main sources of finance for education, including TVE, are Republican, oblast and local budgets, as well as fees paid by students or their parents. Financing from Republican budget is provided by Ministry of Education and Science. Local financing is provided by oblast Akims' offices through oblast Departments of Education. Expenses cover remuneration, facilities, scholarships, meals, procurement of equipment, minor repairs and other expenses.

To support successful students, scholarships have been increased up to a subsistence wage. From 1 July 2005, college scholarships amount to 5.147 tenge (about USD 41.5), scholarships of students and Master's students amount to 6.434 tenge (USD 52), which is 2,2-fold more than in 2004; scholarships of post-graduate students amount 17.685 tenge (USD 142,5), PhD students — 22.564 tenge (USD 182), scholarship of the President of the Republic of Kazakhstan for students since 1 July is 12.868 tenge (USD 104).

Because of a high cost of education, training of technical staff is ensured mainly through State Order. This work covers about 3%-4% of the total funds, allocated to the educational system in the Republic on the whole.

Till late, primary vocational education preserved its budget share of the total funds, allocated to the educational system, with slight changes, given growing absolute expenses.

**Table 3.22. Share of financing, allocated to vocational education of the total funds, allocated to the system of education (million tenge).**

Year	Total	Primary vocational	Secondary vocational	Higher vocational
2001	103076	2,93%	2,45%	9,07%
2002	118977	3,29%	2,51%	9,90%
2003	149549	3,54%	2,34%	8,53%
2004	195574	3,43%	2,64%	7,89%

Source: Statistics of Ministry of Education and Science of the Republic of Kazakhstan



In 2006, the level of financing of primary vocational education made 3,14% of the total funds. A percentage rate of GDP has almost not changed and makes 0,1% of GDP only. However, in absolute values the amount of funds has grown 3-fold - from 3.108 to 10.406 billion tenge. A conclusion can be made that this sector is really becoming a political and economic priority for the country. State Education Development Programme 2005 – 2007 is planning to allocate 1 billion 200 million tenge, including over 850 million tenge from the Republican budget (target transfer) to enhance material and technical resources of state technical and vocational learning institutions.

Within the non-formal sector of education, comprising mainly non-governmental organizations, educational services are paid for, as a rule, by students. There are just a few examples when stakeholders (enterprises, vocational and sectoral associations) would invest in training of required labour and specialists. Officially registered unemployed are an exception, their training, retraining and professional development are financed in the framework of State Poverty Reduction Programmes.

### 3.2.3.2. Progress in achieving EFA Goal 3 (using indicators)

**Identifying gaps between planned and real implementation indicators.** As it has been noted in *Sub-section 3.2.1.4.*, if we have the National Action Plan of Kazakhstan in the field of EFA serve as a basis to identify gaps between planned and actual accomplishment indicators, it should be acknowledged that activities, developed to achieve Goal 3, have been mainly accomplished.

**Identify disparities in quality of education across social groups and geographic areas.** Despite the fact that there is a multilevel system of formal and non-formal vocational education in the Republic, access to education in this system is limited by a number of factors, including the following:

- ▶ location of potential consumers of these services – they remain to the most extent a prerogative of urban population, rural areas still face the issue of low quality of education and incomplete coverage of primary and secondary vocational formal and complementary education;
- ▶ poverty of some groups of young people and adults, including the following vulnerable groups of population:
  - ✦ families with many children (most such families are concentrated in southern and western regions, mainly, in rural areas)
  - ✦ young people who do not study and do not work
  - ✦ single elderly people
  - ✦ able-bodied handicapped people
  - ✦ marginal groups: homeless, former prisoners, refugees
- ▶ labour training programmes, not popular among population
- ▶ insufficient political support to adult training and non-formal education

*Conclusion: so far there are no grounds to state that the principle of equality has been implemented to ensure equal access of young people and adults to formal and non-formal vocational education, especially with respect to rural population and socially vulnerable groups.*

### 3.2.3.3 Recommendations for adjustment

Identify priority tendency

1. To develop strategy of development of non-formal vocational education, focusing on needs of socially vulnerable groups of population;
2. To develop a programme, aimed at cultivation of life skills, which should provide for certain stages in the development of a system of notions, relations, personal resources and skills, based on age peculiarities of children, teenagers and young people.

Action Plan on goal implementation until 2015 stressed on unreached groups of population.

*First tendency:*

- ✦ To involve population, communities, NGOs in discussions on re-comprehension of the role of vocational institutions in new social and economic conditions
- ✦ To provide political and, possibly, financial support to local training centres, implementing vocational training/retraining programmes for population
- ✦ To expand a range of services, provided within an non-formal sector of education, while focusing on

less-privileged, socially vulnerable groups of population; to ensure extended coverage of target groups

- ✦ To improve conditions for studies of disabled people, to ensure material and technical support to perspective forms of out-work, professional and social rehabilitation of young people and adults with limited capabilities

- ✦ To introduce teacher-training technologies, relevant to the goal set (team training; training to specific activities, training in small groups; projects method, etc.)

- ✦ To ensure career guidance and consultations for unemployed young people and adults in cooperation with employers and local authorities

- ✦ To build teacher-training capacity in order to introduce market skills into the system of formal and non-formal VE (modify approach to the process of training and attitude to a student)

- ✦ To develop recommendations for educational, healthcare and social protection organizations to ensure extended introduction of development programmes for children, young people and adults in order to reduce poverty

- ✦ To summarize and replicate best practices of non-formal education for employment, self-employment, small business development, leading to increased income, to integrate such programmes into the system of formal education.

*Second tendency:*

- ✦ To establish a Republican Resources Centre, aimed to cultivate life skills with teenagers and young people. This Centre, in addition to accomplishment of tasks, traditional for resources centres, could be involved in collection of programmes, developed in regions, their expertise and licensing, dissemination of information on the best of them. This would save learning institutions, NGOs the need to establish their own, not always professional, programmes.

- ✦ To support non-governmental organizations, involved in drug, VIH/AIDS prevention: joint campaigns, activities, placement of State Order for preventive activities.

- ✦ To establish a system of monitoring of forms of behaviour which could lead to social diseases (in particular, tobacco, alcohol, drug addiction, HIV/AIDS) and relevant social guidelines for young people. Should such monitoring be available, efficiency of any programme may be proved (or denied) through comparative analysis of poll outcomes and region selection, or average country data.

- ✦ To ensure professional development of teachers and psychologists of learning institutions, providing trainings in life skills development.

- ✦ To take steps, aimed at community awareness-raising in the field of LS development objectives.

- ✦ To develop indicators of programmes efficiency, aimed at life skills development.

### 3.2.4 Implementation of EFA Goal 4

Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.

#### 3.2.4.1. Strategy of Achieving EFA Goal 4

*As it is known, the contents of the subject of research of Goal 4 is very close to the contents of the Third EFA Goal, which has also been specified in UNESCO Annual World Report for monitoring of EFA Goals achievement. To avoid duplication, National Action Plan of Kazakhstan for EFA has specified the list of activities, aimed to achieve these two goals, in the same Section. Given the fact that access of young people and adults to training programmes of formal and non-formal education has been described in the previous Section, the present Section mainly covers issues, reflecting the real situation in the field of increased adult literacy.*

##### 3.2.4.1.1. Description of EFA Goal and concrete national issues

**Meaning of EFA Goal 4.** Comments of DFA on the contents of EFA Goal 4 suggest expanding and diversifying systems of education for adults and sustainable education, putting these issues on the Agenda of National Education and Poverty Reduction Strategies. Adult literacy and sustainable/continuous education should be better acknowledged through life-long education, sustainable remuneration, good health, improved living conditions of a person, community and society on the whole. Literacy and sustainable/continuous education are regarded as significant prerequisites for expanded opportunities for women and assurance of gender equality. To take into account diverse needs of adults and various conditions of their lives, it is recommended enhancing links between formal, non-formal and unofficial systems of education.

To develop activities in this field, relevant resources, properly oriented programmes, aimed to tackle illiteracy, better trained teachers and creative approach to application of know-how are required. Introduction of methodologies, developed by NGOs, ensuring involvement of all stakeholders, linking elimination of illiteracy with expanded opportunities and development at a local level, is of special importance. The standard of success in the field of adult education should become a reduced gap in literacy indicators between men and women and urban and rural communities.

DFA emphasize that, despite significance of the issue, adult education in many countries is still regarded as a private issue. In the framework of national systems and budgets for education, it is often underestimated.

*UN Action Plan for Literacy Decade* states that “today policy and programmes in the field of literacy assurance require more comprehensive vision of the issue than previously. To ensure overall literacy, it is required to have a new vision of the issue in the field of literacy...». Such an approach suggests that governments carry out the following activities:

- ◆ to link steps in the field of literacy assurance with a comprehensive policy, implemented in economic, social and cultural sectors;
- ◆ to develop programmes, aimed at practical use of literacy in addition to acquisition of major reading, writing and calculation skills, and various different age groups, starting from pre-school children and up to adults;
- ◆ to ensure student motivation through minding their needs and assisting in creation of appropriate conditions;
- ◆ to pay more attention to illiterate young people and adults, especially women, representatives of vulnerable groups of children and adults;
- ◆ to establish links and coordinate formal and non-formal education.

UN, UNESCO and other well-known international organizations pay special attention to adult literacy. In particular, three of six EFA Goals (3, 4 and 6) emphasize importance of teaching life skills to young people and adults, literacy being a component of such life skills. And this is not incidental, since position of an adult within a society and at a labour market first of all mainly depends on his/her competencies, which, in its turn, requires complementary education as a basis for employment. In this respect, to ensure accessibility of complementary education for wider community, to have it target development of competencies, functional literacy, professionally significant personal qualities is one of efficient forms to protect human right to work.

**Contemporary understanding of literacy.** Obviously, to develop and introduce Literacy Assurance Programmes, we would need, at least, appropriate notion of the term of “literacy” and description of links between these and other adult training programmes, aimed to ensure social and economic development.

*Understanding that it is not within the scope of the present Report to research the notion of literacy, we, however, believe we should briefly specify the contemporary notion of literacy, given evolution of its definition. This is the only way to justify whether current adult programmes are relevant or irrelevant to literacy assurance objectives.*

In mass media today, we come across a whole number of notions, related to the term of literacy: traditional, or elementary, basic, minimal literacy; functional adult literacy; survival literacy; marginal literacy; cultural literacy, information literacy, etc. Despite different viewpoints, most researchers are based upon definition, provided by UNESCO in 1950s, defining literacy as a combination of skills, including reading and writing, applied in the social context, while the notion of literacy was based upon the process of use, application of knowledge, i.e., “procedural knowledge”, or competencies, different from “declaratory knowledge” (i.e. knowledge of something). In 1957, UNESCO suggested defining the notion of a minimal literacy and functional literacy, where the former stands for the ability to read and write simple messages, and the latter stands for the level of literacy, allowing an individual to run a full-fledged life in a social environment. Based on this position and to collect statistical data, UNESCO suggested considering literate those people who have a minimum level of both elementary (basic/minimal) literacy and functional literacy. These types of literacy are close notions, but the former makes emphasis on academic and social, and the latter on social and labour context of their application. Marginal literacy and survival literacy are a sub-type of functional literacy, determining its lower margin. The notion of cultural literacy defines properties, which every nation finds worthwhile including into this notion..

Over ten years of research proved that literacy application reflects the social context of human activities, and transfer of basic academic skills is limited only by new formats of texts, availability of information, etc. E.g., school academic literacy presupposes independent reading, sufficient to answer questions, remembering, synthesis, summary and assessment of contents and information. Requirements are unlikely to be the same beyond the school – in real life one should be able to read instructions and complete various forms, write applications. Some research showed that most students lose academic skills as soon as they leave a classroom.

Therefore, nowadays, many countries launch serious reviews to change community attitude to literacy, to overcome such a narrow interpretation of literacy as a notion, presupposing only the skill to read, write and calculate in a classroom. These steps resulted in the following conclusions

:

- ✦ The need to expand the notion of literacy in age aspect – it is obvious that literacy may be related to both children and young people and adults, populating any country;
- ✦ Basic, or minimal literacy, acquired in a primary school, should ensure development of many other skills in secondary and higher schools, in sector of complementary education. Unfortunately, in practice, knowledge acquired in primary school is, as a rule, insufficient for either secondary, or high school, or, especially for various life situations. That is, elementary reading, writing and arithmetic skills should be developed and enhanced both in secondary and high schools as well as in institutions of non-formal sector of education;
- ✦ In modern society, cultivation of reading, writing and arithmetic skills at school cannot be limited by academic objectives, it should include functional and operational goals, related to everyday life and social and labour. That is, in the course of time, cultivation of basic literacy skills will be inevitably integrated into functional literacy, which in the course of time is becoming to a greater extent a social and economic term, related to successful activities of an individual in an information community.
- ✦ In the new century “new literacy” as a combination of many skills (or many literacies), integrated into reading, writing and arithmetic skills, applied in academic and social context, should find its place in both scientific and educational paradigms and in educational practices of all levels and types.

Thus, latest research in the field of core of the term of “literacy” showed that the content of this term is historically sensitive. As public requirements to the level of person’s development are growing, there appears an objective need to expand functions of literacy skills rather than just to be able to read, write and calculate up to acquisition of a set of required skills and knowledge, which would enable an individual to consciously be involved in social and economic processes. In this context, the meaning of basic literacy is maximally close to both functional literacy and life skills, in whose structure reading, writing and arithmetic skills establish a fundamental basis.

Obviously, category of functional literacy and category of basic, elementary literacy is also being modified, depending on the level of country development. Presently, in Kazakhstan, most significant parameters of functional literacy include language literacy, computer (information), legal, civic, financial, environmental literacy and professional and qualifications aspects. However, UNESCO, appealing to comprehend literacy, based on its “multiple aspects”, however, excludes from this notion skills, related to the above types of literacy. This can be explained by the fact that in the process of education of children and adults we should cultivate not some specific skills (these can be some very significant skills for the country, e.g., in Kazakhstan it’s computer literacy) but the whole set of “practical processes of literacy, linked to various cultural processes, personal circumstances and collective structures” (UNESCO, 2004).

In this context, as we see it, a special place in educational programmes should be taken by a so-called activity-based literacy: the ability to set and modify tasks and objectives of one’s own activities, to make decisions, to ensure communication, to act in an uncertain situation, etc. Acquisition of these general fundamental skills to a greater extent ensures successful acquisition of other types of literacy, including all the above. In addition to what has already been specified in the previous Section on activities of the National Thematical Group of Kazakhstan on life skills, it should be noted that it’s activity-based literacy skills that have been introduced into the structure of life skills as a key, system-establishing link.

To put it another way, if we attempt to deliver the key meaning of a new notion of literacy, this definition will inevitably cover such attributes as a set of practical processes of acquisition and application of literacy skills, based upon the development of intellectual, activity-based and social skills. It is clear that this hypothetical definition needs to be widely discussed and specified.

However, to review adult-targeted educational programmes from the viewpoint of their meeting literacy criteria, based upon its multifaceted nature, we now can affirm that it is not the fact of adult being able to read, write and calculate that is being considered by his/her preparedness to apply these skills in a broad social and practical context. These may be interpersonal, labour, professional, social, academic and many other relations, whose effectiveness to a great extent depends upon the level of general, or functional, literacy of an individual. Such definition also changes the approach to cultivation of literacy: it should be comprehended in a broader way – not only as acquisition of specific skills, but as development of behavioural strategies, in whose framework stereotypes of actions, required to be taken under the circumstances (especially in uncertain and risk situations) are developed and enhanced. Obviously, if we talk about the development of skills and strategies of their application, this should cover both contents of educational materials and educational know-how, where most emphasis is put on interactive approaches and methods of development of students' independence.

**3.2.4.1.2 General policy: legislation and legal framework, programmes, including disabled groups**

**New vision of the issue of literacy within the national strategy of education development.** Review of key strategic documents<sup>10</sup>, to this or other extent related to formal and non-formal adult education in the context of literacy issues, allows making two conclusions:

a. The issue of basic (or traditional, elementary, minimal) literacy has not been specified in either of these documents due to the fact that it was successfully tackled in the country back in the last decade. This can be confirmed by outcomes of census in Kazakhstan in 1999, which revealed that literacy of young people (15-24 years of age) made 99,8%, of adults – 99,5% (Table 3.23.).

**Table 3.23. Literacy of population (15 years of age and over).**

Based on census outcomes of 1999.

N	Indicator в %	1999
1	Adult literacy	99,5
2	Female adult literacy	99,3
3	Male adult literacy	99,8
4	Urban adult literacy	99,6
5	Rural adult literacy	99,3
6	Youth literacy (15-24 years of age)	99,8

b. An extended notion of literacy, given its “multifaceted nature” (UNESCO, 2004), as well as reference to importance of development of functional literacy, being preparedness of an individual to efficiently carry out all activities he/she is facing in the process of living, have not been specified in the above legislative sources.

One of the first attempts to draw attention of stakeholders to international debates, demonstrating evolution of interpretation of the notion of literacy in information community, was made in the National Report on Human Development in Kazakhstan “Education for all: key objective of the new Millennium (2004). Given significant progressive changes in the social and economic development of the Republic and based upon UNESCO information and analytical materials, authors of relevant Section of the Report recommended escaping narrow interpretation of literacy, presupposing ability to read, write and calculate. It was suggested enhancing social and economic aspects in the notion of a contemporary role of literacy.

*Unfortunately, two years after the publication and public discussions of the Report we may say that there was no significant feedback to recommendation from the wider community and professional communities.*

However, in our opinion, lack of direct references to the significance of a new vision of the issue of adult literacy within strategic documents cannot mean that political criteria and practical actions in the field

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<sup>10</sup> Strategic Plan of Development of the Republic of Kazakhstan to 2010, 2001; Law of the Republic of Kazakhstan “On Education”, 1999; Strategy of Industrial and Innovation Development of the Republic of Kazakhstan, 2003; State Programme of Education Development in the Republic of Kazakhstan to 2010, 2006.

of formal and non-formal adult education do not take into account new global trends in enhancing the role of training of functionally literate people through creation of conditions for sustainable education (including the sector of complementary vocational education).



*To acknowledge and explain the significance of this issue, a different terminology and a slightly different approach are applied.*

E.g., in Address of the President of the Republic of Kazakhstan to the Nation (2006) one of priorities of the Strategy of Kazakhstan becoming one of the 50 most competitive countries of the world is development of modern education, sustainable professional development and retraining, creation of conditions for life-long education. Developing this idea in his lecture for students of Kazakhstan (2006), the President emphasized that the very notion of education is being transformed and expanded. Education is increasingly going beyond formal school and even higher education. A transfer is taking place from the concept of functional training to the concept of personality development. The lecture emphasized an increasing importance of sustainable

education and adult education: "Nowadays, "the life cycle" of knowledge and skills is very short. As a result, sustainability of education and regular professional development are becoming increasingly important... In the information society it will be not computers or communication lines or machines that will play a decisive role, but knowledge and creative thinking potential... Literate educated people are the key moving force of human development in XXI century".

The Strategic Plan of Development of Kazakhstan to 2010 specifies a number of issues, reducing efficiency of educational reforms, such as insufficient development of non-formal sector of education; irrelevance of the contents of all levels of education and the needs of community and economy of the country; lack of continuity between Middle and High Schools; insufficient application of advanced training techniques, etc. This document specifies an extended access to quality vocational education of all levels as one of the key objectives of social and economic development of the country. The Plan suggests establishing a quality assurance system and sustainability of vocational education (enhancing vertical connection of various VE elements), ensuring more efficient financing of vocational education as well as development of social partnership between learning institutions and private sector.

The Strategy of Industrial and Innovation Development also specifies educational sector as one of the key "hot spots" to enable to ensure sustainable development of the country. It has been specifically noted that education in Kazakhstan should become a dynamically developing system and properly react to accelerating world processes of globalization and informatization.

One of the key objectives of the State Programme of Education Development in the Republic of Kazakhstan to 2010 is "to modernize the national model of multi-level sustainable education... for further integration to the world educational space and meet the needs of a personality and knowledge-based society". To achieve this objective, based on the "life-long education for all" principle, it has been planned to ensure the following:

- ◆ balance of governmental, public and personal interests within the system of multi-level sustainable education;
- ◆ accessibility and continuity of all levels of education;
- ◆ establishment of the single educational information environment in the country;
- ◆ development of a professional and competent personality, competitive specialist, capable of independent and creative decision-making....

Based on the above, we may say that strategic and political documents consider extension of the role of education, mainly, in the context of objectives, aimed to renew training of qualified staff for growing economy and to improve the quality of education on the whole. Irrelevant of this context, the need to reconsider the role of education, knowledge and skills is already acknowledged by developers of educational policies – this is important for further enhancement of the focus of educational system on the development of human potential; for till late it was, mainly, an academic mission of educational institutions that was recognized.

However, despite the fact that the above documents regard sustainable adult education as one of possible resources and instruments to tackle social and economic issues, Kazakhstan still has no wholesome, interdepartmental and pragmatic policy, appropriate legislative framework and financing, aimed to integrate formal and non-formal sectors of adult education.

Therefore, in practice, a wide layer of non-formal/complementary VE of Kazakhstan is actually not involved in assurance of education sustainability, since most its programmes lack flexibility and diversity in terms of period, complexity of education, orientation at needs of different social groups of population. Many programmes are not properly substantiated since they do not take into account mandatory TVE standards and needs of development of regions. Many non-formal educational organizations are not related to official educational programmes and cannot fill out the gaps, which for various reasons take place in training of young people and adults. Non-formal sector needs to study the best international practices and introduce programmes of sustainable education.

Best practices from countries, supporting non-formal training of EFA programmes and sustainable education programmes to adults and young people

**Continuing education programmes**, providing opportunities for sustainable education from primary level to vocational, higher and postgraduate education.

**Equivalency programmes (EP)** are alternative educational programmes, implemented within the system of non-formal education and enabling to acquire knowledge and skills, equivalent to programmes of general or vocational education for a shorter period of time. Independent students' performance in training to EP plays a major role. Target groups of such programmes are children, young people and adults (including elderly people), who have not acquired basic, secondary and postsecondary education in proper time for various reasons.

**Programmes to improve quality of life** are aimed to provide some individuals with different incomes and whole communities with required knowledge, relations, skills, values, which would improve their living conditions, health, vocational training, etc. Such programmes are oriented at people's notion of well-being, notions of what their lives can and must be within a community. Depending on the fact what these people want to change to the better, they choose relevant programmes. These may include improved quality of nutrition, health, water, air sanitation, environment, rational household activities, access to cultural sector, expanded communications, etc

**Income Generation programmes (IGP)** are mainly aimed at less-privileged communities, who currently have no income, savings, live beyond the poverty line. For them it is important to acquire or renew their professional skills as well as those skills which would enable them to less or more successfully adapt to a new environment. Such programmes are targeted at people of different age, including young and retired people..

Underestimation of the role of functional adult literacy is particularly obvious at the institutional level: most steps, taken by vocational schools/lyceums, colleges and higher institutions in the framework of reforms are aimed, mainly, to ensure quality training, enhancement of social partnership, renewal of programmes and know-how. This is done, mainly, to expand opportunities of successful employment of graduates. And this is absolutely justified, however, the issue of how they will adapt to a new working environment, how they will interact in a team, whether they will be able to make justified decisions, whether they are ready to determine steps to develop their career and, mainly, what skills they should have to properly answer these and other questions, have not been properly specified either in educational programmes or teaching methodologies. However, this knowledge and skills are vital for students of primary and secondary vocational institutions, since it is well-known that the main audience of such institutions are teenagers and young people from less-privileged families.

#### **3.2.4.1.3. Responsible agencies for management, monitoring and EFA goals implementation.**

It's mainly two Ministries that are involved in development and implementation of adult educational policies – Ministry of Education and Science and Ministry of Labour and Social Protection of the population, their activities are based on normative and legal framework, which was mentioned in the previous Section. Key directions of policies, aimed at training of unemployed and other representatives of socially vulnerable groups, are developed, based on recommendations and under the support of international organizations, above all, UN Development Programme in Kazakhstan (UNDP), International Labour Organization (ILO) and donor organizations – Asian Development Bank (ADB) and World Bank (WB). An important role in decision-making in the field of poverty reduction through training of socially vulnerable groups is played by NGOs.

It should be noted that NGOs become more consistent in expressing interests of these groups of population. In the last years they have been increasingly trying to enhance these interests in relevant laws and other normative acts. NGOs involvement in the development and discussions of social policy is obvious at different levels of interaction with authorities and in various forms, too. They are involved in tackling issues, which for various reasons do not receive due attention from the government. First of all, they include:

- ✦ To ensure targeted social aid (NGOs determine target groups from socially vulnerable layers of population and directly work with them);
- ✦ To ensure civil activity of the population (to discuss and review acting legislation and draft Laws in the field of rights and freedoms of people, development of youth organizations, tackling of environmental issues, training, introduction of innovation educational programmes, etc.)
- ✦ To ensure moral support to the population, to unite people with similar issues (support in the development of local communities, psychological and professional adaptation, assistance in employment/self-employment of unemployed, business development).

*NGOs, whose activities are directly or indirectly aimed at personnel training, already include organizations, which have earned a rather serious image with the community and established their own resources (projects, know-how, staff). The most successful organizations include such well known organizations as **Association of primary and secondary vocational institutions of Kazakhstan, Scientific and Practical Centre for Civic Education, Conflictology Centre, Almaty Association of Entrepreneurs, Association "Education for All in Kazakhstan"** and many others. It's these NGOs that in the last years have been becoming important subjects of educational policy, since their projects make a real impact on the nature of programmes, development of students' knowledge and skills. However, only a few NGOs consider issues, related to orientation of education at the development of functional literacy.*

In 2002, Ministry of Labour and Social Protection, based on lessons learnt, recommendations of international institutions and suggestions of NGOs, developed the second "Poverty-reduction Programme in the Republic of Kazakhstan 2003-2005". Poverty-reduction steps include assurance of increased access to education for young people and adults from less-privileged groups of population, improved primary medical aid, housing, transport infrastructure, facilities, increased access to information. The Programme specifies it as an overriding priority to ensure vocational training and retraining of unemployed and describes this issue in an individual Section, suggesting a number of steps as follows:

- ✦ To increase competitiveness of unemployed through their vocational training, given situation at the labour market
- ✦ To develop mechanism of forecasting, monitoring and governmental regulation of training of labour and specialists in compliance with labour market requirements
- ✦ To take steps, aimed to extend the network of vocational schools, lyceums, to use vocational schools/lyceums, colleges as regional centres to train unemployed and engineer and teaching staff
- ✦ To improve regulations in the field of organization and financing of vocational training and professional development of unemployed.

However, upon implementation of this Programme, it became clear that because of lack of relevant normative and legislative framework and sufficient funding some of planned objectives have not been achieved. Vocational training and retraining of young people from vulnerable groups remains the weakest link in poverty-reduction programmes.

Experts of various project studies see the following as major obstacles on the way of implementation of Poverty-reduction Programmes in terms of training and retraining of able-bodied people from socially vulnerable groups of population:

- ✦ lack of target training and retraining programmes for various categories of a less-privileged population
- ✦ low level of training/retraining of unemployed
- ✦ parasitical behaviour of some trained unemployed
- ✦ lack of career-guidance system and consultations
- ✦ insufficient funding of programmes and rather limited period of time, allocated for training/retraining
- ✦ weak cultivation of skills in the field of search of information on labour market requirements
- ✦ low level of professionalism of staff of vocational schools/lyceums and colleges, working with adults, as well



as of staff of NGOs, involved in organization of complementary vocational education of young people and adults.

Important tools to improve the quality of adult training include programmes of advance training to adjacent trades and key skills (review of situation, selection of the key thing, decision-making in as the situation changes, etc.). It is important to train young people, especially from less-privileged groups, to substantiate their choice of future trade, skills of motivated studies, search of source of information, its acquisition and processing. There is a need to train resource specialists for NGOs of teachers and trainers, who should know the theory and practice of work with less-privileged groups of population.

Access of disabled people to information and employment. The Law “On social protection of disabled people in the Republic of Kazakhstan” (2005) specifies the terms and list of educational services, provided to disabled people. For the first time it sets a quota for entrance to secondary and higher vocational institutions, scholarship benefits. Disabled children can have their in-home studies reimbursed.

Access to information is ensured through publication of regular, scientific, methodological, reference and fiction literature for disabled people on audio-tapes, CDs, Braille type and videotapes with gesture-translation, organization of gesture-translation of information programmes at Republican TV-channels. In 2005, Khabar TV-channel was provided with 4.2 million tenge, Kazakhstan TV-channel – 56.6. million tenge to ensure gesture-translation.

A special Section prescribes involvement of employers in social protection of disabled people. An employer must at its own expense create social work places for people, who have become disabled through the employer’s fault, ensure vocational training or retraining, ensure access to objects of social infrastructure, manufacturing buildings and facilities.

To ensure employment of disabled people, the Law sets a 3%-quota of work places, special work places, development of regional rehabilitation programmes, including support to the activities of special organizations, public associations of disabled people.

**Thus**, despite the fact that the Government places special emphasis on social support of less-privileged people, disabled, unemployed, many of these activities, especially steps in the field of training/retraining and professional development of unemployed, are not accomplished, mainly, because of insufficient financial and normative and legislative frameworks. Most programmes of training/retraining of unemployed are traditional (oriented at development of only vocational knowledge and skills) and inefficient. There are no financial benefits for training and retraining of working but less-privileged people, who would like to take a training but cannot do that because of high tuition fees. Lack of continuous and sustainable interaction between labour bodies and organizations, educational bodies and NGOs does not enable to cover young people and adults from different categories of socially vulnerable groups of population with required and flexible training (we mean not only unemployed but also children and teenagers, who do not attend classes for different reasons, disabled, retired people, etc.). Many training centres do not meet the needs of students in these or those programmes, the practice of wholesome information and methodological support, career-guidance activities and consultations has not been widely replicated.

Development and introduction of life skills, including functional literacy skills, are ensured mainly by NGOs in the framework of international projects. However, because of limited resources, results of their studies are often not replicated throughout the Republic and are not applied in practice.

**3.2.4.1.4. EFA Goal monitoring and assessment.** In the National EFA Action Plan of Kazakhstan, the list of activities to achieve EFA Goals 3 and 4 have been specified in the same Section. As it has already been noted, planned activities have been accomplished, since their sources were strategic programmes in the field of education and social sector, approved at the governmental level.

**3.2.4.1.5. Source of budgeting and financing for Goal implementation.** Information on financing of formal sector of adult education has also been provided in Section on EFA Goal 3. There is no official information on financing of the non-formal sector of adult education.

#### **3.2.4.2 Progress in achieving EFA Goal 4 (using indicators)**

Due to lack of target research and appropriate statistical data in the field of measurement and assessment of the level of literacy from the viewpoint of new approaches to literacy, as recommended by UNESCO, it is not deemed possible to determine the level of adult literacy.

**Successful example of EFA Goal 4 implementation.**

**Lessons learnt by Vocational School № 11 of the town of Kaskelen, Almaty oblast, in the framework of project “Skills development for poverty reduction”.** The Project was launched by European Education Foundation (EEF) in 2005. The Project implementation period is 3 years and involves Central Asian countries, including Kazakhstan, Kyrgyzstan and Tajikistan.

In cooperation with heads and specialists of MES, Department of Education of Almaty oblast, Vocational School № 11 is involved in a study, aimed to increase the social role of vocational institutions through enhanced cooperation with NGOs and establishments. The VS trains over 400 local young people at the age of 15-19 years and over, most of which are from less-privileged families of the town of Kaskelen and other regions of Almaty oblast (about 80%). Since 2004, the School has been successfully involved in an annual bidding procedure in the field of vocational training of unemployed, held by oblast Department for Employment and coordination of social programmes. In cooperation with regional Employment Department, VS № 11 forms groups of unemployed young people and adults to provide them with a short-term training/retraining in different trades. Since these activities need to be radically improved, the School top management chose it as the main subject of study in the project framework. In 2006, fundamentals of strategy of VS № 11 have been identified, a pilot survey of employers and target groups has been ensured, training arranged for teachers of VS № 11, involved in provision of short-term trainings in the field of integration of key and vocational skills in adult training, amendments have been introduced to educational programmes for unemployed in 5 profiles, activities of Advisory Council of partners in vocational training have been launched

The first project outputs include enhanced understanding of the role of training of unemployed as a direction of a social and economic significance by School top managers and faculty, as well as revealed weaknesses and non-consumed innovation resources in modernization of training/retraining of unemployed..

**3.2.4.3. Recommendations for adjustment**

**Identify priority tendency**

Out of the list of recommendations of DFA and UN Action Plan for Literacy Decade, the following three aspects of EFA Goal 4 are of particular importance for modern Kazakhstan:

1. Expanded understanding of literacy at political, practical and individual levels
2. Putting adult education on the list of priorities of national educational and poverty-reduction strategies/improvement of human life quality
3. Creation of conditions for lifelong training; enhanced links between formal, non-formal and unofficial systems of adult education

Action Plan on goal implementation until 2015 stressed on un-reached groups of population

- ✦ To enhance promotion of literacy, education, life skills, healthy lifestyle, skills cultivation for increased income, organization of a sub-regional scientific and practical conference in the field of adult literacy
- ✦ To ensure extended involvement of young people and adults in various types of independent academic and practical activities at learning institutions;
- ✦ To introduce educational know-how, more relevant to the objective set (team training, training to specific activities, small groups training, projects method, etc.);
- ✦ To carry out career-guidance activities and provide consultations in cooperation with employers and local authorities;
- ✦ To expand the range of educational services, provided within non-formal educational sector, while focusing on less-privileged, socially unprotected groups of population;
- ✦ To ensure regular assessment of needs of local communities and introduction of relevant modifications to programmes, addressed at less-privileged groups of population;
- ✦ To establish and enhance networks and business partnership and information exchange between non-formal sector institutions and vocational schools/lyceums, colleges and other stakeholders at local, national and international levels; to develop joint projects in the field;
- ✦ To ensure quality trainers, able to work with young people and adults; to ensure prior training of trainers out of local specialists and teachers;
- ✦ To join Networks of international organizations, involved in tackling of similar issues;
- ✦ To summarize and replicate best practices in the field of non-formal education to ensure employment, self-employment, small businesses development, entailing increased income of the population, integration of such programmes into the system of formal education;
- ✦ To develop information digests on best practices of other countries in tackling adult education issues, including for less-privileged groups of population.

### 3.2.5 Implementation of EFA Goal 5

Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.

#### 3.2.5.1. Strategy of achieving EFA Goal 5

**3.2.5.1.1. Description of EFA Goal and concrete national issues.** Gender is a term to identify a combination of social and cultural norms, which people should comply with, depending on their biological sex. The notions of biological sex and social aspects have been divided not long ago. Today gender studies represent a broad share of modern science of society. Their major prerequisite is about the fact that male and female roles in the society are not determined biologically, have not been stipulated "by nature", but are constructed by people, based on their conception of justice, principles of social order, existing values.

A patriarchal model of society has been prevailing for a long time, when interests of women were dominated by interests of men. This manifested in lack or limitation of civil rights of women, domination of men in family, economic, political, cultural fields. Such situation was based on a legal framework – the law legitimized discrimination of women.

Radical shifts in legal systems of almost all countries of the world took place in XX century. Discussions of sex-based legal discrimination were taken to an international arena. In 1967, UN adopted Declaration "On elimination of discrimination of women", in 1979 – UN adopted Convention "On liquidation of all forms of discrimination of women". In fact, these launched a fight with men's domination in social and political life at international level.

Strategy of Gender Equality in the Republic of Kazakhstan 2006-2016, which has been specified in more detail hereinafter, identifies key goals and objectives, aimed to tackle this important issue. These include:

- ◆ To create conditions for execution of equal rights and equal opportunities of men and women (boys and girls), as declared in Constitution of the Republic of Kazakhstan and international acts, acceded by Kazakhstan.
- ◆ To join efforts of authorities and the entire Kazakhstan society in the field of implementation of fair gender policy, aimed at:
  - introduction of gender knowledge into the system of education;
  - to ensure that principle of equality of men and women in the field of education is followed;
  - to introduce gender indicators and gender statistics;
  - to introduce gender component into educational standards and programmes.

**3.2.5.1.2. General policy: legislation and legal framework, Programmes, including disabled groups.** Kazakhstan identified integration into world community as its priority in the field of external policy. The country is a signatory of over 60 international treaties in the field of human rights. These include Convention on liquidation of all forms of discrimination of women. Kazakhstan has also ratified a number of other documents on equal rights of men and women.

UN Millennium Declaration (2000), signed by most countries of the world, identifies encouragement of equality of men and women, extended rights and opportunities of women as key objectives of human development in the third millennium.

Currently, worldwide, historical domination of men over women is being reconsidered. In industrially developed and socially-oriented countries women have almost gained equality with men in terms of their rights and opportunities.

Since it gained independence, Kazakhstan has also achieved certain progress in the field of protection of rights and legal interests of men and women. Legal, organizational and administrative steps are taken to enhance women's status, to protect their rights and interests, to encourage equality between men and women. National legislation is being improved in the field of gender policy and is being brought in compliance with international legal standards.

Based on Constitution of the Republic of Kazakhstan, a Concept of Gender Policy has been developed in the Republic of Kazakhstan and approved by the Decree of the Government of the Republic of Kazakhstan of 27

November 2003 № 1190. Based on this Concept, a Strategy of Gender Equality in the Republic of Kazakhstan for 2006-2016 has been developed and approved by the Decree of the President of the Republic of Kazakhstan Nursultan Nazarbaev of 29 November 2005 № 1677. This is a fundamental document, aimed to implement governmental gender policy, ensuring equality of men and women as well as expanded rights and opportunities of women.

Objective of the Strategy is to ensure, in compliance with UN Millennium Development Goals, execution of both equal rights and equal opportunities of men and women, their equal involvement in all sectors of life and activities of the society.

Gender Equality Strategy, adopted in the country for the first time, opens a new stage in social policy of the state and provides for introduction of gender knowledge into the system of education, community awareness-raising in the field of legal and gender equality. To implement the Strategy, an Action Plan for 2006-2008 has been developed and approved by the Governmental Decree of 29 June 2006 № 600.

Constitution of the Republic of Kazakhstan to a rather full extent specifies fundamental principles of the Universal Declaration of Human Rights, identifies legal and institutional fundamentals of protection and assurance of human rights, including women.

Constitution of the country ensures the Right of every person for education. In line with Article 30, citizens are guaranteed to acquire free secondary education, which is mandatory, at state-owned learning institutions.

In line with Article 14 of the Constitution, "No one can be subject to discrimination in terms of origin, social, official or property capacity, sex, race, nationality, language, religion, beliefs, domicile or any other circumstances whatsoever". This norm guarantees that women have equal rights with men, opportunities to acquire education and vocational training, in public, political, cultural and all other fields of life.

The Law of the Republic of Kazakhstan "On Education" (1999) (hereinafter referred to as the Law) regulates public relations in the field of education, identifies the key principles of governmental policy in this field and is aimed to ensure a constitutional right for education.

Principles of governmental policy in the field of education, as specified in the Law (Article 3), are as follows: equality of rights of all citizens of the Republic of Kazakhstan for education; accessibility of education of all levels for population, given their intellectual development, psycho-physiological and individual peculiarities of every citizen, etc.

In line with presidential Order, a State Education Development Programme to 2010 has been developed in the Republic of Kazakhstan and specifies education as a national priority. The Programme provides for the development of pre-school learning institutions as a social institute, providing women with an opportunity to work and providing support to socially vulnerable and less-privileged groups of people, increased State Order for teaching staff training; enhanced material and technical resources of schools; development of a network of boarding schools for children with limited abilities in development; completion of introduction in the Republic of independent external monitoring as a Unified National Testing of school-leavers as well as interim certification of students of higher institutions; development of a network of vocational and technical learning institutions, primarily through private sector involvement and others.

In his Decree of 19 September 2002, President of the Republic of Kazakhstan introduced a position of an Ombudsman, whose administration includes a specialist in gender issues.

**3.2.5.1.3. Responsible agencies for management, monitoring EFA Goal implementation.** Authorities of the National Commission have been expanded. It has been renamed into the National Commission for family issues and gender policy under the President of the Republic of Kazakhstan (Presidential Decree of 1.02.2006 № 56). Its activities are aimed at achievement of gender equality in the country. The Commission comprises members of Parliament of the Republic of Kazakhstan, representatives of large establishments and NGOs from all regions of the country.

National Commission has its own Secretariat, forming a part of the Chancellery of Prime-Minister of the Republic of Kazakhstan.

On site there are Commissions for family issues and gender policies, functioning under Akims of oblasts, cities of Astana, Almaty (hereinafter referred to as the Commission), as well as those of regions and cities,

headed by deputies Akims. Commission is an advisory-consultative body under Akims of oblasts, cities of Almaty, Astana (hereinafter referred to as Akim).

A legal framework of activities of the Commission comprises Constitution and Laws of the Republic of Kazakhstan, Acts of President of the Republic of Kazakhstan, other normative legal acts of the Republic of Kazakhstan, Resolutions of Akims, Typical Provisions on commission for family issues and gender policy under Akims of oblasts, cities of Astana, Almaty (Provisions have been approved by the Governmental Decree of 28.02. 20006 № 138).

Key objectives of the Commission are as follows:

- ◆ to establish comprehensive regional programmes in terms of family and gender equality in the context of Strategy of Development of Kazakhstan to 2030, Strategy of Gender Equality, international treaties in the field of family issues and gender equality, acceded by Kazakhstan, and in compliance with priorities and recommendations of the National Commission for family issues and gender policy under the President of the Republic of Kazakhstan;
- ◆ to ensure interaction with local authorities;
- ◆ to study gender situation in regions, etc.

Coordinators for gender issues have been appointed in all central executive bodies. They include Vice-Ministers, Heads of Departments, Chief Specialists of central executive bodies.

An Otbasy (Family) group of MPs, established within the Parliament of Kazakhstan at a legislative level, is efficiently operating in the field of protection of family interests, interests of women and children in lawmaking process. It initiated Parliamentary hearings on education, legislative assurance of women's and children's rights, involving non-governmental and international organizations.

A Scientific-Research Institute of social and gender studies has been established under Kazakh State Women's Teacher-Training Institute. The object of its studies is gender education.

A Centre of Gender Education is successfully functioning under Kazakh National University after Al-Farabi.

### **Conclusions on Sub-Sections 3.2.5.1.2., 3.2.5.1.3.**

A Strategy of Gender Equality in the Republic of Kazakhstan 2006-2016 and Action Plan 2006-2008, aimed at Strategy implementation, have been developed.

Gender Issues Coordinators have been appointed within central executive bodies, including Ministry of Education and Science of the Republic of Kazakhstan, in charge of the development and implementation of gender policy in their relevant sectors.

Authorities of the National Commission for family issues and gender policy under the President of the Republic of Kazakhstan have been extended.

The Law of the Republic of Kazakhstan "On Education" and other normative and legal acts in the field of education, based on Constitution of the Republic of Kazakhstan, provide equal rights and opportunities for those, willing to acquire education in Kazakhstan, irrelevant of their sex.

A Scientific-Research Institutes, Centres have been established to achieve gender education objectives, to study relevant issues and ways to tackle them.

**3.2.5.1.4. EFA Goal monitoring and assessment.** To implement principles of gender equality in all sectors of life, including education, in compliance with Clause 3 of Presidential Decree "On approval of Strategy of gender equality in the Republic of Kazakhstan 2006-2016" of 29.11.2005 № 1677, Ministry of Education and Science of the Republic of Kazakhstan (hereinafter referred to as the Ministry) annually, by 20 January, provides National Commission for family issues and gender policy with information on progress in Strategy implementation.

To implement Presidential Decree "On approval of Strategy of gender equality in the Republic of Kazakhstan 2006-2016" of 29.11.2005 № 1677, the Ministry annually, on 20 January, provides the National

Commission for family issues and gender equality with information on accomplishment of planned activities for the past year.

Departments of Education of oblasts, cities of Astana, Almaty annually (as of 1 October) provide the Ministry with a report, developed in compliance with form № 76-RIK.

Form № 76-RIK comprises a joint report of daytime secondary schools on the total number of their students by Grades, given urban and rural territories, including girls. Form RIK-83 comprises report on the total number of teachers of the Republic, including women.

Agency for Statistics of the Republic of Kazakhstan publishes annual statistical bulletins on the Social Sector Section. To demonstrate a real position of women in all spheres of life, starting from 1999, an annual statistical compilation "Women and men of Kazakhstan" has been being published. The number of gender indicators in this report has been increasing every year.

Gender indicators have been put on the Strategic Plan of Development of Kazakhstan to 2010.

In the last years Kazakhstan has undertaken a lot of steps to improve legal protection of children and to create friendly environment in schools: a Committee for protection of children's rights has been established under the Ministry of Education and Science of the Republic of Kazakhstan, the Law "On children's rights in the Republic of Kazakhstan" was signed in 2002, a National Centre for education quality assessment, National Certification Centre, Centre of Certification, Quality Management and Consulting, Republican Centre of qualifications approval and award, Republican Scientific-Practical Centre "Pre-school childhood" have been established under the Ministry. The Ministry initiated studies in the field of human rights and developed a National Action Plan on awareness-raising in the field of human rights in the Republic of Kazakhstan 2006–2007, an efficient network of governmental and non-governmental organizations has been established to cooperate in the field of monitoring of protection of children's rights, etc.

Presently, MES RK, UNICEF, Sandj Centre carry out activities in the field of implementation of Project "Development of indicators for assessment of schools of friendly attitude to a child" (hereinafter referred to as SFAC). Such indicators as well as assessment and monitoring methodology have been developed. The most significant indicators have been selected and suggested for the current situation in the system of education of the Republic. Indicators have been divided into two types as follows:

- ◆ national indicators, serving as a basis for annual monitoring at the Republican level;
- ◆ in-school indicators, serving as a basis for regular (quarterly or annual) monitoring at a school level, based on its own resources.

The study showed no manifestation of gender discrimination. No gender "shifts" have been found within textbooks or programmes.

However, some teachers noticed that they like working with a certain gender group: some like working with boys, some with girls.

"I like working with boys more, it's easier working with them, both in communication and they are reliable, and they have a sense of humour. Some girls get upset, nurse a grievance, and boys are so explosive but forgiving" (Teacher, village).

"It's easier to teach girls. They are more diligent". "In high school it's harder working with girls. In high school it's easier teaching boys than girls" (Teachers, village).

All respondents noted that in their schools both girls and boys have equal access to education. Boys and girls have equal rights at schools. All those willing take part in events, irrelevant of their sex. However, girls think that teachers are more exacting to them because "Girls should be well-brought up".

The study showed manifestation of gender inequality in terms of distribution of professions, depending on sex. Key features of men's professions are as follows: courage, ability to overcome physical and moral difficulties, will-power, lack of patience. Key features of women's professions have been named the following: cleanliness, sophisticated taste, natural sleight of hand, tidiness, "they are more sensitive to parents' model, notice minor things".

As it is known, it's mainly women who are employed at schools of the Republic and on the whole the system of education is feminized in the country, educational organizations are dominated by female teachers (80,6%). According to the Ministry, the total number of teachers of daytime secondary schools in academic

year 2005 - 2006 made 276.272, 222.964 of them were women; in academic year 2006-2007, relatively, the figure was 272.098, with 219.247 being women.

According to outcomes of study of reasons for feminization in the framework of SFAC project "Feminization of educational sector of the Republic of Kazakhstan: ways out and issues" (SRI of Kazakh State Female Teacher-Training Institute, Head of study Candidate of Sciences Tanirbergenova), the reason for current situation is, above all, low remuneration, low status of a teacher, "men have no patience to work with children".

### **Assessment of achieving EFA Goal 5**

Republic of Kazakhstan witnesses significant changes in social, economic and political life, which enhanced better execution of human rights, including those in the field of education.

There are profound changes taking place in the field of education of the Republic, favourable conditions are created for efficient development of the national system of education, enabling wider access of the population to quality education at all levels and stages of education.

Kazakhstan signed Dakar Declaration. Its key objective is to ensure education for all and this objective was also reflected in key principles of our governmental policy.

In Kazakhstan literacy is regarded in a wider context, rather than an ability to read, write and count.

A new understanding of literacy in our society is the issue of life-long assurance of competitiveness of each member of the society in a globalized world.

This is the postulate that has become fundamental for strategic documents of educational sector.

They, first of all, include State Programme of Education Development in the Republic of Kazakhstan 2005-2010, complying with key goals and objectives of Dakar Agreement.

The system of education is the most powerful tool, with the help of which social relations, including gender ones, are reproduced. The school does not only provide knowledge but also shapes up certain sex-role stereotypes, basics of life position of boys and girls, sets standards of relations between a man and a woman in a family, team, society.

The State Programme of Education Development in the Republic of Kazakhstan 2005-2010 identifies education as a national priority.

The Law of the Republic of Kazakhstan "On Education" regulates public relations in the field of education, identifies key principles of governmental policy in the field and is aimed to ensure constitutional right of citizens for education.

Article 3 of the Law provides for equality of rights of all citizens of the Republic of Kazakhstan for education and accessibility of education of all levels to the population, based on their intellectual development, psycho and physiological and individual features of every citizen.

Boys and girls (young men and girls) has an equal right to study similar subjects. Within the system of education of the Republic of Kazakhstan all textbooks, educational materials and programmes are the same in contents for all students.



Educational programmes identify the content of education of relevant levels and their grades. In the Republic of Kazakhstan there are implemented educational programmes, subdivided into general educational (major and complementary) and vocational (major and complementary).

Major general educational programmes are developed, based upon relevant state mandatory educational standards and are aimed at all students, irrelevant of their sex.

The government sets mandatory educational standards. Activities of any learning institutions should comply with these standards (Clause 4, Article 30 of Constitution of the Republic of Kazakhstan).

The model of national system of education, specified by the above Law, is oriented, first of all, at assurance of high quality of education and cultivation, training of highly professional personnel with a new way of thinking and a higher level of civil consciousness, which would appropriately comply with modified social and economic conditions in the country.

According to the official statistics (Agency for Statistics of the Republic of Kazakhstan), in Kazakhstan almost all girls are covered by primary education.

The same conclusion is confirmed by UNESCO experts study, who put Kazakhstan in a group of countries, where gender parity has been achieved in secondary education.

As of the beginning of academic year 2005-2006, 228.282 entered the first Grade, with 111.740 of them being girls (48,9%). The number of students of Grades 1-4 (primary School) made 956.281, with 469.298 of them being girls (49%). In total, there are 1.430.282 students of Grades 5-9 (Middle School), with 704.122 of them being girls (49%). The total number of students in Grades 10-11(12) is 391.514, with girls making 205.848 (52,6%).

In academic year 2005-2006, there were 289.323 students studying in Grade 9 of secondary schools of the Republic with 143.225 of them being girls (49,5%).

As of the beginning of academic year 2006 – 2007, there were 164.543 students in Grade 10, with 86.240 being girls (52,4%).

In academic year 2006-2007, 56,8% of Middle School graduates continued their studies in High School with 60,2% of them being girls..

As of the beginning of academic year 2006-2007, 231.382 of students entered Grade 1 with 112.989 of them being girls (48,8%).

The number of students in Grades 1-4 (Primary School) is 930.948, with 455.525 of them being girls (48,9%).

The number of students in Grades 5-9 (Middle School) is 1.394.974, with 684.921 of them being girls (49%).

The number of students in Grades 10-11(12) is 342.530, with 180.775 of them being girls (52,7%).

The total number of students in Grades 1-11 made 2.668.452, with 1.321.201 of them being girls (49,5%).

Acting legislation in the field of education ensures equal access to education of all citizens, irrelevant of their sex. The Concept of gender equality is followed at all levels of education.

To ensure equal opportunities in the field of vocational education for girls, there are targeted career-guidance activities carried out among students of secondary schools, which enhances positive dynamics of growth of the number of girls, entering primary and secondary vocational institutions (PSVI). In particular, in academic year 2005-2006, the number of students in PSVI made 104.184 persons, with 33.991 of them being girls (32,6%), secondary vocational (colleges) – 397.631 students, with 210.566 of them being girls (53%).

In all higher institutions girls enjoy the same rights as young men for acquisition of higher education, scholarships and other legislative bonuses and benefits. Students are enrolled to higher institutions through complex testing, ensuring equal opportunities for acquisition of higher education. E.g., as of the beginning of academic year 2005-2006, out of the total number of students, studying at higher institutions at the expense of governmental educational grants, 56,8% were women.

In the Republic of Kazakhstan there is a system of state educational grants for training of specialists with higher education. The main criterion for award of educational grants is the level of academic knowledge of entrants. There are also state scholarships for some categories of those studying at daytime divisions of state-owned learning institutions. In addition, orphaned students, students from families, enjoying targeted



social aid, and students with a high level of academic knowledge as per results of tests, are provided with state student credits for partial coverage of expenses, incurred in food, accommodation and purchase of textbooks. The above grants and scholarships are awarded equally to men and women.

In compliance with the Decree of the Government of the Republic of Kazakhstan of 31 May 2006 # 485 "On approval of State Order for training of specialists with higher education in organizations, funded by the Republican budget, specialists with higher education, with postgraduate education and graduates of higher institutions and scientific organizations for academic year 2006/2007", 29.470 grants have been awarded to train specialists with higher education.

Out of 29.470 grants awarded, 18.382 have been provided to girls, including 9.542 to girls from rural areas. Kazakhstan has taken a lot of steps to accelerate actual equality of men and women, especially in the field of maternity. Young women who have to suspend their training because of pregnancy or child care, are provided with academic leaves, after which they are able to continue their studies.

**Table 3.24. Share of women with an academic degree**

	2005		2006	
	Total	Women	Total	Women
Faculty of higher institutions in total:	42333	26023	43382	27050
PhD	2728	585	2869	605
Candidates of Sciences	12350	6085	12773	6470
Professors	2801	592	2884	603

According to the National Centre for Scientific and Technical Information of the Republic of Kazakhstan, the number of theses, defended by women in 2005, makes 60,7% of the total. Share of women among competitors for Candidate's degree is 64,6%, their average age is 35,0. Weight of defense of PhD theses by women in 2005 made 41,6%.

Students are enrolled to scientific and research institutions to acquire postgraduate education, based on their applications and on a competitive basis in the sequence, established by the central executive body of the Republic of Kazakhstan in the field of education. All citizens of the Republic of Kazakhstan, irrelevant of their sex, have the right to be involved in scientific activities.

According to Article 26 of the Law "On Education", postgraduate education, as a higher level of sustainable education system, is aimed to train scientific and research and educational staff of higher qualification. Postgraduate education is acquired by citizens with a qualification of a specialist with a higher special education or Master's academic degree.

Scientific and research and educational specialists are trained at clinical residencies, postgraduate learning institutions, postgraduate apprenticeship, scientific and research institutions as well as in the form of transfer of Candidates of Sciences to the positions of Senior research officers, provision of sabbatical leaves.

Women have equal opportunities to acquire postgraduate education and develop their own scientific and research activities.

Educational level of men and women has become almost the same. There are 737 men with higher, incomplete higher, secondary vocational and secondary general education at the age of 15 and above per 1.000 men, and there are 729 women with the same parameters per 1.000 women. The level of education of most able-bodied population of Kazakhstan is rather high. Employed women have a higher level of higher and secondary vocational education (52,7%) compared to men (47,3%)

Below please find examples of proportion of men and women at management positions within the system of education of the Republic of Kazakhstan (data provided by MES RK as of 01.10. 2006):

- ◆ out of 18 Directors of Republican organizations (Centres), subordinate to the Ministry of Education and Science of the Republic of Kazakhstan, 9 are women;

- ✦ out of 16 Directors of Departments (Divisions) of Education of oblasts, cities of Almaty, Astana, 7 are women;
- ✦ out of 294 Directors of Primary Schools 252 are women;
- ✦ out of 1212 Directors of Middle Schools 669 are women;
- ✦ out of 5405 Directors of Secondary Schools 2614 are women.

One of key objectives of the society is to create healthy and safe conditions for life and studies of children, teenagers.

To enhance moral fundamentals of upbringing and protection of reproductive health of growing generation, MES has developed and approved of the Concept on moral and sexual upbringing in the Republic of Kazakhstan (Governmental Decree of 21 November 2001 № 1500).

Educational process of secondary general schools includes the programme of Valeology, providing for moral and sexual upbringing of young men and girls at the age of 15-16.

A school component of a typical syllabus covers the course of "Ethics and Psychology" (10-11 Grades). At the same time activities are carried out in the field of rehabilitation of ethnopedagogics. Ideas of progressive richest traditions and best upbringing practices are implemented both in the process of training and in the process of upbringing of children and teenagers.

In compliance with the Order of the Minister of Education and Science of the Republic of Kazakhstan of 21 March 2002 № 204, the course of Self-Learning has been introduced into the curriculum of secondary schools and pre-school organizations of the Republic since 1 September 2002. Conceptual fundamentals of this discipline are about philosophical, psychological, educational basics of moral and spiritual upbringing which will allow students to discover their internal potential, emotional feelings and motives of behaviour.

To implement gender approaches at Physical Education classes, since 2001 there have been introduced separate classes for boys and girls, studying in Grades 5-11.

Ensuring the principle of sustainability of education, gender disciplines are taught at learning institutions of secondary vocational education and higher institutions of the Republic.

Family and women issues are considered when studying Social Sciences and Humanities. The contents of disciplines include issues of family origin, development of family and matrimonial relations, role of a woman in a family.

Curricula of colleges, subordinate to the Ministry of Interior of the Republic of Kazakhstan, include 10-hour optional classes in Gender issues and objectives of interior bodies.

Primary and secondary vocational learning institutions cooperate with public organizations to support women, in particular, they cooperate with Status Women's Federation (city of Ust-Kamenogorsk), Nezabudka (Forget-me-not) Women Support Centre (town of Ridder) in the following fields: sociological research, joint disputes, etc.

Gender issues are also tackled through the system of professional development of educators at special courses through teaching of conceptual theoretical and practical aspects of gender education in modern conditions.

The Republican budget, in line with the State Education Development Programme, has allocated 1.3 billion tenge for retraining and professional development of teaching staff for 2005-2007, 434 million tenge annually.

At the Republican Institute of professional development there are special courses, where the audience would get familiar with conceptual theoretical and practical aspects of gender education in modern conditions in the following fields: gender education issues, gender education, issues and perspectives of development, gender education fundamentals.

At the Kazakh State Women Teacher-training Institute there is a Gender discipline taught. This discipline studies the issue of sexes, encourages students to get a new vision of social and cultural and historical realities, establishes gender self-consciousness.

Gender disciplines are taught at other higher institutions of the Republic as well: Kazakh National University after Al-Farabi, Kazakh National Academy of Arts after Zhurgenov, Kazakh National Conservatory

after Kurmangazy, Zhetysu State University after Zhansugurov. Other higher institutions of the Republic are also launching these activities.

To support women education, a Kazakh State Women Teacher-training Institute (ZhenPI) was established in 1944. There are only women from rural areas studying here. Students include representatives of Kazakh Diasporas from various countries, oralmans. The Institute trains Physics, Math, Geography, Biology, Kazakh, Russian and Foreign Languages, History Teachers, Primary School Teachers and KG tutors.

In addition, students are taught leadership qualities, cooking, driving, weaving, ethics and psychology of family life, ability to resolve conflicts.

All faculties of the Institute teach gender education issues. It is considered that change of stereotypes of human consciousness, his/her psychology, establishment of new cultural ideals, values should be the key direction of gender policy.

Action Plan 2006-2008, aimed to implement Gender Equality Strategy in the Republic of Kazakhstan 2006-2016, is being implemented.

In 2006, the State Mandatory Standard of secondary education (12-year school) (hereinafter referred to as the SMS) was developed and introduced as per Order of the Ministry of Education and Science of the Republic of Kazakhstan of 23 October 2006 № 551. Among others, it also includes a gender component.

Scientific and Research Institute of social and gender studies under the Kazakh State Women Teacher-training Institute has developed an educational and methodological set "Gender" (herein after referred to as EMS) for sustainable education system. This EMS includes an educational programme of "Gender Grammar" for students of 5-8 Grades, a textbook for 9-11 Graders "Gender Education Fundamentals", methodological aids for teachers and psychologists of preschool organizations and Primary School teachers.

Methodological recommendations in gender expertise of textbooks and methodological aids have been developed for higher institutions.

In academic year 2006-2007, a special course "Kazakh aruy" of 2 credits (90 hours) was introduced into syllabi of faculties of Kazakh State Women Teacher-training Institute for 2 years of studies. Syllabi of these courses have been developed and approved.

Institute of Social and Gender Studies under Kazakh State Women Teacher-training Institute launched activities, aimed to develop syllabi of special courses to train and retrain teachers of higher institutions, to develop questionnaires for gender trainings; developed methodological aids on gender education within a family "Otbasy: ata-ana zhene bala"; translated a school-book on Fundamentals of Gender Education into Kazakh for teachers and students of higher institutions. This book is peculiar for being oriented at specifics of a teacher-training higher institution, with its contents being oriented at explanation of methodological and theoretical basics of gender education.

To implement the Strategy, there are innovation forms of gender education being introduced. In particular, Gender Education Centre of Kazakh National University after Al-Farabi, in cooperation with public association "Association of social employees of Kazakhstan", on 7-9 June 2006, hosted the first Summer School among higher institutions (hereinafter referred to as the School) on Gender education: context, technology, policy. The event was hosted in a sports and recreational summer camp of the University (Issyk-Kul).

The School provided presentations of gender courses, introduced into curricula of higher institutions, round-table to discuss an educational aid "Situation in the field of gender studies in Kazakhstan: policy, education, culture".

Since February 2005, a Republican Public Parent Council under the Ministry of Education and Science launched its activities, aimed to provide assistance in the development of social partnership between educational organizations and parents.

At present, similar regional Parent Councils have been established in all regions of the Republic. They comprise representatives of parent committees of educational organizations, national cultural centres, Councils of Fathers, war and labour veterans, healthcare bodies, interior bodies, children's public associations and mass media.

In total, there are over 300 people involved in regional public Parent Councils.

### **Conclusions on Sub-Section 3.2.5.1.4.**

Acting legislation provides girls and boys with equal rights for education.

Conditions have been created to execute rights of citizens for free general secondary education and primary vocational education as well as for secondary vocational and higher education through a selection procedure.

When selecting education, women of Kazakhstan are guided by their personal convictions only.

Women have a higher level of education.

Outcomes of gender studies:

- ✦ there is no gender discrimination in schools;
- ✦ there are certain gender stereotypes in perception of a social role of men and women;
- ✦ system of education in the country has been feminized.

Action Plan 2006-2008, aimed to implement Gender Equality Strategy 2006-2016 in the Republic of Kazakhstan, is under implementation:

- ✦ gender component has been introduced in SMS of a 12-year school;
- ✦ an educational set in the field of gender education for the system of sustainable education (for students and teachers) has been developed.

Innovative forms of gender education are being introduced.

Moral and spiritual, moral and sexual educational programmes are introduced in secondary general schools.

Gender-related disciplines and courses are introduced in educational organizations.

Students have equal opportunities for acquisition of information, related to health, family planning, legal issues.

Social partnership is being developed between educational organizations and parents in the field enhancement of family and other social institutions in terms of upbringing of children and teenagers.

### ***Ways to tackle the issue of gender stereotypes (feminization of educational system):***

Under the support of the Ministry, there are studies launched in the field of feminization of the system of education of the Republic of Kazakhstan, impact of feminization on educational process at schools, socialization of growing generation, position of women, employed in education.

To improve the teacher's status, targeted activities have been launched. The edited draft Law of the Republic of Kazakhstan "On Education" comprises the Section "On status of an educator".

To expand opportunities in terms of acquisition of vocational teacher-training education, there have been established 5 teacher-training institutes in the cities of Aktobe, Kostanai, Pavlodar, Semipalatinsk and Taraz. In compliance with Presidential Order, in 2005, the State Order for educational trades was increased by 5.000 grants. In addition, 1.000 grants were allocated to train teachers through correspondence form of training.

A Concept of sustainable teacher-training education of a new generation of educators and Concept of higher teacher-training education have been developed in the Republic of Kazakhstan, aimed to train a professional personality, complying with society expectations.

Complementary steps are taken to develop teacher-training higher institutions, to allocate significant funds for retraining and professional development, to increase remuneration and improve the status of educators.

Since January 2007, remuneration of educators has increased by 30%.

**3.2.5.1.5. Source of budgeting and financing for Goal implementation.** Strategy activities are financed in the framework of expenses, provided for implementation of the State Education Development Programme in the Republic of Kazakhstan 2005-2010 and other sectoral programmes.

### 3.2.6 Implementation of EFA Goal 6 <sup>11</sup>

Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

#### 3.2.6.1. Strategy of achieving EFA Goal 6

**3.2.6.1.1. Description of EFA Goal and concrete national issues.** To improve the quality of education and educational programmes, to provide a selection of quality educational services is one of priorities of the State Programme in the field of Education.

The key steps to achieve this objective are as follows:

- ✦ to develop state standards for all levels of the system of education;
- ✦ to develop textbooks and methodological aids for schools;
- ✦ to ensure professional development of educators;
- ✦ to improve licensing of certification and accreditation of learning institutions;
- ✦ to increase management efficiency, including objectives to improve the system of educational statistics and monitoring.

**3.2.6.1.2. General policy: legislation and legal framework, Programmes, including disable groups.** Quality of education is one of the key political priorities of the country. Lifelong education is an important means to ensure the future of every person in career and personal life, and high quality education is crucial for successful integration at the labour market and competitiveness at the global market. A high level of knowledge, skills is a basic prerequisite for active civil behavior, employment and social unity.

A legislative framework for current policy, aimed to improve the quality of education is Constitution of the country, Law of the Republic of Kazakhstan On Education, governmental Decrees. Along with these documents, a number of normative documents has been adopted in the last years, this way or another concerning assurance and assessment of quality of education. These include:

- ✦ Strategic Plan of Development of the Republic of Kazakhstan to 2010
- ✦ State Education Development Programmes (to 2005 and to 2010)
- ✦ Education Reform Strategy (2001)
- ✦ Concept of State Youth Policy of the Republic of Kazakhstan (2003)
- ✦ State Poverty-Reduction Programme 2003-2005
- ✦ State Programme, aimed to further enhance educational reforms to 2007 (2005)
- ✦ Messages of President to the People of Kazakhstan (2004, 2005, 2006, 2007).

E.g., the Education Reform Strategy, approved by presidential Decree of 4 December 2001 № 735, specifies assurance of resources, improved quality of outcomes and efficiency of educational system as one of key objectives, while quality of education should be comparable to education in developed countries of the world. Subsequent documents (Messages of President to the People of Kazakhstan “Kazakhstan on the way of accelerated economic, social and political modernization” (February 2005), “New Kazakhstan in the new world” (February 2007) specify and enhance key priorities and principles of governmental policy in the field of education, aimed to ensure further development of the system of education. They also set the objective of **provision of quality educational services throughout the country in compliance with world standards**, assurance of education, vocational training and social sector at the level of XXI century.

Sustainable discussions on the situation in the field of education, ways and paths to reform and modernize it are held in the Parliament and Government, mass media and professional audiences. Goal 6 “To improve the quality of education and ensure good academic proficiency of all students...” has been acknowledged as one of overriding priorities among Six EFA Goals for Kazakhstan.

Changes in the social and economic sectors entailed the need to essentially modernize the system of education, reconsider its objectives, contents and training know-how. Let us review the situation in the context of changes, taking place in the field of improved quality of education.

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<sup>11</sup> Since quality of education is one of the most common issues of educational system, it was to this or that extent considered in Sections, describing EFA Goals 1-5. Therefore, when studying individual indicators of quality of education we might face some duplication of general information and statistical data. It should be noted that such information has been provided in a specific context in each Section, including EFA Goal 6, therefore they have not been removed from the Sections.

**3.2.6.2 Progress in achieving EFA Goal 6 (using indicators)**

As it has already been noted, the issue of quality of education is one of the most complicated ones in the field of education. Therefore, speaking of reforms in the field of education, we should first of all define what they mean when talking of the quality of education.

Let us start from the fact that not a single national document, adopted in Kazakhstan in the last ten years, does not specify an accurate definition of “the quality of education”. Therefore, most researchers are based on the approach, suggesting that quality is not an absolute but a relative concept, meaning compliance with certain standards set. To measure compliance or non-compliance, we should have indicators, which will allow us to judge whether standard requirements have been met or not (here we talk not of ideology and quality of standards but of their orientation at minimal, optimal or maximal training).

In absence of such indicators, we may use some indirect indicators to masses quality, which have been used as a basis in some documents. E.g., Report “Millennium Development Goals” defines quality of education as “a set of features of processes and results of training to make them suitable for a student and level of achievements related to expected results and objectives set” (MDG, p. 167). Objectively verifiable indicators **include financing of education, coverage with pre-school education and upbringing, availability of teaching staff.**

Report on Global EFA Monitoring has four indicators:

- ✦ **Teacher – student ratio,**
- ✦ **Teacher’s qualification,**
- ✦ **Education financing,**
- ✦ **Academic proficiency of students.**

The following indicators are common for these two approaches – MDG Report and EFA Report: **staff and financing of education.** At the same time, we find it illogical to underestimate such indicator in MDG Report as academic proficiency of students. As for such indicator as “**teacher –student ratio**”, according to many experts, comparison upon such an indicator is not reliable enough for Kazakhstan, and results are not comparable. A small number of students per one teacher due to a great number of multi-grade schools in our country is rather an enforced need, and can be explained by low density of population and size of territory. For this reason, conclusions, based on comparison upon such an indicator, may be not objective enough in conditions of Kazakhstan.

There are 16 indicators, used to assess quality of school education in the European system, including the following:

- 1. Academic proficiency of students – 7 indicators** (Math, Reading, Natural Sciences, Information and Communication Technologies (ICT), Foreign Languages, Ability to study independently, Social Sciences).
- 2. Success and Transition – 3 indicators** (Screening, Completion of full secondary education, Completion of higher education).
- 3. Monitoring of quality of school education – 2 indicators** (Assessment and management of school education, Parents involvement).
- 4. Resources and structures – 4 indicators** (Staff – training and professional development, attendance of pre-school learning institutions, number of students per one computer and expenses per one student).

In the first group of indicators (**Academic proficiency of students**) in some disciplines it is possible to have measurements and comparisons and, with some argumentative conclusions, there are results of external assessment. In some indicators, in particular, “Ability to study independently”, even though it is quite significant in conditions of uncertainty and unpredictability of social and economic future, it is hard to measure it since there are no comparable data at the moment. The same relates to such disciplines as “Social Science”, for which we do not have data, either, “Foreign Languages” and “Information and Communication Technologies”, where there are no comparable data. Thusly, there is no methodology to measure academic proficiency in these fields which could be compared to global indicators.

There are also certain issues in terms of **monitoring of education**, based on two indicators (*Assessment and management of school education and Parents involvement*), since there are no such measurements done in Kazakhstan, although the significance and necessity of such indicators is obvious.

*In terms of Group 2 (Success and Transition) and 4 (Resources and Structures)*, availability of data in almost all indicators allows the assessment.

Thus, given the fact that presently in Kazakhstan there are no national criteria of quality assessment, we shall be guided by two groups of criteria:

- ◆ Contributions to the system of education – (1) staff training and professional development, (2) material resources (or learning environment), (3) financing, including expenses per one student, and number of computers per one student. It is widely recognized that this group of indicators affects the quality of education.
- ◆ Assessment of academic proficiency of graduates and interim national monitoring (INM) of Primary school. These include: completion of secondary education, access to different levels of education, including higher education, and remuneration in the sector of education.

In addition, we also take into consideration that such factors as content of education, teaching and learning methodologies, health of students significantly affect the quality of education.

Let us consider each individual indicator.

**Content of education, and teaching and learning process (technology).** The Concept of Education Development to 2015, approved by the Government, specifies that curricula, syllabi and educational materials still put major emphasis on factual knowledge and skills. Attempts to ensure increased variety of content of education through inclusion of invariant and variant components are not very successful because of limited material and technical resources, qualified teachers, funds. As a result, content of curricula, syllabi and textbooks do not always comply with the objectives set, demonstrate their academic nature, are not oriented at the development of practical, life skills. Organization of academic process, learning technologies also require a full-scale change of paradigm.

However, the first steps, aimed to change the situation in the field, have been made. Transfer to 12-year secondary education has been planned. A State mandatory standard of secondary general education of 23 October 2006 № 551 has been developed and agreed upon with the Committee for technical regulation and metrology of the Ministry of Industry and Trade of the Republic of Kazakhstan (№ 12-4-1/2 6412 of 16 August 2006).

Standard application requires ensuring a single state policy in the field of education. It's for the first time in Kazakhstan that the state standard covers planned outcomes of education in the form of established key competencies, knowledge, skills in disciplines. Successful implementation of competency-based standard enables to shift emphasis from the process to the result of learning.

**Health.** Over the period from 1999 to 2001, according to UNICEF Report "Situation of children in the world", the number of sick children has increased. As a result of governmental steps over the period from 2002 to 2008, the trend has been modified. Infant mortality has decreased in the Republic from **28,0** by 1.000 children who were born alive in 1993, to **14,1** in 2003. Due to funds, allocated from the national budget, Kazakhstan has become a vaccine-independent country and vaccinates 95% of children and adults. This allowed 14-fold reduction in measles, 15-fold in tetanus, 74-fold in diphtheria. Kazakhstan has been certified by the World Health Organization as a poliomyelitis-free territory. Annual funds are provided for recreation, healthcare activities of children and teenagers in summer, covering over 80% of schoolchildren.

However, these steps are still insufficient. Results of annual medical observation of children and teenagers demonstrate that about 25% of children suffer from some kind of diseases. Most often it's pathologies of digestive system, eyesight, bone and muscles system, respiration, nervous and endocrine systems as well as some others. About 22% of teenagers smoke tobacco, 4.885 children and teenagers are registered as drug-addicts. As of beginning of 2007, there are 888 HIV-infected children registered in the country, including three teenagers with AIDS.

To tackle these issues, a State Programme for healthcare reform and development 2005-2010 has been introduced in the Republic. Maternity houses and children's institutions are being supplied with modern equipment. In 2007 there have been over 37 billion tenge allocated for these purposes. Preventive medical observations of women of reproductive age and children with further dynamic examinations and treatment of sick people are underway and about 4 billion tenge has been allocated for these purposes in 2007. Children with most widespread diseases and pregnant women are provided with medication. To increase accessibility and quality of special medical aid, in 2007 there will be established a National Centre for maternity

and childhood for 500 patients and Scientific Centre for children's rehabilitation for 300 patients, in compliance with the world standards. In total, by 2010 there will be over 130 hospitals constructed in the country.

No doubt, the issue of children's health is not purely pedagogical. It has a complex nature and to a large extent depends on environmental situation in the country, social and economic situation, development of preventive medicine and some other factors. It is obvious that joint efforts of various bodies are required to tackle this issue.

**Computer availability**<sup>12</sup>. To create an open educational environment, a number of activities have been carried out in the country to equip the schools with computers. As a result of implementation of the State Programme of the President of the Republic of Kazakhstan, aimed at informatization of the system of secondary education, adopted in 1997, all schools have been 100% equipped with computers by 2002.

In compliance with the State Education Development Programme 2005-2010, by 2008 it was planned to have 1 computer per 35 students at a school. But we can already see in 2007 that indicators of computerization of secondary education are higher: as of the beginning of 2007 there were 23 students per 1 computer at a school, including 24 students per 1 computer in rural schools.

As of the beginning of academic year 2006-2007, 95.1% schools of the Republic have Internet access, including 93.8% of rural schools (State Education Development Programme was planning to have 75% schools have Internet access by 2008). In the field of technical and vocational education, 157 (34,8%) learning institutions have Internet access, including 65 (24%) vocational schools and lyceums, and 92 (51,1%) colleges. Within the system of higher education, all higher institutions have been equipped with modern computer equipment and have Internet access.

A number of steps are taken to renew computer pool at schools. In the next 3 years it is planned to replace 12797 outdated computers and supply complementary accessories to 18315 computers.

Thus, we can observe a clearly positive trend in computerization of education institutions of the Republic.

**Financing or amount of state expenses.** As it has already been noted in other Sections of the Report, state-owned education institutions of Kazakhstan are financed by republican and local budgets. A major share of financing of the system of education is covered by local budgets (over 80% of all expenses for the system of education) (Table 2.2., Clause 2.3.3. of the present Report).

In the most difficult years the government was doing its best to protect key economic indicators – remuneration and facilities. Over the period from 1996 to 2000, investments in education in percentage ratio to GDP was being gradually reduced and somewhat stabilized in 2000. Starting from 2002, Kazakhstan witnessed growth of funding, allocated to the system of education in absolute value of the state budget. If in 2000, expenses for education amounted to 81,4 billion tenge, in 2004 they amounted to 195,6 billion tenge, and in 2006 – 331,5 billion tenge. I.e., expenses for education for 6 years have increased more than 4-fold. At the same years, a share of expenses for education, covered by the state budget, has been insignificantly but sustainably growing in percentage ratio to GDP. And this trend is being enhanced in the framework of a long-term educational policy of the country.

From 2003, the Republican budget for the first time started planning special budget programmes, aimed to allocate target transfers to local executive bodies for construction and maintenance of educational objects, ensure professional development of staff. E.g., for three years (2004-06) there have been 147 secondary schools constructed with a capacity of 55.702 students, including 51 schools, constructed by the Republican budget and 96 by local budgets. More detailed information has been specified in Section "Learning environment". The amount of national funds, aimed to ensure minor repairs of schools, classrooms and studies, purchase of visual aids, accessories, etc. is being increased.

In 2006, state investments in education by organizations of Ministry of Education and Science amounted to 322,9 billion tenge (27,6 billion tenge more than in 2005), including investments from local budgets in the amount of 238,2 billion tenge. In 2006, there was 84,7 billion tenge allocated to the Ministry from the Republican budget. Compared to 2005, expenses for education in 2006 grew by 27.6 billion tenge or 48,3%. Republican budget allocates funds to 30 budget programmes, 15 of them provide for target transfers for the amount of 33,3 billion

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<sup>12</sup> ICT issues have been described in detail in Section 2.4. We only provide some figures in this Section.



tenge to local budgets, aimed to carry out activities of state programmes (39,3% of the total budget, allocated for education), including 2.5 billion tenge, allocated for equipment of Physics, Chemistry and Biology classrooms.

Given the fact that Kazakhstan is an average-income country, we find it reasonable to compare its expenses for education to those in OECD countries. In these countries, in 1999, they amounted to 5,2% of GDP, while being lower in Kazakhstan (3,1% of GDP in 2000 and 3,5% of GDP in 2005).

The structure of expenses of local budgets, allocated for secondary education, remains rather stable and amounts to over 65% of all expenses for education, i.e. most expenses for education, though the amount of annual allocations varies from year to year.

**Table 3.25. Financing by levels of education (in million tenge)**

Year	Total	Pre-school education		Secondary general		Primary vocational		Secondary vocational		Higher		Other expenses	
		%	Value	%	Value	%	Value	%	Value	%	Value	%	Value
2000	81416	3,65%	2975	73,70%	60007	3,31%	2693	3,27%	2662	9,97%	8120	6,09%	4959
2001	103076	3,22%	3322	65,22%	67224	2,93%	3018	2,45%	2528	9,07%	9344	17,11%	17640
2002	118977	3,26%	3880	68,71%	81744	3,29%	3910	2,51%	2989	9,90%	11783	12,33%	14671
2003	149549	3,04%	4553	66,14%	98906	3,54%	5299	2,34%	3502	8,53%	12763	16,40%	24526
2004	195574	3,35%	6542	65,16	127432	3,43%	6714	2,64%	5160	7,89%	15423	17,54%	34303

Source: Statistics of MES RK

According to Table 3.26 below, general budget expenses per each student are growing at all levels of education.

**Table 3.26. Expenses per student in pre-school education and secondary education, thousand tenge.**

	Pre-school education					Secondary education				
	2000	2001	2002	2003	2004	2000	2001	2002	2003	2004
Republic of Kazakhstan	22,7	23,9	29,7	29,3	38,9	18,20	20,5	23,6	30,7	39,4
Akmola	2,3	2,7	4,2	9,1	14,1	19,4	22,6	28,7	36,4	50,8
Aktobe	25,2	12,8	18,9	24,2	33,0	22,2	22,7	26,1	36,0	45,1
Almaty	19,2	18,4	27,0	30,9	35,3	17,1	21,6	22,3	27,0	37,8
Atyrau	43,3	44,3	49,3	46,8	63,3	28,6	25,5	25,4	32,7	39,5
East Kazakhstan	13,6	16,3	20,9	18,4	14,9	20,7	22,6	25,9	32,8	41,8
Zhambyl	22,0	29,8	32,5	38,5	48,7	14,3	17,6	20,6	28,3	35,6
West Kazakhstan	25,4	26,3	30,1	29,7	45,6	25,0	29,5	34,7	42,9	52,7
Karaganda	12,8	16,6	30,8	24,0	35,7	19,3	18,9	23,1	30,7	39,6
Kostanai	23,4	29,8	36,2	37,9	58,9	22,6	20,0	23,6	33,5	45,4
Kyzylorda	9,3	10,6	15,6	10,8	12,7	13,7	18,5	23,3	28,4	37,7
Mangistau	43,8	40,5	34,7	43,6	51,7	28,5	26,9	26,0	31,0	39,3
Pavlodar	20,0	23,9	31,9	31,7	41,3	21,9	25,0	28,6	37,3	45,1
North Kazakhstan	13,1	15,0	34,8	21,8	70,7	22,1	22,6	29,3	40,9	53,3
South Kazakhstan	17,7	20,9	29,3	33,2	41,2	13,9	14,8	18,4	24,4	31,2
Astana	56,8	42,5	38,9	37,5	46,9	18,8	21,2	22,6	27,3	38,4
Almaty	23,0	27,5	30,9	30,3	36,7	16,6	18,0	19,3	27,4	31,3

Source: Statistics of MES RK

Survey demonstrates that in the field of secondary general education expenses per each student, on average, in the country, have increased two-fold in the last 5 years (from 18,8 thousand tenge per person up to 39,4 thousand tenge). However, this also depends on regions. E.g., in Akmola, North-Kazakhstan and

West-Kazakhstan oblasts there are highest financing growth rates, but in Kyzylorda, Zhambyl and Almaty oblasts, with rather high growth rates of this indicator, expenses per one student are lower than the average Republican indicator. These, as a rule, are oblasts with high density of population with stable birth rate.

If we compare distribution of funds by key economic categories of budgets, allocated for general education, to similar budgets, allocated for general education in OECD countries in 1999 and 2003, we can see a changing trend. E.g., in 1999, in South-Kazakhstan oblast, 92% was spent for current expenses and 8% for capital expenses. Out of the total amount of current expenses, almost 95% was aimed at remuneration and only 5% was aimed at other current expenses: facilities, maintenance, etc., while, on average, 80% of the total amount, allocated for current expenses in OECD countries, is aimed at remuneration and 20% - at other current expenses.

In 2003, according to the Agency for Statistics of the Republic of Kazakhstan, out of the total amount of funds, 54-102 billion tenge were aimed at remuneration and pension, which amounted to about 60% of all income. Funds were distributed in the following way: taxes and other payments to budget ranged from 9,5% to 17,6%, expenses for transportation, facilities, consultations, communication, as well as minor repairs of buildings ranged from 0,4% to 10,05%, for purchase of goods and materials, from 4,1% to 6,2%, accordingly, for purchase of fuel and electricity - from 4,3% to 5,5 %.

Situation is improving but so far financing does not meet the needs of educational sector, including those of secondary one. Minor repairs, capital repairs of school buildings, demolition of old and construction of new buildings are underfinanced, which, in its turn, entails the issue of collection of money from parents. In 2007, MES is planning to increase financing of education at the level of 4% of GDP (445 billion tenge compared to current 331,5 billion tenge). Unfortunately, the two-level structure of funding (Republican and oblast) does not provide the whole picture of efficient distribution and consumption of budget funds, since it is impossible to analyze the level of funding of pre-school and secondary education institutions. Review of available information on funding at the national level enables us to make a conclusion that allocation of funds for provision of basic educational services in the field of general secondary education is increasing annually.

The budget provides for special budget programmes, aimed to finance construction and maintenance of educational objects, professional development, purchase of equipment, educational and methodological materials and other expenses. However, compared to those countries with an average income, Kazakhstan allocates insufficient funds. Expenses per one student are lower than those in Europe, material resources of educational organizations are not developing quickly enough. All levels of education are characterized with poor material, technical, educational and methodological resources.

A share of schools, not complying with modern requirements, is large. There are no sufficient funds allocated for repair and maintenance of buildings. As a result, occasionally money is being collected in secondary schools which causes displeasure and social tension in the community (mainly, money is collected for repair of classrooms and organization of events).

The Government allocates insufficient funds for education. Dakar Forum documents urge all governments to ensure at least 6% of GDP for education needs, but these recommendations are not respected in full in Kazakhstan. Total expenses in the field of education do not exceed 3,1-3,5% of GDP.

**Personnel.** A teacher has always been and remains the key body within the system of education. It's professional competencies of teachers that determine the quality of the teaching and learning process and intellectual, personal, moral development of the young generation. There are significant positive changes in this issue. The issue is covered in more detail in Section on Goal 2.

**Material resources. Learning environment.** Number of schools and students in schools, their technical capacity, sanitary conditions are an important component of quality of education. In 2002, according to MES, 42% of schools were located in the typical buildings not originally designed as schools, 22% required major repairs, 2% were not subject to repair and required replacement. Consequently, only 32% of schools had buildings designed as schools. Most of them (over 40%) were constructed in the 60s-80s. Over the 90s, school buildings were being built, mainly, at local expense and were adapted. Buildings were put into operation in the shortest possible time, with no account of their service life and funds-saving in the process of exploitation. Up to 2002, the government allocated almost no funds for major repairs and purchase of equipment.

Situation started improving in 2002. Over 60% of schools are located in typical buildings, having all proper conditions for organization of a quality learning process. The number of schools, located in

improper buildings, has decreased from 41,1% to 38,9% in the last 3 years. 147 schools with a capacity of 55.702 students have been built over the period from 2004 to 2006, including 51, financed by the Republican budget, and 96 by local budgets. In 2006, major repairs were made in 792 schools for the amount of 4614,1 million tenge. In 2006, funding from local budgets, aimed to enhance material and technical resources and major repairs, amounted to 253.826 thousand tenge, this is 57.673 thousand tenge more than in 2005. In some regions, active support in enhancement of material and technical resources of social objects is provided by sponsors. E.g., company Nur-Tselina, village Bolshie Dubravy, Sarykol region, Kostanai oblast, allocated 3 million tenge for repair of Lesnaya secondary school. Agip Company allocated 350 million tenge for major repairs of secondary school #11 after Altynsarin in the city of Atyrau.

In 1995-98, optimization of network of educational organizations brought to close-down of many schools and pre-school institutions, especially in rural areas, and entailed aggravation of quality of educational services for a certain share of children. As of 1 October 2006, there are no schools in 831 settlements, where 23.206 children of school age reside. 455 schools have no hot water. In 268 schools there are outdoor restrooms. In 210 schools water has to be delivered. In 2006, 29% of schools did not have gyms and sport grounds. A share of education institutions, requiring major repairs, is 23% in the Republic. Regional disproportions are also obvious in this sector. This is especially typical of Almaty (27,7%), South-Kazakhstan (30,5%), Zhambyl (41,2%), Pavlodar (36,9%), Mangistau (23,2%) oblasts, city of Astana (33,9%).

**Table 3.27 Information on material and technical resources of secondary schools (2005-06).**

Oblast	Total number of schools	Technical description of school buildings							
		Requiring major repairs	%	Emergency conditions	%	Located in			
						Typical buildings	%	Adapted buildings	%
Akmola	699	150	21,5	7	1,0	494	70,7	205	29,3
Aktobe	479	137	28,6	17	3,5	221	46,1	258	53,9
Almaty	740	234	31,6	16	2,2	500	67,6	240	32,4
Atyrau	195	42	21,5	23	11,8	134	68,7	61	31,3
East Kazakhstan	804	87	10,8	35	4,4	463	57,6	341	42,4
Zhambyl	466	192	41,2	12	2,6	266	57,1	200	42,9
West Kazakhstan	466	131	28,1	9	1,9	218	46,8	248	53,2
Karaganda	585	124	21,2	1	0,2	380	65,0	205	35,0
Kostanai	287	64	22,3	17	5,9	150	52,3	137	47,7
Kyzylorda	672	122	18,2	1	0,1	460	68,5	212	31,5
Mangistau	109	32	29,4	1	0,9	82	75,2	27	24,8
Pavlodar	447	179	40,8	4	0,9	300	67,1	147	32,9
North Kazakhstan	693	144	20,8	10	1,4	429	61,9	264	38,1
South Kazakhstan	1007	354	35,2	69	6,9	415	41,2	592	58,8
Astana	177	42	23,7	0	0,0	167	94,4	10	5,6
Almaty	54	22	40,7	1	1,9	48	88,9	6	11,1
Republican institutions	7	4	57,1	0	0,0	5	71,4	2	28,6
<b>TOTAL</b>	<b>7887</b>	<b>2060</b>	<b>26,1</b>	<b>223</b>	<b>2,8</b>	<b>4732</b>	<b>60,0</b>	<b>3155</b>	<b>40,0</b>

Source: Basic indicators of the system of secondary education in 2005. MES RK, Astana, 2005, p. 47.

**Shift-working arrangement in schools** is an important factor for comfortable studies. A share of schools, providing classes in two and three shifts, is quite significant and in 2004 it made 35.6% on average in the Republic and ranges from 22% in North-Kazakhstan oblast to 46% in Almaty oblast. A share of students, studying in the third shift, is 0.8%. This indicator is variable by oblasts and ranges from 0.01% to 4%. The largest share of students, studying in the third shift, is in Mangistau oblast (4%) and the city of Astana (2.4%).

Construction and reconstruction of buildings of secondary education institutions is underway. E.g., for three years (2004-06) there were 147 secondary schools constructed with a capacity of 55.702 students, including 51 constructed through funds of the Republican budget, and 96 schools through local budgets.

**Table 3.28. Number of constructed schools**

Year	Number of constructed schools	Number of seats at schools	Including those constructed at the expense	
			Of Republican budget	Of local budgets
2004	42	17961	13	29
2005	62	24462	27	35
2006	43	13279	11	32

*Source: Statistics of MES RK*

In 2006, 21 buildings of education institutions were built with a capacity 18.375 students with total expenses being 6010,6 million tenge through funds of the Republican budget; 66 secondary schools with a capacity of 17.441 students through funds of local budgets; 8 pre-school institutions with a capacity of 1.675 students through funds of the Republican budget; 4 pre-school institutions with a capacity of 790 students through funds of local budgets and 8 other learning institutions with a capacity of 2.046 students.

Thusly, 29 learning institutions with a capacity of 20.050 students have been constructed through funds of the Republican budget with expenses totaling 7010,626 million tenge; 78 learning institutions with a capacity of 20.277 students with the total share of expenses amounting to 5071,3 million tenge have been constructed through the funds of local budgets.

In 2006, according to information of oblast Departments of Education and those of cities of Almaty and Astana, local budgets financed major repairs of 1008 education institutions for the amount of 6,38 billion tenge, including 792 secondary schools for the amount of 4,6 billion tenge. It should be noted that in the process of construction of a new school building, steps are taken to properly equip its classrooms according to modern standards, ensure Internet access and, consequently, computer classrooms, multimedia equipment, library, resources, etc. On average, in the Republic the construction of a new school, based on the above standards, costs about USD6 million. E.g., 697 million tenge have been allocated for construction of School № 169 in Almaty. Financing of enhanced material and technical resources and major repairs from the local budget in 2006 amounted to 253,826 thousand tenge, this is 57,673 thousand tenge more than in 2005.

As per Presidential Order, to liquidate a three-shift education and improve material resources of education institutions through funds of the Republican budget, till 2010 there will be 160 schools constructed and equipped according to world standards. They will be mostly constructed in areas with lack of schools and high birth rates. These include South-Kazakhstan, Almaty, Karaganda oblasts, city of Astana.

It should be noted that most non-typical school buildings are located in remote regions of the country (Table 3.28.). Situation in these regions has slightly changed as a result of “Aul Mektebi” (Rural School) programme 2003-2005 implementation. 5 billion 637 million tenge have been allocated in the Programme framework to enhance material resources of village schools, 3.3. billion tenge have been allocated to purchase educational equipment, and over 1.9 billion tenge to purchase school furniture. Technical specifications of buildings of rural education institutions have been improved due to construction of new schools and major repairs of operating schools. Over 15 billion 173 million tenge have been allocated from the Republican budget, and 10 billion 658 million tenge allocated from local budgets. 2 billion 245 million tenge have been allocated to reconstruction of school in emergency conditions. 2307 village schools have undergone major repairs for the amount of 5 billion 632 million tenge. To replenish library resources, 2 billion 292 million tenge have been allocated for three years. 56 village boarding schools have been established. In total, there are 361 boarding schools functioning in the Republic with a capacity of 15.151 schoolchildren.

Starting from 2003, the Republican budget has for the first time provided for special budget programmes, aimed to provide target transfers to local authorities for the construction of education institutions, to cover salaries and other costs for staff of state-owned education institutions, to maintain new education institutions, to ensure professional development, etc. According to information, provided by oblast Departments of Education and those of the cities of Almaty and Astana 1.116 Physics, Chemistry, Biology classrooms were purchased in

2006 for the amount of 2.754.900 tenge through the Republican budget. Other assets have been purchased to enhance material and technical resources, including computers and office equipment, equipment for special correction organizations, school furniture, transport, kitchen and canteen equipment, boiler-rooms equipment, etc.

To enhance material and technical resources of secondary schools, special correction organizations and boarding schools, local budgets allocated 4718,1 million tenge in 2006.

According to Presidential Decree № 123 of 24 May 2006, by 2010 it is planned to equip 6238 learning institutions with lingaphone and multimedia classrooms, which will enhance linguistic training of schoolchildren. For this purpose, 460.691 thousand tenge will be allocated from the Republican budget. In addition, in 2006 there were 1.116.279 thousand tenge allocated from the Republican budget to acquire another 200 classrooms.

In 2006, there were plans for construction as follows:

- ◆ funded by the Republican budget – in total 92 education institutions with a capacity of 49.000 students for the amount of 14,5 billion tenge, including 84 schools (21 – city, 63 – village), 8 pre-school institutions
- ◆ funded by local budgets – 78 education institutions are under construction with a capacity of 20.277 students for the amount over 5 billion tenge, including 66 schools, 4 pre-school institutions and 8 other education institutions.

In 2006, major repairs of 1.020 education institutions were planned; as of 1 September, major repairs have been accomplished in 731 learning institutions for the amount of 2,9 billion tenge, including 526 schools.

In academic year 2006-07, local budgets allocated 4718,1 million tenge to enhance material and technical resources of secondary schools, special correction organizations and boarding schools. As it has been noted above, there are sponsors in regions, who also provide active support in enhancement of material and technical resources of social objects.

At the same time, despite annual increase, the amount of allocations is almost two-fold behind the level of funding of education in countries with an average level of economic development. Disproportion in education funding remains between regions. According to the Minister of Education and Science of the Republic of Kazakhstan, deficit of funds for education is over 100 billion tenge a year.

**Textbooks supply.** Textbooks supply to students of secondary schools is one of major components of educational process. To improve the quality of national textbooks, in his Order № 454 of 24 May 2004, Minister of Education and Science of the Republic of Kazakhstan approved of “Instructions on organization, development and publication of textbooks for education institutions”. Instructions provide for a mechanism of development and publication of educational literature for education institutions and introduction of alternative textbooks into the learning process.

State Order, funding of purchase of textbooks and their transportation are defined by local authorities and ensured through local budgets. In the last three years school libraries have been replenished by educational literature of a new generation, as well as children’s, scientific, fiction literature, published by national publishers.

In accordance with the Programme for development and publication of textbooks and methodological sets in special disciplines for primary and secondary vocational institutions of the Republic of Kazakhstan, approved by Governmental Decree № 409 of 29 March 2001, in 2002-2005 it was planned to develop and publish 828 items of textbooks, 2.395 items and methodological sets and 311 items of e-textbooks. In 2004, 1-8 Graders studied by textbooks of a new generation in the Kazakh, Russian and Uighur languages. In academic year 2006-2007, textbooks and methodologies of a new generation were introduced to the educational process for Grade 10 and revised for Grade 6. In academic year 2007 – 2008, it is planned to introduce textbooks and methodologies of a new generation to the educational process for Grade 11 and revised for Grade 7.

According to Governmental Decree № 173 of 19 February 2003, “On approval of Regulations on textbooks supply to students of education institutions”, textbooks are provided on a gratuitous basis to students of boarding schools, orphans, disabled children, children with limited abilities, children from families with many children and less-privileged families. According to oblast Education Departments, in 2004, such students made 63,7% of the total number of students.

Textbooks and methodological sets have also been supplied to Republican enterprises, textbooks are developed, purchased and will be delivered to secondary education institutions and Kazakh Diaspora abroad.

31.370 textbooks and 23.322 methodological materials have been supplied to children of Kazakh Diaspora, including 6.480 textbooks and methodological materials for Grades 6 and 10, supplied to Uzbekistan; 690 copies to Turkmenistan; 285 copies to Tajikistan; 3.885 copies to Altay (Russian Federation); 10.340 copies to Mongolia; 150 copies to Belarus; 1.635 copies to Iran; 690 copies to China; 435 copies to Germany; 1.365 copies to Kyrgyzstan; 690 copies to Canada; 710 copies to Azerbaijan; 1.095 copies to Turkey; 690 copies to Sweden. On the whole, textbooks supply in the country makes 70%.

**Access to education and attendance**<sup>13</sup>. Secondary general education coverage ratio in Kazakhstan exceeds indicators of many countries of the world (Table 3.29.). Over the period from 2002 through 2005, not accounting students of special correction organizations, secondary education coverage ratio in the Republic amounted to 96,6 and 96,3% (Table 3.29.).

Indicators are higher than average Republican indicators in the following cities and oblasts: Almaty, Aktobe, South-Kazakhstan, Atyrau, Mangistau and Akmola oblasts.

**Table 3.29. Secondary general education coverage ratio**  
(young people of 7 to 17 years of age)

	2001/02	2002/03	2003/04	2004/05	2005/06
Republic of Kazakhstan	93,8	96,6	97,0	96,7	96,3
Akmola	93,0	93,7	93,7	94,1	93,4
Aktobe	96,5	98,7	99,0	97,8	97,1
Almaty	92,7	94,7	95,9	96,4	95,8
Atyrau	100,0	102,7	103,1	102,4	101,3
East Kazakhstan	91,3	93,8	94,0	3,3	93,0
Zhambyl	92,1	93,8	94,3	94,4	93,4
West Kazakhstan	94,7	9,6	96,3	95,7	95,9
Karaganda	91,7	95,1	94,9	94,0	93,8
Kostanai	95,9	98,6	98,6	98,0	96,6
Kyzylorda	88,0	88,9	88,7	88,1	87,3
Mangistau	101,6	106,0	107,8	107,6	107,5
Pavlodar	92,9	95,1	94,1	92,9	92,2
North Kazakhstan	93,9	95,0	94,5	93,1	91,3
South Kazakhstan	95,3	99,1	99,7	99,5	99,1
Astana	75,9	82,5	88,7	86,2	87,4
Almaty	103,4	109,2	109,9	110,6	112,4

Source: Statistics of MES RK

At first glance, there is no reason to be worried. But we can see that the issue becomes obvious as we transfer from one level of education to the next one. E.g., there is no specific picture in terms of 8,1% of pre-school children. This may mean that upon completion of the main stage some students do not continue their studies. These data are indirectly supported by poll 1999, which show that there is an increased share of people, not acquiring secondary general education. 18.9% of young people at the age of 18 did not have secondary general education, 12.9% - at the age of 20-24.

According to the same data, 10.8% of teenagers at the age of 16 did not study anywhere and had no secondary general education. Even though estimates, based on information for academic year 2003/2004,

<sup>13</sup> As we have already noted before, sex does not make a significant affect on coverage (access to) by secondary education.

show that as of beginning of the academic year there was a serious shift emerging in the field of acquisition of secondary general education, the issue has not been tackled in full.

Thus, we still have an outstanding capacity in ensuring coverage of all school-age children with complete secondary education.

Coverage differs oblast per oblast. The highest coverage ratio is in Almaty, Aktobe, South-Kazakhstan, Aktobe and Mangistau oblasts. The lowest coverage is in Astana, Akmola, Kostanai oblasts. However, according to experts, this is not related to GDP and share of rural population. In their opinion, differences in access to secondary general education are not of territorial but of social nature.

Experts also note reduction of coverage ratio in the last two years. But this can be explained by simultaneous expansion of coverage by vocational education. This dynamics enables us to say that population starts regarding primary and secondary vocational education as increasingly prestigious, which also complies with global trends.

We may state that situation with coverage of children by secondary education in terms of registration of school-age children does not raise particular concerns, though there are some differences at its different stages. However, if we consider coverage by education from the viewpoint of attendance, we shall see some difficulties existing in the field.

Review of information, supplied by various sources, shows that there is an issue of attendance as a part of access to quality education. It is particularly important for children from less-privileged families, who happen to be out of school before they complete mandatory education. The fact that official data on attendance do not reflect the actual situation is quite significant <sup>14</sup>.

This issue should be considered not only in the context of overall accessibility but also from the viewpoint of access to quality education for children from various groups, including socially vulnerable groups of population. Do children from different social groups have equal access to different levels of education? Do they have equal opportunities to acquire quality education?

**Access to education of repatriate children.** To study the coverage of oralman children, returning to their Motherland, with secondary general education, annual report of oblast Educational Departments comprise information on school-age children of oralmans. In academic year 2006-2007, secondary general education institutions of the Republic educate 47.841 repatriate students, including 16.518 in primary, 25.101 in Middle and 6.205 in High Schools and 17 children disabled from childhood. Most of them live in South-Kazakhstan - 8180, Almaty – 8027, Karaganda - 5498, Akmola - 6622, Zhambyskaya – 4685, Pavlodar oblasts - 1301. According to Educational Departments, currently, almost all school-age repatriate children (47841) have been covered with education, except for 17 children who are disabled from childhood.

1.276 repatriate teachers have arrived in the Republic, 1.200 of them have been employed. Professional development courses have been ensured.

Secondary learning institutions for oralman students, who have arrived from far and near abroad: Uzbekistan, Turkmenistan, Tajikistan, Kyrgyzstan, Russia, Ukraine, Georgia, Republic of Iran, China, Mongolia, Turkey, Pakistan, Saudi Arabia, Afghanistan, to remove gaps in their knowledge and adjust them to educational programmes, provide them with complementary classes, consultations, special transfer programmes. Cyrillic, Kazakh and Russian are taught to adult repatriates, coming back from Islamic Republic of Pakistan, Afghanistan and Iran.

As soon as families with oralman children arrive, they take complementary special classes at schools on “Til damytu” (Language development), “Til Madenieti” (Speaking culture), “Soz Oneri” (Art of word). Clubs, optional Kazakh and Russian courses are arranged. Extracurricular activities are hosted in the form of soirees, games, discussions in the field of national history, traditions and customs of the Kazakh nation. Repatriate children are actively involved in school community life, amateur art activities, contests and Olympiads, sports clubs.

Steps are taken to provide oralman children with clothes, shoes and school stationery. All children are provided with free textbooks and meals.

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<sup>14</sup> Please find more relevant details in Section 2.6.

In the framework of charitable campaign “Care”, foundations, established under secondary schools of the Republic, oblast Red Cross and Red Crescent Societies and regional foundations for lee-privileged ones provide sustainable target assistance to oralman children.

There are outstanding examples of attention, paid to repatriate children. E.g., in Almaty oralman students (211 people) are being provided with free meals by Universal Schooling Foundation. 232 oralman students have been provided with clothes, shoes, stationery by the Universal Schooling Foundation for the amount of 186 thousand tenge. All oralman children in Pavlodar oblast have been provided with textbooks on a free-of-charge basis. The Foundation has 803.844 tenge for their recreation and rehabilitation. 400 oralman schoolchildren have been provided with clothes for the amount of 354.840 tenge, shoes for 283.100 tenge, stationery for 165.904 tenge. The oralmans Day is traditionally held in oblasts.

Typical Regulations of admission to primary and secondary vocational institutions set an admission quota, approved by Governmental Decree #1188 of 11 November 2002 “On admission quota for secondary vocational and higher vocational learning institutions for some categories of people”. There is a 2% quota for people of Kazakh nationality, who are not citizens of Kazakhstan.

At present, there are 2.829 oralman children, studying at primary and secondary vocational institutions, 1.243 of them study at vocational schools (lyceums), 1.586 of them study at colleges. Oralman students arrive from Mongolia, Uzbekistan, Tajikistan, Iran, Turkmenistan, Bashkortostan, China.

During their studies oralman students are provided with free hot meals, dormitory. Recreation, study of their native language, education and upbringing are under sustainable supervision.

We may make a conclusion that the right of repatriate children for education is executed in a satisfactory way. Altogether, according to the study of Bilim-Central Asia Educational Foundation, some issues still remain in this field, which make it difficult for oralman children to access quality education. Above all, experts note an insufficient educational level of their parents, language and cultural barriers, restraining adaptation of these families to new conditions. Most families face financial issues. This is the reason why not all of them can afford their children to acquire quality education. In many families students have no conditions to study at home, being overloaded with household errands. It’s not always that parents are able to help children with their home assignments. Oralman children do not acquire any help outside their homes, either, because of lack of differentiated educational and training programmes, the need to pay for complementary classes, lack of literature in their native Kazakh language.

To ensure access to quality education of repatriate children, experts believe it necessary to take steps, aimed at their integration into the community.

**Repetition of the year.** Efficiency of the system of education is assessed not only based on academic achievements of students, but also based on such indicators as the number of students, repeating the year. In 2004 it made 0,14% or 4.131 students. Given the fact that repetition of the year may entail loss of motivation to study and work and, finally, result in child homelessness, delinquency and other unfavourable consequences, this figure should make us contemplate. According to NCAQE, the ratio of students, repeating the year, has been decreasing in the last 5 years.

Withdrawal of students within the system of secondary general education (Table 3.30) makes 0.02% and does not change significantly in the course of time.

**Table 3.30. Losses within the system of secondary general education – ratio of withdrawal by levels of education** (share of students, withdrawn from secondary schools within a year, in percentage to the total number of students)

	2001	2002	2003	2004
Republic of Kazakhstan	0,02	0,02	0,02	0,02
Akmola	0,02	0,02	0,02	0,01
Aktobe	0,04	0,05	0,04	0,04
Almaty	0,01	0,01	0,01	0,01
Atyrau	0,01	0,01	0,01	0,03
East Kazakhstan	0,03	0,01	0,03	0,03
Zhambyl	0,01	0,02	0,01	0,01



West Kazakhstan	0,05	0,04	0,05	0,03
Karaganda	0,02	0,01	0,02	0,02
Kostanai	0,00	0,01	0,00	0,01
Kyzylorda	0,04	0,02	0,04	0,01
Mangistau	0,03	0,04	0,03	0,02
Pavlodar	0,02	0,02	0,02	0,03
North Kazakhstan	0,04	0,02	0,04	0,06
South Kazakhstan	0,00	0,01	0,00	0,01
Astana	0,06	0,07	0,05	0,08
Almaty	0,02	0,02	0,02	0,01

Source: National Report on the current situation and development of education. National Centre for Assessment of Quality of Education, Astana, 2006, p.214.

Thusly, there are significant developments in the field of achievement of one of the key EFA Goals – to ensure full coverage of children, especially those from less-privileged families, with general education. However, there are some reasons to say that because of lack of regular monitoring and analysis of attendance, reasons for absenteeism, it's not all school-age children who acquire quality secondary education. Frequently, this is because of social and economic reasons.

As for access to secondary education being dependent upon financial situation of families, because of lack of official data, it is hard to make a justified, statistics-based conclusion of the fact, how well-being of the population affects access to secondary education. This is the reason why in our study we use both MES official data and conclusions of independent experts, who say that aggravated living conditions of people is one of the reasons for reduced coverage with education of school-age children, especially in High School.

UNICEF experts <sup>15</sup> noted that growing poverty and overall aggravation of living conditions in the 90s resulted in limited access to education of children from less-privileged families. According to Ministry of Interior, 75% of absenteeism from schools can also be explained by unfavourable living conditions and hard financial situation of families. No doubt, access to quality education is also limited for children in rural and remote areas, where there are no schools and transportation is not satisfactory because of lack of transport or fuel. Funds, provided by the Universal Schooling Foundation (1% of local budgets allocations) as a financial aid for children from less-privileged families to purchase stationery, clothes, shoes, cover the cost of transportation and meals, are clearly insufficient.

According to NCAQE, direct interdependence between academic achievements of students and average monthly income of the population can be confirmed in most regions, including Almaty, Astana. At the same time, in Mangistau and Atyrau oblasts, where there is the highest average income per capita, school graduates had the lowest indicators in UNT grades. In our opinion, this is quite justified as average indicators were taken into account. It is known that in Mangistau and Atyrau oblasts income distribution is not equal. The highest income is in oil&gas regions, dominated by foreign labour and specialists. In agrarian, remote regions, in the so-called “pockets of poverty”, income is much lower, consequently, academic achievements of students are also low.

Sustainable socially-targeted governmental policy enabled to reduce the number of the poor from 45% to 9,8% in four years. Geographic poverty is mainly concentrated in remote rural areas and small towns with key plants, which have reduced their operations. In rural areas, a share of the poor made in average 35,2% in 2001. Poverty concentration is different in each region. About 43,2% of poor families (this is, mainly, families with 5 or more children) live in southern and western regions of the country.

In the last years the government has been undertaking efficient steps to implement a target-aid policy for those, who really need support, based on market principles. This means that target social aid is provided to families with many children, less-privileged families, disabled people. Social support to other people is aimed to ensure employment.

As per the message of the President of the Republic of Kazakhstan (2007), 9.5 billion tenge are allocated to ensure complementary support to families with children. These funds will be aimed at a two-fold

15 UNICEF Report “The right for quality education: child-friendly schools”, Almaty, 2002

increase of a single state benefit, provided due to birth of a child (amount of the benefit will amount to 34.740 tenge), increase of a monthly benefit for care of a baby under 1 year of age (from 5.800 tenge when the first baby is born and up to 7.500 tenge per month when the fourth baby is born and more). No doubt, this will enable to really improve well-being of families with many children and, along with other steps, provided for in the framework of Address of the President, to improve the situation of less-privileged groups of population, people with physical or mental difficulties, to reduce the number of the poor. In addition, it should be noted that there are no blind alleys in education in Kazakhstan. Many children from socially vulnerable groups of population increasingly often aspire to continue their studies at the level of technical and secondary vocational education. This can be confirmed by information on coverage by this level of education (Table 3.31).

The Government takes steps to ensure equal opportunities for children from different groups of population for access to quality education, including financial ones. However, well-being of people and their location still produces a certain negative impact on access to quality education at all levels – from pre-school to higher education. Children from less-privileged families have fewer opportunities to be equally involved in different levels of education. Regional disparity in poverty localization is still quite obvious.

**Access to higher education.** The best international and CIS practices show that students from less-privileged families are not sufficiently represented at the level of higher education. Given the fact that within education of Kazakhstan there are no dead end programmes in secondary education, we may say that theoretically access has been ensured. The Government takes steps to improve access to higher education for less-privileged groups on a competitive basis in the form of grants, credits both for tuition and social needs. This to a certain extent enhances equal opportunities for representatives of vulnerable groups of population to acquire higher education.

Compared to 2000, coverage ratio in the field of higher education in 2004 has grown by 11,6% in the Republic.

Almaty remains to be the Centre of student life, where 101% coverage of the population of typical age by higher education has been ensured due to the fact that the number of students is higher than the number of officially registered population of typical age in the city. It is followed by Astana (40,38%), Karaganda (38,21%), Atyrau (34,97%), West-Kazakhstan (34,46%) oblasts. The lowest coverage ratio is in North-Kazakhstan oblast (17,65%) and Almaty oblast (5,37%), in Almaty oblast this can be explained by the fact that a significant number of young people study in the city of Almaty, and graduates of North-Kazakhstan schools study in neighbouring oblasts of Russia.

In 2004, the number of students, acquiring higher education under State Order (grants and credits), made 14,55%, on a chargeable basis - 84% and under other forms of financing - 1,45% only. Thusly, a high coverage ratio on the whole is ensured due to the chargeable form of education (Tables 3.33, 3.34 and 3.35).

**Table 3.31. Coverage ratio by higher education in percentage** (number of students, acquiring higher education under State Order, in percent of the total number of students)

	2000	2001	2002	2003	2004
Republic of Kazakhstan	28,50	14,05	15,65	15,73	14,56
Akmola	36,81	18,44	18,01	10,25	9,94
Aktobe	12,07	3,96	4,67	5,50	6,62
Almaty	24,29	11,07	13,13	12,27	10,03
Atyrau	14,76	4,10	5,02	5,85	5,48
East Kazakhstan	25,80	14,42	14,75	16,76	16,24
Zhambyl	29,42	11,05	14,64	11,94	9,63
West Kazakhstan	23,88	12,80	12,94	15,06	15,22
Karaganda	26,84	14,87	17,99	16,32	15,04
Kostanai	32,69	12,56	7,51	9,88	8,63
Kyzylorda	33,02	10,62	13,25	14,12	12,41
Mangistau	26,94	7,70	10,31	7,17	6,71

Pavlodar	25,61	17,23	21,62	24,95	21,52
North Kazakhstan	29,82	16,95	21,39	23,40	21,38
South Kazakhstan	23,51	10,43	9,43	9,00	8,10
Astana	38,36	19,31	22,14	24,61	24,17
Almaty	34,48	18,51	22,06	22,18	20,49

Source: National Report on current situation and development of education. National Centre for Assessment of Quality of Education, Astana, 2006, p.127.

**Table 3.32. Coverage ratio by higher education in percentage** (number of students, acquiring higher education on a chargeable basis, in percentage of the total number of students)

	2000	2001	2002	2003	2004
Republic of Kazakhstan	71,50	77,04	80,76	82,25	84,00
Akmola	63,19	75,50	79,61	82,53	84,36
Aktobe	87,93	90,05	91,91	92,10	92,07
Almaty	75,71	82,21	85,80	87,67	89,94
Atyrau	85,24	91,25	93,16	94,14	94,52
East Kazakhstan	74,20	79,26	81,64	81,42	82,92
Zhambyl	70,58	77,73	85,36	87,94	90,27
West Kazakhstan	76,12	78,94	85,14	84,94	84,78
Karaganda	73,16	77,68	79,32	80,56	82,58
Kostanai	67,31	78,59	85,51	87,65	89,77
Kyzylorda	66,98	77,04	83,22	85,50	87,57
Mangistau	73,06	85,16	87,63	92,52	92,93
Pavlodar	74,39	77,96	76,15	74,99	78,28
North Kazakhstan	70,18	71,44	71,27	71,42	74,37
South Kazakhstan	76,49	82,63	88,95	90,39	91,72
Astana	61,64	68,19	71,19	73,17	74,25
Almaty	65,52	69,50	72,70	74,85	77,31

Source: National Report on current situation and development of education. National Centre for Assessment of Quality of Education, Astana, 2006, p.128.

**Table 3.33. Coverage ratio by higher education in percentage** (number of students, acquiring higher education under other forms of financing (grants of Akims, organizations, etc.) in percent of the total number of students)

	2000	2001	2002	2003	2004
Republic of Kazakhstan	0,00	8,91	3,59	2,03	1,45
Akmola	0,00	6,06	2,38	7,22	6,70
Aktobe	0,00	5,99	3,42	2,40	1,32
Almaty	0,00	6,72	1,07	0,05	0,03
Atyrau	0,00	4,64	1,82	0,01	0,00
East Kazakhstan	0,00	6,32	3,62	1,81	0,84
Zhambyl	0,00	11,21	0,00	0,13	0,10
West Kazakhstan	0,00	8,25	1,93	0,01	0,00
Karaganda	0,00	7,45	2,70	3,12	2,38
Kostanai	0,00	8,86	6,99	2,48	1,59
Kyzylorda	0,00	12,35	3,53	0,38	0,02

Mangistau	0,00	7,13	2,06	0,31	0,36
Pavlodar	0,00	4,80	2,24	0,07	0,20
North Kazakhstan	0,00	11,61	7,34	5,17	4,25
South Kazakhstan	0,00	6,94	1,63	0,61	0,19
Astana	0,00	12,49	6,66	2,22	1,59
Almaty	0,00	11,99	5,24	2,97	2,20

Source: National Report on current situation and development of education. National Centre for Assessment of Quality of Education, Astana, 2006, p.128.

In fact, this means that higher education is becoming increasingly less accessible for less-privileged groups of population. This is aggravated by increase of tuition fee and relevant expenses. Some steps are taken to tackle this issue through introduction of a distance form of education, but presently this technology is not wide-spread. It has also been planned to introduce a system of governmental competitions and award of grants to schools with high performance indicators. Grants will be awarded in the form of scholarships for students from less-privileged families. These steps ensure some optimism and hope that in the future the government will take efficient and sufficient steps to ensure equal access to higher education for children from less-privileged groups of population. Steps that have been being taken so far are not sufficient and we can expect that in the near future higher education will remain inaccessible for such children.

**Access to technical and vocational education and training (TVET).** This level of education is traditionally represented by children from less-privileged groups of population. After dramatic drop in 1990-97, this sector is becoming more stable and a network of organizations and number of students is growing.

According to the National Centre for Assessment of Quality of Education, in 2005 coverage ratio in the field of primary and, to a greater extent, secondary vocational education and training, have been growing..

**Table 3.34. Coverage ratio in the field of primary and secondary vocational education (PSVET) in percentage** (number of students, acquiring primary and secondary education and training, in percent of the total number of population of typical age)

Primary technical and vocational education and training and training					Secondary technical and vocational education and training				
2000	2001	2002	2003	2004	2000	2001	2002	2003	2004
5,01	4,94	4,98	5,27	5,44	6,32	7,26	7,66	8,84	11,58

For the beginning of academic year 2006-07, the number of students, studying in PSVET institutions made over 559,6 thousand of people, which is 122,8 thousand people more than in 2005.

A Governmental Decree #485 of 31 May 2006 "On approval of State Order for training of specialists with secondary vocational education in education institutions, being funded by the Republican budget, with higher education, with post-higher education in higher education institutions and scientific organizations for academic year 2006/2007" has been adopted. It specifies that to ensure training of specialists with higher qualifications in technical trades, ensuring implementation of Strategy of Industrial and Innovation Development of the Republic of Kazakhstan 2003-2015, the State Educational Order is increasing on an annual basis and is aimed to fund training of such specialists from the Republican budget. E.g., for academic year 2006/2007, the State Order covered 2.436 people, including 379 people to be trained in technical trades. Compared to previous year, it was a 87-people or 3% increase.

According to MES, demand for programmes of this level of education is growing. An increasing number of middle school graduates make a decision to study in vocational schools and colleges, which in some cases even brings to excessive competition of 2-3 persons per one position. In addition, transfer to a 12-year education provides for increase in the number of students in vocational schools up to 30% of the total number of graduates of middle school, while currently the system of vocational education covers 10.5% graduates only.

However, steps to increase coverage by vocational education are not sufficient. PSVET institutions are located, mainly, in oblast centres. As it has already been noted in Section on EFA Goal 3, there are no

vocational schools/lyceums in 43 regions. Coverage by vocational education is particularly complicated in terms of children with special needs.

**Thusly**, uneven concentration of TVET institutions in cities and practical lack in many rural areas as well as non-chargeable nature of a limited number of educational programmes makes us make a not very comforting conclusions on limited accessibility of TVET and SVET. So-called “prestigious” directions of education are not always accessible for children from less-privileged groups of population, in particular, for children with special needs in education and graduates of orphan asylums.

**Assessment of learning achievements.** In assessment of quality of education, one of required indicators is assessment of academic achievements of students.

Till 1993, it was the school which ensured internal assessment of academic proficiency. A National Centre for State Standards in Education and Testing (NCSSET), established in 1993, was initially aimed at external assessment of academic achievements of students at entrance exams to higher institutions. Since 2004, external assessment upon graduation from school has been combined with entrance exams to higher institutions, which has been recognized as positive to get a more objective picture of the level of academic proficiency of students.

When entering higher institutions on a competitive basis, in compliance with Article 13 of the Law On Education, students are assessed, based on their UNT and Entrants Complex Testing (ECT) results. UNT ensures combination of final state certification of school-leavers and entrance exams to secondary and higher vocational learning institutions. ECT is held for graduates of secondary schools, who graduated prior to UNT adoption, for graduates of secondary schools, who studied abroad in the framework of international student exchange, graduates of secondary schools with Uzbek, Uighur and Tajik languages of training, graduates of Republican music boarding schools as well as those who graduates from foreign learning institutions. This was preceded by extended normative, technological and organizational activities.

To hold UNT, in 2004, 134 UNT Sites (SNTS) were established, in 2006 their number grew up to 155. They were established in 33 cities of Republican status and 96 regional centres. They were established because of the need to hold exams as close to the location of school-leavers as possible. The Government allocates funds to ensure meals, accommodation and transportation of children to testing sites on an annual basis. In 2006, 102.1 million tenge was allocated for these needs in 2006, 440.2 million tenge was allocated to maintain testing sites and hold UNT. In 2006, the Republican budget financed establishment of another 20 testing sites in regional centres and cities, which allowed reducing the distance for transportation of 13.641 school-leavers.

According to 2006 UNT, an average point in the Republic made 63,29 (in 2005 - 60,4). 39.478 school-leavers or 24,75% of the total number of UNT holders were awarded 0-49 points, i.e. demonstrated the level of knowledge which is lower than the threshold one. Due to the fact that in 2005, the threshold level was 39 points (13,5% UNT holders failed to reach it), it is hard to make conclusions on whether academic proficiency improved or aggravated. However, if 2006 outcomes only serve as a basis, we may state that a quarter of school-leavers, who were involved in UNT in 2006, showed the level of their academic proficiency less than the threshold one (Table 3.36.). 65.04% of school-leavers were awarded 71-100 points, in 2005 - 25,4%, which showed a two-fold improvement. 6.555 school-leavers were awarded more than 100 points which is 4,11% of the total number (last year - 2,84%). This shows improved academic proficiency of students.

**Table 3.35. UNT results**

Year	UNT Results				
	Average point	Less than threshold	50-70 <sup>16</sup>	71-100	101-120
2003		28,1%	58,7%	12,3%	0,61%
2004	53,32%	24,19%	61,08%	14,04%	0,69%
2005	60,36%	13,45%	58,31%	25,39%	2,84%
2006	63,29%	24,75%	42,77%	65,04%	4,11%

Source: Results of student body formation in higher institutions of the Republic of Kazakhstan in 2004, 2005, Astana, 2004 and 2005.

<sup>16</sup> Till 2004, the threshold level was 40 points, in 2005 and 2006 – 50 points, since 2007 – 60 points.

Introduction of an interim state monitoring (ISM) for 2(3)-year students of all higher institutions of the Republic and 4 and 9-Graders of secondary schools is also quite promising. An average ISM point in 2005 in 9 Grades made 38,57 of 60 possible points, and 4-Graders were awarded 11.44 points of 15 possible ones in Math.

There are no significant differences between an average point, awarded to students of urban and rural schools. ISM of 9-Graders showed that in the Kazakh language an average point on the whole in the Republic made 20.76 points, in Maths - 17.81, which also allows us to note a low level of academic proficiency of students. These do not show significant differences between oblasts, which makes us doubt authenticity of this information. According to experts, this is related to either inefficient monitoring, or insufficient quality of instruments of monitoring.

Two conclusions as follows can be made upon study of UNT, ECT and ISM.

**The first** conclusion is related to the assessment technology. No doubt, an independent external assessment allowed ensuring more unified requirements to academic proficiency of school-leavers, transparent provision of a more fair access to higher education, based on academic proficiency of entrants. It also allows acquiring a wide database on the quality of education in various regions in a variety of subjects, which enhances justified decision-making to improve educational process. The fact that UNT makes its own contribution to the establishment and development of mechanism of public control over the quality of education, ensures transparency of UNT procedure and results, is also quite valuable. Application of uniform measuring tools enhances increased authenticity of assessment of quality of education.

Altogether, a systemic approach to the assessment of students' academic proficiency has not been ensured yet. UNT does not provide a quality and comprehensive information on the current situation in the field of secondary education, since UNT is taken on voluntary terms. The test is taken by those students only who wish to continue education at the next level of education, i.e. who have good academic proficiency. In other words, we might have non-objective information if we are based upon UNT results only. In addition, given the fact that assessment criteria are modified almost every year, it is hard to ensure objective monitoring of results of students' academic proficiency. E.g., in 2005, a threshold level was equal to 40 points, in 2006 – 50 points and in 2006 MES Board set a new minimum level of 60 points. Results of state monitoring will serve as a basis for further organizational and management decisions.

However, we have to state that measuring tools are not perfect. The system requires further improvement both in terms of the content of test assignments and review of assessment results. Important information could be derived from a comprehensive review of UNT results. Unfortunately, analytical activities are not carried out in a proper fashion. To increase objectivity and authenticity, it should be complemented by comparison of results of academic activities of students of Kazakhstan with results of students of other countries. The first steps have already been made in this respect. The Ministry is planning to introduce a set of activities, aimed to execute the Order of the President to establish a single state system of assessment of academic proficiency, level of knowledge and skills. Kazakhstan declared its intent to take part in TIMMS Programme (Trends in Mathematics and Science Study) in 2007. It is also planned that Kazakhstan will take part in international comparative studies of real achievements of students in the framework of PISA Programme (Programme for International Students Assessment).

**The second** conclusion is related to results of academic activities of students. Region-based review shows that there are still regional differences by oblasts. As it has already been noted, an average UNT point in the Republic made 63,29 (in 2005 - 60,4). The highest average UNT point was awarded to school-leavers from Astana (71,1%), Almaty (70,3%), Pavlodar (67), West-Kazakhstan (66,3%), South-Kazakhstan (64,4%) oblasts. The lowest point was awarded to school-leavers of Mangistau (60,8%), Atyrau (58,1%), Aktobe (59,2%) and Kostanai (59,7%) oblasts.

Among regions with lowest results by many parameters, the most frequently mentioned are Mangistau and Atyrau oblasts. In the framework of this Report we cannot hold an individual study of reasons for such a paradox. But even based upon available data, we can say that this trend can be explained by availability of so-called "pockets" or "isles of poverty", inhabited by mainly ethnic Kazakh people, along with financially stable and favourable regions. Average numbers, like an average hospital temperature, does not reflect the real situation in these oblasts.

According to NCSSET, an average UNT point, awarded to urban school-leavers in 2004, was 55.64 and rural school-leavers - 48,53. The highest points were awarded to school-graduates of Almaty and Astana, graduates of city schools of Pavlodar, North-Kazakhstan, Akmola oblasts. School-leavers of these cities and oblasts have a close level of knowledge and UNT, which are higher than an average indicator over the Republic. UNT results of school-leavers of city schools of Mangistau, Atyrau oblasts are quite low, which demonstrates an insufficiently high level of knowledge of city school-leavers of these regions, they are much lower than average Republican ones.

UNT results of rural school-leavers of Pavlodar, Kyzylorda, North-Kazakhstan oblasts are higher than an average Republican indicator. The lowest results have been demonstrated by rural school-leavers of Karaganda and Aktobe oblasts.

Year 2005 showed significant increase of an UNT point. City school-leavers were awarded 63,21 points which is 7.57 points more than in 2004. School-leavers of Astana, Almaty, city schools of Pavlodar, North-Kazakhstan, Zhambyl oblasts showed results higher than an average Republican one. Like in 2004, results of school-leavers of city schools of Mangistau and Atyrau oblasts remained low.

Rural school-leavers were awarded on average 48.53 points, which is also 8.6 points higher than in 2004. UNT results of rural school-leavers of South-Kazakhstan, Almaty, Kyzylorda oblasts are higher than average Republican results. Aktobe, Kostanai, Karaganda oblasts show results less than average Republican ones.

Average points of city and rural school-leavers tend to close up. In Mangistau oblast an average point of rural school-leavers in 2005 was higher than of city school-leavers. This fact should also be studied independently.

A share of school-leavers who have not reached the threshold (0-39 points) to enter secondary vocational and higher institutions, dropped by 9.4% in 2005. A share of students who have been awarded 40-70 points has also reduced. At the same time we can see a significant 9.3% increase in the number of students who would be awarded 71-100 points, and 1.8% increase of those who have been awarded 101-120 points.

On the whole, a share of school-leavers who have been awarded points less than the threshold in all years makes a significant value and ranges within 23-28%, excluding 2005. This shows a low level of knowledge of almost 1/3 of school-leavers.

In addition, educators and communities have different opinions of UNT. Many educators believe that introduction of UNT increased demand for tutoring, since academic proficiency of most school-leavers is not sufficient to successfully pass an entrance exam to higher institutions. Therefore, in the last term of final year of training they are engaged mainly in preparation for UNT both in the framework of learning process and with tutors. Given the fact that an average cost of tutoring is rather high about USD5 per 1 academic hour, tutors cost school-leaver's parents about USD320-390 a year. According to expert estimates, turnover of funds, input in the market of tutoring services by school-leavers only, amounts to over USD20 million a year.

*We can make an overall conclusion that external assessment of students' learning achievements in Kazakhstan is a significant step forward compared to earlier system, which was more subjective and did not ensure their international comparability. External assessment enables to obtain independent representative information on academic proficiency, to ensure state monitoring of the process and results of activities of learning institutions, to compare results of learning activities of students of different schools and regions by school disciplines, to have a longitudinal analysis in order to make justified informed, management decisions to improve the quality of education.*

At present it is hard to objectively assess how efficient the system of national education is functioning compared to other countries. When talking about the quality of education, as a rule, they provide information on the number of people, who won at Olympiads, entered higher institutions, were awarded School-leaving Certificates with Honors. But these do not reflect the quality of system on the whole. Besides, some of above indicators are not objective enough and to a certain degree depend both on efficient organization of monitoring and tools, applied for monitoring. Obviously, we should start with results, which schoolchildren showed at school, first of all, their academic achievements, acquisition of basic skills at key stages of their development, as well as understanding of factors, enhancing efficient training and efficient self-training. This, in its turn, raises the issue of availability of comparative data or, as they also call them, benchmark<sup>17</sup>.

*No doubt, it is necessary to further improve the very assessment system, based on the best international practices. The content of standards, curricula, programmes and educational materials, not aimed to develop practical and generic skills, and limit the developments of such skills. They are prevailed by factual knowledge which, accordingly, does not allow assessing the development of such skills.*

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<sup>17</sup> Benchmark (English) – milestone, border. Benchmarks are a new way of perception of national situation, local and regional efficiency and quality of performance of individual schools. Benchmarks are sometimes used as means of diagnostics and means to inform politicians and practitioners, and are based on the need to study both internal developments and situations in neighboring countries. (European Report on Quality of School Education, Brussels, 2000).

**Conclusions on Goal 6.** The Republic ensures extended activities in the field of quality of education. Over the period since Assessment-2000, financing of education has grown and stabilized at 3,4-3,5% of GDP. The issues of equal and fair access to education at all its levels – from pre-school to postgraduate – are key priorities of governmental educational policy. Establishment of a state system of monitoring and assessment of quality of education has been launched for all levels of education – institutional, regional and national. Material framework of education has been significantly enhanced, new schools, equipped with latest equipment and complying with international standards, are put into operation every year. Establishment of system, ensuring justified political decision-making, is about to be finished.

Training and professional development are also considered as key components of successful reforms of both educational sector and innovation economy on the whole. Kazakhstan is pursuing a policy, aimed to enhance the status and financial well-being of educators. Salaries of teachers are increased on an annual basis, steps are taken to stimulate teaching activities, training of innovative educators, involved in both educational and scientific activities.

Thus, serious steps, reinforced by resources, are taken in all directions, affecting the quality of education.

System of education is a rather conservative sector. Therefore, it is hard to expect immediate positive results, just like there cannot be a perfect “frozen” quality of education. Reforms in the field of education, including improved quality of education, are a dynamically developing process.

The study show that, in compliance with selected groups of criteria, **Input in the system of education and Assessment of students' learning achievements**, we may state that there are positive changes in all criteria, affecting quality of education. The Government takes efficient steps to ensure access to quality education for school-age children.

Funds, allocated for education, including secondary education, are increasing every year. The budget provides for special programmes, aimed to fund construction and maintenance of learning institutions, professional development, purchase of equipment, educational and methodological materials and cover other expenses.

Activities are carried out to ensure access to education, social support and adaptation of children with special needs. The issues, related to children with special needs in education, have a legislative framework. Extended activities are carried out to enhance material framework and improve educational and methodological resources for children with special needs in education. Textbooks of new generation have been developed and published for special correction institutions.

Altogether, review of implementation of EFA Goal 6 shows that its capacity has not been exhausted yet. Key **issues** in this field are as follows:

- ◆ Steps, which are being taken, have a “global”, overall nature, do not always take into account the needs of specific target groups – children from less-privileged groups of population, for these or other reasons not covered by education, as well as children with special needs. Less than 30% of children with special needs are provided with educational services, based on their needs. Mechanism of involvement of children from less-privileged families, orphans with behavioural issues in a regular educational process and graduation is not always efficient. In this context, we may say that steps taken to ensure access to education for all mainly protect the right of well-standing citizens and insufficiently take into consideration the needs of marginal groups of population.
- ◆ As a result, about 8% of children do not execute the right for secondary general education, guaranteed by Constitution of the Republic of Kazakhstan. A number of people, especially from less-privileged families, find themselves outside the school before the term of their mandatory education is over. Because some children are not motivated to acquire education, and in some cases it's for economic reasons that the level of absenteeism among schoolchildren is quite high. An objective methodology of registration of absenteeism and proper mechanism of return of such children to school has not been developed yet. Unfortunately, a certain number of ethnic Kazakhs, in particular those residing in remote regions of the country, do not have enough opportunities to acquire quality education.
- ◆ Only a small number of our small citizens can be covered by pre-school education. Children from most vulnerable groups of population have no this opportunity, which means weak preparedness of most children for school and, as a result, unequal start opportunities for many children yet at pre-school age.
- ◆ Regional disparity in quality of education is maintained between oblasts. It is not incidental that all analytical materials on problematic regions often mention Mangistau, Atyrau, Kyzylorda, South-Kazakhstan, Almaty and Zhambyl oblasts, where, along with high salaries of some part of population and



guest specialists, there are “poverty isles”. Severe differences in the level of development of regions of the Republic of Kazakhstan definitely cause inequality in budget allocations to the system of education, which affects accessibility of education and its quality.

◆ Access to quality education in Kazakhstan to a certain extent is still limited by location and to a large degree remains a prerogative of urban population. Rural children also have less opportunities to acquire additional educational information and services because of underdeveloped social and cultural infrastructure. The structure of network of learning institutions, organization of educational process and teaching technologies in regional system of education are uniform and do not take into account differences of regions, their budget possibilities.

Important steps, planned by the Government, in particular, aimed to increase investments in the field of education, improve the system of training and retraining, establish proper infrastructure, will allow creating conditions, needed to fulfill commitments in the field of real execution of rights for quality education as “an irreplaceable means of disclosure and protection of other human rights through creation of conditions, needed for full-fledged health, freedom, safety, economic well-being as well as involvement in social and political life of the country”.

### **3.2.6.3 Recommendations for adjustment**

- ◆ To pay more attention to assurance of equal access to quality education for children with special needs in education as well as repatriate children.
- ◆ To take target steps to ensure quality education for children from less-privileged families. To increase resources of Universal Schooling Foundation, target support to their families, provide such children with vouchers so that they could continue their education (on a competitive basis).....
- ◆ To thoroughly study and identify reasons of low results of academic proficiency of students of those regions, showing differences in quality of education, compared to average Republican indicators.
- ◆ To acquire an objective picture of quality of education, to develop the system of indicators, comparable to international, first of all, European indicators. To expand involvement of Kazakhstan students in comparative international assessments (surveys).

## 4. SUMMARY FOR ALL SIX GOALS: EDUCATION RISK FACTORS

### *Policy and Budget*

Governmental Strategy of Education development in the Republic of Kazakhstan defines education as a national priority and lays foundation for the development of a long-term governmental educational policy, to make amendments and addendums to legislation, system of financing, content of education, HR and social policies, aimed to enhance the role of education in life of the country and every citizen.

The need of priority development of educational system is emphasized both in internal ministerial programmes <sup>18</sup>, and national strategic documents <sup>19</sup>.

The study shows that implementation of the above and other political programmes in the field of education in the last years allowed addressing many issues, significant both for the development of the system of education and country on the whole, including:

- establishment/renovation of a legislative and normative educational framework and its reforms,
- assurance of access to free and mandatory basic and secondary education and graduation,
- assurance of educational policy targeting gradual creation of conditions for human resources development, life-long education,
- enhanced focus of education on training of highly-qualified competitive staff,
- establishment of fundamentals of a single governmental system of correction support to children with limited abilities,
- gender parity in education,
- development of a network of schools with Kazakh language of instruction,
- informatization of the system of education, etc.

State expenses for education in the last five years have been growing along with all other expenses of the state budget. On the whole, educational budget has grown more than four-fold within that period of time. The same years are characterized with a gradual growth of expenses for education from the state budget in percentage ratio to GDP. The long-term educational policy of the country is planning to further enhance and apply this policy in practice.

**Unresolved issues.** One of such issues is to increase the quality of education at all levels. Despite the fact that most strategic documents of the last decade specify that it needs to be addressed, none of them has a justified or at least approximate definition of the “quality of education” and reliable indicators of its measurement.

Policy of establishment of a single state system in the field of assessment of efficiency of education, level of knowledge and skills, so that this indicator could be compared to similar international practices, is under development. Involvement of Kazakhstan in international comparatory studies of real achievements of students in the framework of TIMMS and PISA programmes would enhance speedy resolution of this essential issue.

The procedure of development and implementation of educational policy, management of all levels of education are still predominated by “upside-down” approach; attempts to democratize this process have been insufficiently maintained by relevant legislative framework and resources.

The system of monitoring and analysis of efficiency of strategic educational programmes and projects implementation, their publication and distribution are still weak. As a result, many involved agencies, organizations and individuals can find such information in single reports of international organizations, operating in Kazakhstan. This clearly reduces possibilities for involvement of representatives of professional and civil society in political decision-making in the field of education development.

Sector of non-formal/complementary education has not been integrated in the overall system of education of the country. Political decisions underestimate capacity of this sector to introduce new educational

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<sup>18</sup> State Programme “Education” (2000-2005), “Strategy of Education Development 2010”, State Education Development Programme (2005-2010), etc.

<sup>19</sup> State Programme of Poverty Reduction (2003), Strategy of Industrial and Innovation Development of Kazakhstan (2003), Addresses of President of the Republic of Kazakhstan (2005, 2006, 2007), Millennium Development Goals (2005), etc.

life-long programmes and life skills development programmes. Most significant steps, taken in the field of education, are focused at reforms, mainly, in the field of formal education. There is no single strategy of adult education, especially of socially vulnerable groups.

Access to programmes, cultivating current vocational and life skills, to a large extent depends on location and solvency of young people and adults.

Expenses in the field of education are insufficient since they are still less than 6%-7% of GDP, as recommended by Dakar Conference on Education for All, as well as lower than the level of a number of developed and developing economies. Compared to countries with an average income, Kazakhstan allocates insufficient funds for construction and maintenance of learning institutions, professional development, purchase of equipment, educational and methodological materials and other resources. Expenses per student lag behind average European indicators.

### ***Economical Factors***

Dynamics of economic growth in Kazakhstan is very significant for human development on the whole and education in particular. As we have already noted, in the last five years GDP has grown almost two-fold in real terms. Significant economic growth since 1999 enhanced macroeconomic conditions, required to tackle social issues, inducing education development.

Altogether, clear progress in economic situation of the country on the whole does not yet help to tackle issues, related to increased gap in economic and social situation of regions of Kazakhstan. Uneven development of oblasts is aggravated by intraregional disparity. Key reasons for current inequality are about the following factors: position towards Centre and Periphery, urban and rural areas, resources, climate, infrastructure, geographic position. Interregional and intraregional inequality brings to increased polarization: centres are modernized, periphery remains outdated; to economic growth of regions, exploration of export resources with low social indicators; partial loss of previous social achievements in periphery, in particular, in the field of education and healthcare. Factors, associated with inequality, are as follows: severe polarization of income of the population and stratification of society, marginalization of groups with low income, concentration of poverty in socially vulnerable groups of population, reduced access of such groups to quality education.

The issue of low quality of education and incomplete coverage by pre-school, primary and secondary and higher vocational education is most obvious in remote, mainly rural areas. In addition, rural children and young people have much less opportunities to acquire additional educational information and services because of underdeveloped social, cultural and economic infrastructure, which negatively affects the quality of their education.

### ***Social and Cultural Factors. Language***

Multinational Kazakhstan, resided by over 120 nationalities (ethnic groups and ethnoses), has accumulated an extended and unique experience of peaceful co-existence of peoples, civilizations, cultures and various religions. To ensure civil peace and accord, internal political stability is one of key priorities of governmental policy. As a result, the internal political situation in the country has been considered as stable for quite a long time. All ethnoses are equal in the Republic, including the field of education, rehabilitation and development of their languages and cultures.

A public political structure – Assembly of Peoples of Kazakhstan – is actively functioning and aimed to ensure efficient interaction of governmental bodies and civil institutions in the field of interethnic relations. A network of national and cultural associations/centres is being developed, their activities aimed at the development of national cultures of nationalities, living in Kazakhstan, at expansion of international cooperation, given priorities of the state national policy.

Educational policy of Kazakhstan is aimed at further development of cultures and languages of Kazakhstan ethnoses, their integration around the state language and culture of Kazakh people; transformation of the state language into an integral part of internal culture of a representative of each Kazakh ethnoses; creation of conditions for development of spiritual and cultural community of all Kazakhstan people. As it has already been noted, schools provide education in 8 languages.

A three-language strategy is being developed and aimed to create conditions, under which the state and official languages will have a real capacity for further development as means of interethnic communication, and a foreign language will enhance learning of global innovations/information in educational, scientific, professional and cultural sectors.

Experts believe weaknesses of addressing of this important issue are imperfect educational technologies of state language training, insufficient quality of teachers, lack of funds for longer and more efficient learning of foreign languages within the system of vocational education. As a result, only a small share of school-leavers and TVE graduates can be integrated in training in foreign languages.

### ***Legislative Factors***

Kazakhstan on the whole has ensured legislative framework for all levels of formal sector of education. Legislation of the Republic of Kazakhstan enhances legal fundamentals, aimed to create conditions, guaranteeing acquisition of free mandatory secondary education by all children of relevant age, irrelevant of their sex, ethnicity, race or social group, provides for some benefits for students as well as steps, aimed to protect the rights of representatives of most vulnerable groups.

In the last years particular attention was paid to assurance of rights of children with special needs, orphan children, children from families with many children and some other groups for education.

However, acting legislation of the Republic is not yet in full compliance with steps, provided for by the State Programme of Education Development 2005-2010, e.g., in the field of "life-long education", declared as one of principles of this programme.

There are deviations between legislation and ratified international documents, in particular, in the field of assurance of children's rights. Norms of internal normative legal acts often contradict to each other. In addition, lack of mechanisms of implementation of legal norms makes it difficult to apply them, in particular, in terms of steps, aimed at decentralization of management and autonomisation of vocational learning institutions.

As it has already been noted, at legislative level the sector of complementary or non-formal education is underestimated, and this often brings to non-recognition of results of training, provided in training centres, by either employers, or formal learning institutions, or parents of students.

Legislation in the field of education in terms of particular categories of children (refugees, forced migrants, children with deviant behaviours (difficult children), migrants, children from socially vulnerable families, orphaned children, disabled children) should be further improved, since it is these categories of children who are not welcome at learning institutions, become cheap or even free labour, become victims of crimes or delinquents.

Labour legislation of the Republic of Kazakhstan, regulating correct sequence of signing of Labour Agreements with underage children and some aspects of their working activities, including combination of work and studies, need to be seriously revised.

There is lack of legislative norms and relevant mechanisms of conflict-mitigation at learning institutions (between different stakeholders of educational process).

### ***Geographic Factors. Natural disasters***

Kazakhstan is situated at the juncture of two continents – Europe and Asia. Factors of a huge territory of the country (9th largest territory in the world), relatively low density of population, scarcity of centres of economic activities and remoteness from global markets have both positive and negative aspects. On the one hand, these enhance business mobility (especially transportation), on the other – aggravate a number of issues, related to the need of large spending for maintenance of socially significant infrastructure, first of all, small schools, KG, hospitals, etc.

In major locations of the population environment remains unsatisfactory: key factors, affecting health of population, are deficit of quality drinking water and air pollution. Progressive accumulation of industrial and communal sewage, polluted water-flows significantly enhance the impact of these factors.

In perspective, as economic activities in basins of transboundary rivers of the Republic and neighbouring countries expand, especially in the field of formation and major consumption of water resources, lack of water will increase. Deficit of water resources in Kazakhstan is a significant factor, restraining exploration of natural resources, development of productive forces and economic growth on the whole.

Latest natural disasters on the territory of the Republic of Kazakhstan comprised rise of Caspian sea level, earthquakes, hydro-meteorological natural disasters.

The largest man-made impact was produced on the Aral Sea basin and environmentally-unfriendly affect was produced by atomic testing sites.

Fundamentals of environmental legislation have been developed in Kazakhstan, a number of interna-

tional environmental conventions have been signed, a system of management of environmental activities has been established. Military testing sites have been closed down, testing nuclear weapons has been finished, activities of non-governmental environmental organizations have become more active.

However, most acting environmental standards are almost not followed. In this context, radical improvement of environmental enlightenment and education at all levels of the system is of crucial importance since relevant activities, carried out by learning institutions, are limited and inefficient.

### ***Technical equipment of learning facilities***

Despite the fact that in the last years steps are taken to provide learning institutions of all levels with necessary modern technical, information, educational and methodological resources, lack of material and technical resources within the system of education is really significant. This can be proved by the following factors: of the total number of secondary schools in the country 26% require major repairs, about 3% are in emergency conditions, 40% are located in tailored buildings. Situation is not much better within the systems of pre-school and vocational education.

The issue of drinking water supply and assurance of up-to-date sanitary conditions in boarding schools, as well as in many other rural learning institutions, remote regions, small towns has not been addressed yet.

### ***Staff capacity of education system***

In the last years significant activities have been carried out to ensure learning institutions with highly-qualified staff. Since 2000, there is a clear trend in the country towards annual increase in the number of trained educators for learning institutions of different levels. However, there is still a significant share of educators (about 30%) which do not have higher qualifications, which is particularly specific for rural schools and learning institutions of some oblasts of the Republic.

There is an "ageing" factor. A share of teachers with a working experience exceeding 20 years is about 30%. Learning institutions continue being feminized, the system is being left (and mainly TVE institutions) by most capable and successful people, in particular, of young and middle age.

As it is known, mass acquisition of conversational and "technical" English skills and computer and Internet skills become mandatory requirement to personnel. At present, there is a significant gap between Kazakhstan and industrially developed countries in this field.

### ***Risk factors*** (HIV/AIDS, drugs, prostitution, etc.)<sup>20</sup>.

Kazakhstan is at the stage of pre-epidemic of HIV-infection. Over 7 thousand of HIV and AIDS infected have been discovered in the Republic for the last decade. 70% of infected are among drug-addicts. HIV-infection is mostly spread in South-Kazakhstan, Karaganda and Pavlodar oblasts.

Dynamics of HIV-infection proves failure of both medical and educational policy of the country in terms of HIV/AIDS, of underestimate of danger of this global issue and disastrous consequences of inefficient and non-system approaches to its resolution by authorities and society. Monitoring of preventive programmes implementation is quite inefficient. HIV/AIDS prevention and sanitary enlightenment have not been integrated into the contents and methodology of school syllabi, and are studied as optional disciplines in the framework of Valeology. Vocational training of teachers in the issue is not ensured.

The country is peculiar for high dynamics of drug-addiction which, according to experts of Youth Policy Department of MES, is caused by social issues, affecting psychological development of young people. It's young men rather than young women who are more vulnerable to drug-addiction.

Despite steps, taken and being taken by the Government to prevent drug-addiction, rates of its dissemination, in particular, among young people, continue growing.

According to the Public Committee for Legalization of Prostitution, in 2006, Kazakhstan had over 10 thousand prostitutes, not taking into account those transited from Kyrgyzstan, Tajikistan and Uzbekistan to Russia, Turkey and Persian Gulf countries. According to some estimates, because of an illegal nature of prostitution, this sector involves underage young people and sometimes children. They often fall prey to sex-industry and porn-business, i.e. become involved in this criminal web against their own desire. Almaty and Astana, as well as Aktau and Atyrau (due to brisk development of oil fields and inflow of foreign employees) are centres of prostitution in the Republic.

According to experts, the issue of prostitution is first of all related to corruption of responsible authorities.

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<sup>20</sup> In accordance with the Report structure, detailed information on HIV/AIDS issue has been provided in Section 5.

### ***Child Labour***

Despite the fact that in the Republic on the whole the issue of child labour in school hours has been tackled, the event is expanding. According to experts, main reasons for this issue are factors, related to an extended non-formal economic sector of the Republic, insufficient governmental monitoring in the field of labour relations, different levels of life in regions, and, as a result, development of labour migration.

The most attractive regions, promising children “easy” money, are Astana and Almaty, as well as Almaty and South-Kazakhstan oblasts. According to child labour experts, the most vulnerable are children from less-privileged families, orphans, children from children’s asylums.

In a so-called non-formal sector of labour relations, i.e. actually in the streets, the number of “children’s” trades is limited. I.e., according to study, held by governmental bodies and Zabota (Care) Crisis Centre in Almaty, Taldykorgan, Kapshagay and 8 regions of Almaty oblast, children work as loaders, vendors in shops and markets, safeguard cars at parking lots... Of illegal activities, small Kazakhstan citizens “choose” prostitution, drugs and theft.

Kazakhstan does not have statistics of the worst forms of child labour, like prostitution, slavery, trade of children, their involvement in criminal activities, porn industry, etc.

According to the Department of Employment and State Supervision of execution of legislation of Ministry of Labour and Social Protection, the issue of registration of the worst forms of child labour is because of fragmentation and lack of common framework of activities of bodies, authorized to tackle this issue.

According to ILO International Programme, aimed to eliminate child labour, Kazakhstan does not have such statistics because lack of mechanisms which would allow tracking down and registering such facts. In addition, the issue of child labour abuse has a hidden nature.

One of the sources of the issue of child labour abuse is legal illiteracy of children, who wish to have money of their own from early age. They are ready to work without Labour Agreements, leaves and other legal “privileges”, and they just have no place to learn of their labour rights – there are no trainings for little employees.

### ***Migration***

As Kazakhstan gained independence in 1991, launched transformation processes and got an opportunity to have some ethnic groups return to their historic Motherland in Kazakhstan, it, just like many other CIS countries, faced the issue of growth of negative migration balance. For ten years this negative migration balance has not only taken up natural growth of population for this period (natural growth in the 90s has dropped almost 2-fold because of severe reduction in the number of births and increase in the number of those who died compared to the 80s) but also exceeded it more than twice.

Since 1995, Kazakhstan started seeing reduction of migrants, leaving the country and, as a result, reduction of negative migration balance. E.g., the number of migrants in 1999 dropped 2.9-fold compared to 1994, and negative migration balance has dropped more than thrice. In 2004 Kazakhstan for the first time saw a positive migration balance and increased natural growth of the population.

In the last 3 years the number of those arriving in Kazakhstan has stabilized at the level of 37-40 thousand people.

Obviously, children of migrating families have to leave the school for different periods of time. In this context, local educational bodies should pay more attention and take appropriate steps to ensure timely registration of such children and their placement in schools as they move to a new location. However, according to MES reports and statistics, this registration is not sufficient and requires significant modernization and application of special software.

## 5. EFA STRATEGIES AND LEADING ISSUES (EFA FLAGSHIP ISSUES), DIRECTED ON EFA GOALS ACHIEVEMENT

### *EFA Flagship programmes*

Education and health are interrelated. Key issue of the system of education is, along with provision of educational services, to ensure maintenance of physical and psychic health of students. "To ensure successful implementation of educational programmes, we need... healthy, properly-nourished, motivated students as well as conditions, which are not only favourable for education but also are stimulating, healthy, safe, taking into account the specifics of sexes" (DFA, para 44).

Given the importance and capacity of a healthy school environment, international organizations launched a number of Flagship programmes in the field of education, including:

1. Extended access to early childhood programmes
2. Literacy for all: revised perspective of a global Action Plan
3. UN initiative in the field of extended access to education for girls
4. Assurance of education in emergency and crisis situations
5. Teachers and quality of education
6. Education for people with limited abilities
7. Extended access to education for rural communities
8. AIDS prevention initiative
9. FRESH: focusing resources for effective school hygiene

There are two programmes of nine implemented in Kazakhstan – FRESH and HIV/AIDS prevention. UNESCO, UNICEF, World Labour Organization, World Bank provide support in FRESH introduction: "Focusing resources for efficient school health", aimed to improve sanitation enlightenment in secondary schools. As it is known, this Framework Programme has four key components:

- ◆ School healthcare policy;
- ◆ Supply of clean drinking water and means of sanitation and hygiene to schools as important aspects of healthy learning environment;
- ◆ Education, based on life skills development, including health skills;
- ◆ Healthcare and proper nutrition at schools.

Programme implementation provides for close cooperation and partnership between educational and healthcare sectors, teachers, medical staff and communities, overall awareness-raising and involvement of students in the establishment of a safe, healthy, inclusive educational environment.

***FRESH in Kazakhstan.*** A pilot project was implemented by UNESCO Associated Schools and covered 6 schools in 5 regions of Kazakhstan. Because of limited funds, the project was mainly focused on study of issues, related to life skills development, including healthcare skills, as well as supply of equipment to these schools. In particular, BEST School, Almaty, was supplied with a water filter; School № 5, Almaty, was provided with equipment for medical office. As we have already noted, particular focus was aimed to educate coordinators and students (4 students per each school), to ensure life skills development, preventive education, balanced nutrition, healthy lifestyle.

Special emphasis was made on sanitation awareness-raising and trainers training. An important conclusion was made that development of healthy life style skills is not only an educational but first of all a social issue. It cannot be tackled through efforts of school and teachers only. Changes in youth behaviour – healthy lifestyle – cannot be made in an isolated manner, in one narrow field. Behavioural changes require a comprehensive approach, i.e., along with healthcare skills they should be taught more comprehensive skills – tackle issues, make informed decisions, be able to efficiently communicate with others, to think critically and creatively, etc. Proper educational environment plays an important role, being a crucial factor and prerequisite for psycho-emotional and intellectual development of children. Students' health, quality of their nutrition directly affects their academic proficiency and, finally, success in life. And, vice versa, bad nutrition, diseases prevent their full-fledged physical and intellectual development, lead to absenteeism and low academic proficiency.

Comprehensive programmes in the field of healthcare, hygiene and nutrition for schools are efficient means to improve students' health, academic proficiency and, finally, society on the whole. In this context, we face the need to involve into FRESH Programme other educational institutions of the Republic. This need is confirmed by conclusions of almost all Sections of Report, devoted to description of ways to achieve all Six EFA Goals.

**HIV prevention.** UNESCO and UNICEF put special emphasis on HIV/AIDS and drug-addiction prevention, including among young people. It is widely-recognized that so far there is no vaccine for this infection, prevention through education is the most efficient means to prevent this epidemic. In this context, the key objective of Flagship programme is to raise awareness of teachers in the field of HIV prevention, to arm them with skills of system preventive activities with students and their parents, to cultivate behaviours, reducing the risk of infection and personal vulnerability to this disease.

In the Programme framework, in compliance with the Agreement, signed between Ministry of Education of the Republic of Kazakhstan and UNESCO Cluster Office, Almaty, in November 2003, Kazakhstan hosted a two-day workshop on Adaptation of Guidelines on HIV/AIDS prevention at schools. Attendees of the workshop, held under methodological and financial support of UNESCO, comprised heads and teachers of secondary schools from all 16 regions of Kazakhstan, representatives of regional professional development institutions, non-governmental and international organizations.

Attendees developed Teacher Guidelines for HIV/AIDS prevention at schools, country-tailored and covering extended information and methodological materials. The Guidelines comprise 7 modules, including case studies, games, tests, recommendations on interactive trainings, team-work behaviour recommendations, pictures, etc.

In May 2004, similar activities were held to adjust an awareness-raising package on HIV/AIDS and system of education, whose original version was developed by Bangkok UNESCO office and presented at workshop in Almaty. The awareness-raising package, aimed at specialists of education management organizations, is focused on legal aspects of prevention, key information is provided on HIV/AIDS, statistics of its dissemination in the world, Central Asia and Kazakhstan. Recommendations have been provided to increase the role of education to prevent HIV/AIDS and ensure preventive education, as well as case studies of infected young people.

Ignorance and concealment of this issue are key reasons for its rapid dissemination. Therefore, the above workshops and materials have become a significant support and some kind of discovery for many educators. It's for the first time in the sector of education that numbers of those infected have been displayed. It's for the first time that educators talked about stigma and discrimination of infected people, reasons of HIV infection, its social aspects.

**Measures taken in Kazakhstan.** Efforts of international organizations, aimed to prevent HIV/AIDS, have become some kind of a catalyst for steps, taken by the government in this field.

The first HIV-infected person was registered in the Republic in 1987. According to statistics, based on registration of discovered cases, as of 1 January 2007, a cumulative number of registered HIV-infected people made 7.402. These people include 75.5% of regular injection drug-addicts, 76% are men, 72% are unemployed, 62% are people at the age of 15-29. In the last years, an increasing number of people are becoming infected through sexual transmission, in 2005 there were 25% of such cases (in 2001 – 5%); at the same time the number of HIV-positive women in the structure of newly-registered cases has increased (from 19% in 2001 up to 28% in 2005). Compared to 1987, when the first HIV-infected person was registered, in January 2007, there were 49 HIV-infected people per each 100.000 people. In January 2005, the number of HIV-infected people totaled to 31 per each 100.000 (Source: MDG 2005, p. 83). In some regions, ratio of registered HIV-infected significantly exceeds an average Republican indicator. E.g., in Pavlodar oblast there are 1.083 infected, in Karaganda – 1.796, in Almaty – 1.483. There were cases when children and adults were infected by medical staff. According to the Ministry of Healthcare of the Republic of Kazakhstan, out of those HIV-infected, registered as of 01.01.2007, 201 are AIDS-infected (as of 01.05.2007 – 543 people). 65,7% of the total number of HIV-infected are young people at the age of 15-29.



**Table 5.1. Cumulative data of registered HIV-infected as of 01.01.2007.**

Oblast	Absolute value		As per 100.000 people 2003	
	Total	Including children under 14 years of age	Total	Including children under 14 years of age
Republic of Kazakhstan	7402	134	49,0	3,1
Akmola	129	1	16,9	0,5
Aktobe	130	1	18,9	0,5
Almaty	309	2	19,5	0,4
Atyrau	40	0	8,8	0,0
East Kazakhstan	365	1	24,3	0,3
Zhambyl	180	1	18,2	0,3
West Kazakhstan	213	0	34,6	0,0
Karaganda	1796	28	129,1	7,9
Kostanai	460	3	47,2	1,2
Kyzylorda	26	0	4,3	0,0
Mangistau	44	0	12,8	0,0
Pavlodar	1083	5	138,3	2,5
North Kazakhstan	126	1	17,0	0,5
South Kazakhstan	919	85	44,0	11,6
Astana	99	0	22,8	0,0
Almaty	1483	6	128,7	2,3

Source: Republican AIDS Prevention Centre. Information "HIV/AIDS-related epidemiological situation for December, 12 months of 2006 and as of 1 January 2007"

Given the rate of HIV/AIDS dissemination in the world, Kazakhstan has relatively low indicators. However, the speed of dissemination of this dangerous infection is becoming too large-scaled. As of 1 January 2006, HIV/AIDS dissemination in Kazakhstan, according to the number of people who contacted medical organizations, made 37,7 per 100.000 citizens. In 2007, out of 688 HIV-infected children 574 were children of school-age.

Kazakhstan recognizes HIV/AIDS to be a development issue. The country has acceded all crucial initiatives, aimed to prevent this infection. These include UN Declaration on commitment to AIDS prevention (2001), Programme of urgent steps of CIS countries in the field of HIV/AIDS prevention (2002). HIV/AIDS prevention steps have been integrated into Social Policy Section of Strategic Plan of Development of the Republic of Kazakhstan to 2010, are an integral part of the State Programme of Healthcare Reforms and Development in the Republic of Kazakhstan.

The last years have seen an increase in understanding of the role of education, enlightenment of population in the field of HIV/AIDS containment and prevention. It is not incidental that experts make a conclusion that success or failure of HIV/AIDS prevention steps to a large extent depend upon whether the government will be able to develop and carry out efficient enlightenment activities, aimed to prevent this infection, to inform every member of society of ways to protect him-/herself from it.

Given the fact that since 2001 rates of HIV/AIDS expansion in the country have been some of the largest in the world, the government takes steps to reduce risks of infection and dissemination of this disease. The following legislative framework has been established in the Republic:

- ◆ 1994 – the Law On AIDS Prevention adopted;
- ◆ 1995 – the Government established a Coordination Board to ensure proper interaction between Ministries, agencies in the field of HIV/AIDS prevention;
- ◆ 1996 – National AIDS Prevention Programme approved;
- ◆ 1997 – the Law On Health Protection of citizens and in the Republic of Kazakhstan adopted to identify legal, economic and social fundamentals of health protection;

- ✦ 2001 – Strategic HIV/AIDS Prevention Programme 2002-2005 approved within the system of the Ministry of Education and Science of the Republic of Kazakhstan. It is a follow-up of AIDS Prevention Programme 2001-05, adopted by the Governmental Decree №1207 of 14 September 2001, and covers some points of the Programme of urgent steps of CIS countries in the field of HIV/AIDS prevention (2002),
- ✦ 2004 – Law of the Republic of Kazakhstan “On amendments to the Law of the Republic of Kazakhstan “On AIDS Prevention” of 1994;
- ✦ 2006 – AIDS Prevention Programme 2006 -2010 adopted. Its objective is to stabilize AIDS expansion at a concentrated stage, without allowing it to transfer to a generalized stage.

The most efficient means to combat and prevent HIV/AIDS in the world is preventive education. In this respect, Ministry of Education and Science of the Republic of Kazakhstan has also adopted a number of important documents. These include:

- ✦ The Order of the Ministry of Education and Science of the Republic of Kazakhstan № 12 of 31 January 1999 On HIV/AIDS prevention classes at learning institutions of the Republic of Kazakhstan;
- ✦ State Standard of education in Valeology, integrating the issues of HIV/AIDS prevention, studied as an optional class, special class, Club activity;
- ✦ Typical syllabi for professional development classes, covering HIV/AIDS prevention as a mandatory course, developed and approved;
- ✦ Methodological HIV/AIDS Prevention Guidelines developed and published for teachers of schools, colleges, extracurricular learning institutions to ensure increased efficiency of preventive activities, carried out with students;
- ✦ Trade 050905 Social Activities has been complemented with activities for vulnerable groups of population and support to HIV-infected people;
- ✦ Self-learning discipline has been introduced into school curricula as a mandatory subject;
- ✦ Awareness-raising activities have become more active among students in the field of healthy lifestyle promotion, involving narcological services, law-enforcement bodies, AIDS Centres and Healthy Lifestyle Centres;
- ✦ Large-scaled campaigns like Young people against drugs, HIV/AIDS, alcohol and tobacco addiction; creative contests and posters with the subject of Life cannot be reversed, Watch out for AIDS, etc. are being held on a frequent basis;
- ✦ In the framework of Equal to Equal volunteer movement, 3-day training workshops are held for volunteering students in the field of HIV/AIDS prevention;
- ✦ In the last two years, in the framework of Strategic HIV/AIDS Prevention Programme, over 60 thousand educators have been re-trained;
- ✦ Ministry of Education and Science holds national and regional scientific and practical workshops for some categories of teachers, including those on HIV/AIDS prevention. All professional development courses for educators cover HIV/AIDS, drugs and tobacco addiction prevention components;
- ✦ Various methodological aids, recommendations, programmes, educational materials (about 10 in the last two years) have been developed and published in the state and Russian languages for heads of learning institutions;
- ✦ Public awareness-raising activities and campaigns “Beauty and Health”, Republican children’s festival “My health is my future”, devoted to health protection of children and young people, are held in all regions on a regular basis; Festivals and Health Days, presidential tests are hosted; presidential mile “Way to Health” was attended by about 2.5 million children and teenagers;
- ✦ In November-December 2006, a month of Universal AIDS Prevention was held. On 1 December all learning institutions held activities under the slogan “Stop AIDS. Keep your promise”, “Lesson of life”, etc.;
- ✦ Thematical corners “Everything about AIDS” have been arranged in libraries of learning institutions, a list of recommended references developed on HIV/AIDS and drug-addiction;
- ✦ Under the support of UNESCO Cluster Office, methodological recommendations have been developed in the field of integrated development of HIV prevention skills through school disciplines.

The amount of funds, allocated to these or those programmes from the Republic budget is a significant indicator. Therefore, we can’t ignore such a positive factor of all adopted documents as allocation of funds for activities, provided for by the Government in the framework of AIDS Prevention Programme 2006 -2010. Its crucial component is implementation of preventive programmes. Given basic funding, provided to state institutions and organizations of various sectors to implement the Programme (for 5 years), 6.708.930.000 tenge have been allocated. Grants of international organizations amounted to 3.922.670.000 tenge.

AIDS Prevention programme 2001-2005 has been implemented in the Republic of Kazakhstan. Its key objective was to stabilize AIDS expansion at a concentrated stage, without allowing it to transfer to a generalized stage.

In the Programme framework, Ministries of Interior, of Internal Forces, of Healthcare, of Culture, Information and Sports, of Education and Science, of Defense, of Labour and Social Protection, of Justice have developed internal HIV/AIDS prevention programmes at the level of oblasts and cities of Kazakhstan, strictly identifying obligations of each sector

Under support of the Government and donor organizations, there are 134 sites for infected drug-addicts, where they are provided with educational programmes, consultations, communications, exchange syringes, needles, get condoms and disinfection devices. There are 24 friendly rooms for HIV/AIDS-infected, applying internationally recognized approaches to treatment. There are 557 sites, providing psycho-social consultations and anonymous testing, based on various medical organizations.

In December 2006, AIDS Combating Programme 2006-2010 was approved in December 2006 in Kazakhstan.

Ministry of Education and Science plays an important role in implementation of the governmental Decree #1216 of 15 December 2006 "On approval of AIDS Combating Programme 2006-2010 in the Republic of Kazakhstan" in terms of awareness-raising of children and young people on HIV/AIDS prevention.

Training of social workers in terms of implementation of preventive programmes among vulnerable groups of population and support to HIV-infected people is studied under Trade 050905- "Social Activities". In addition, at present higher institutions are introducing a Self-Learning discipline, making an important component of the cycle of mandatory disciplines. HIV/AIDS prevention is going to be studied in the framework of this discipline.

According to heads of higher institutions, awareness-raising activities have become more active among students in the field of healthy lifestyle promotion, involving narcological services, law-enforcement bodies, AIDS Centres and Healthy Lifestyle Centres. Relevant activities are underway among children and young people.

*Data monitoring and study* play an important role in improvement of preventive steps and application of adopted documents. In this regard, MES RK studies and assesses AIDS preventive activities, carried out at learning institutions of the Republic of Kazakhstan, on a regular basis. Over the period from 25 to 30 November 2004 and from 25 April to 20 May 2005, preventive activities, carried out in the following eleven oblasts of the Republic: Akmola, Aktobe, Almaty, Atyrau, East-Kazakhstan, Karaganda, Kyzylordinskaya, Kostanai, Zhambyl, West-Kazakhstan, Mangistau, Pavlodar, North-Kazakhstan, South-Kazakhstan, cities of Astana and Almaty, have been studied.

Based on students' replies the following conclusions could be made: vast majority of students understand that the issue of AIDS expansion is related to "risk behaviour", that virus can be transmitted through injections, that it is desirable to refuse from early sexual relations, since they may enhance HIV infection.

Most students showed good answers to questions like "Can HIV be transmitted when you shake hands?", "Can it be transmitted when someone sneezes or coughs?", "In a sauna, bath, swimming pool?". However, questions like "Can it be transmitted with a mosquito bite?" or "Should AIDS-infected be isolated from the community?" were hard to answer. If we believe answers of respondents, over half of our students do not care about the drug-addiction issue.

*Testing of students of primary and secondary vocational learning institutions* (1.035 students) covered such questions as "Sources of HIV/AIDS-related information", "Students' awareness of HIV/AIDS", "Preventive steps", "Sexual relations and AIDS".

Questioning showed that awareness of students of primary and secondary vocational institutions in the field of HIV/AIDS may be regarded as satisfactory. Students of such oblasts as Pavlodar, North-Kazakhstan, Akmola, Almaty are well informed of ways of HIV/AIDS transmission: parenteral (blood to blood), sexual, vertical (from Mother to child). But most respondents of such oblasts as East-Kazakhstan, Aktobe, South-Kazakhstan are wrong thinking that they can get infected through insects bites, when they use the same sauna, are afraid of respiratory transmission.

Observations allowed making an important conclusion on the need to enhance intersectoral approach. It's mainly teenagers (12-13 and up to 16-17 years of age) who are targeted with preventive activities. People of other age groups are not covered by such activities or are handled through very inefficient methods. This leads to adults being passive and indifferent, which may affect their interaction with their teenage child. In his/her turn, a teenager will find it hard to be responsible for his/her actions, if parents do not display such behaviours.

Non-governmental organizations of Kazakhstan also make their own contribution to propaganda of healthy lifestyle among young people through training programmes. Teenagers welcome conversations, based on Equal to Equal principle, which provides good results as it lacks lectures and sermons. Trainers communicate in the language of a target group, operate with their notions and values. These are the ways of information exchange, welcomed by students of primary and secondary vocational institutions.

The Board of MES RK discussed the issue "On situation in the field of HIV/AIDS prevention at learning institutions of the Republic of Kazakhstan" (in December 2002 and November 2005).

Data show that preventive activities in the field of HIV and drug-addiction have been enhanced significantly. However, it is also obvious that steps underway are of a comprehensive nature and not targeted at vulnerable groups of young people and adults. Preventive activities do not sufficiently involve students of remote regions of the country.

HIV prevention issues are mainly covered by the Ministry of Healthcare. Efforts of various agencies and organizations are not coordinated enough at national and regional levels in terms of development and implementation of national strategies and programmes. An analytical database is underdeveloped. Access to information of some target groups, in particular, from remote/rural areas, is limited. Educational and methodological materials are of a common nature, they are not differentiated by age groups. There are not enough aids which could be used by educators in the learning process.

HIV-related documents do not sufficiently cover educational activities. Monitoring of programmes implementation is not efficient. HIV/AIDS prevention and sanitation enlightenment activities are not integrated into the content and methodology of syllabi and are studied as optional courses in the framework of Valeology. Vocational training of teachers in this issue is not sufficient.

HIV/AIDS preventive activities are mainly aimed at sanitation enlightenment, cultivation of skills, which is good in itself. However, there are no analytical data on their efficiency and targeted nature. There is an impression that the main objective for organizers is to carry out activities just for the sake of activities and not for the sake of results.

Drug-addiction is also a threat to lives of a young generation, negatively affecting health of the entire population. According to Drug Business Combating Committee of the Ministry of Interior of the Republic of Kazakhstan, the number of drug-addicts in Kazakhstan is constantly growing, approximating to 60.000, and the number of young people, taking drugs and toxic substances in the Republic makes on average 12%, which is a high indicator in proportion to the entire population.

According to experts of Youth Policy Department of MES, such a high dynamics of drug-addiction expansion is caused, first of all, by social issues, this or that way affecting psychological development of young people.

Sociological poll that they have had among young people showed that key reasons for drug-addiction are curiosity, idleness and influence of their friends. It's mostly young men who take drugs out of curiosity than women. At the same time, women more often become addicted because they are looking for their way in life, because they are forced to or bored.

Teenagers and young people, above all, become drug-addicts as they get used to alcohol. Teenagers and young people increasingly consume alcohol in Kazakhstan. According to the National Centre of healthy lifestyle development, 5.0% of children at the age of 12-14 and 6.2% of teenagers at the age of 15-18 consumer more and more alcohol.

Ministry of Education and Science of the Republic of Kazakhstan had a sociological poll in terms of drugs abuse by students of learning institutions of the Republic of Kazakhstan.

The poll covered 42,3% of 9-11-Graders (about 640 thousand respondents). 84,5% of respondents believe that drug-addiction is a serious issue for young people. 65% of respondents obtain information on danger of drugs from mass media: newspapers, journals, TV, radio; 21% - at school; 6,5% - from parents, 5,5 % – from friends. And only 2 % indicated that they get such information from medical staff. 33% indicated that the reason for taking drugs is curiosity, 23.3% - desire to have some pleasure, 22,5 % - personal issues; 10,9 % - lack of friends, loneliness; 10,3 % - desire to stand out.

The following answers were received to the question, "If you saw other people taking drugs, what was it?": 43,5 % - smoking "hash"; 10% - inhaling powder; 9,3% - inhaling chemical substances; 6,5 % - taking pills; 39,7 % - cannot say.

19.6% of respondents were exposed to persuasion and enforcement; 5,4% witnessed persuasion of their relatives and friends.

**Conclusion.** Despite steps taken and being taken by the Government of the Republic of Kazakhstan in the field of HIV/AIDS prevention, HIV/AIDS epidemic continues expanding.

In this context, educational bodies and organizations of various levels of types of education could significantly build their capacity in the field of preventive activities, including the following steps:

- ✦ regular awareness-raising of young people on available steps to prevent HIV, preventive enlightenment should be comprehensive, multi-sectoral, flexible and open; it should be targeted at all factors, increasing vulnerability to HIV: sexual behaviour, gender issues, family and community circumstances, education, poverty, discrimination, drug and alcohol-addiction, peer influence, etc.;
- ✦ thematical issues of moral and sexual education should be introduced into curricula of secondary and higher institutions;
- ✦ HIV-infected citizens of the Republic of Kazakhstan should be provided support through education, retraining and employment;
- ✦ specialists should be trained to take HIV preventive steps, communication skills of teachers should be improved (they should be psychologically prepared to professionally discuss sensitive matters);
- ✦ international cooperation and regular information exchange should be maintained in the framework of international HIV preventive programmes;
- ✦ best national practices (unique ethnical and cultural context of Kazakhstan), efficient practices of other countries should be applied and adjusted.

## 6. MANAGING INTERNATIONAL SUPPORT AND COORDINATION ON EFA GOALS ACHIEVEMENT

For a short historical period of Kazakhstan community development, international cooperation in the field of education has undergone significant changes in its essence, objectives, goals and organizational and legal norms.

We may point out three key stages of external cooperation development in the field of education, quite different in their content:

- ◆ late 70s – early 90s – pre-independence period;
- ◆ first half of 90s – formation period;
- ◆ second half of 90s – optimization period.

The first Kazakhstan experience in the field of external cooperation development in the field of education in 70s-80s was strictly regulated by Soviet normative acts, aimed to achieve ideological and political goals of former super-power. The overall context external cooperation development in the field of education at that period would meet requirements of Communist ideological expansion and application of the Russian language worldwide. The system of education for foreign citizens provided for one-year learning of the Russian language as a foreign one at preparatory faculties.

On the whole, summarizing description of the “pre-independence” Kazakhstan experience of external cooperation in the field of education, we should point out the following:

- ◆ this cooperation was fragmented and made an insignificant part of the entire system of international cooperation in humanitarian sector of ex-USSR;
- ◆ external cooperation was strictly regulated;
- ◆ activities, aimed to develop external cooperation in the field of education, enhanced development of international cooperation in humanitarian sector, but contradicted declared objectives, providing for expansion of Communist ideas.

External cooperation development in the field of education, development of cooperation with foreign partners have become possible after Kazakhstan gained independence. In the first half of the 90s, Kazakhstan signed the first Agreements on Educational Cooperation. Mainly, they related to cooperation in the field of higher education.

In early 90s it became obvious that governmental objectives in the field of political, social and economic reforms could not be achieved by available specialists and staff. In his Decree of 3 November 1993, President of the Republic of Kazakhstan introduced Bolashak international scholarships to train specialists abroad. For the first time in the history of CIS countries talented young people have been provided with an opportunity to acquire education in leading countries of the world at the country expense. It should be noted that in the subsequent years this practice was introduced by Presidents of other CIS countries.

Establishment of a new (for the young country) type of international relations in the field of education was a pre-requisite to ensure Republic’s equal joining the global community. Therefore, by mid-90s, over 40 intergovernmental and interdepartmental Agreements have been signed. In addition, learning institutions of Kazakhstan signed over 70 direct Cooperation Agreements with foreign partners.

The third stage of external cooperation development in the field of education starts from comprehension of the importance and place of international cooperation in the field of reform of Kazakhstan system of education, its goals and objectives. At present, we may state that in the field of international cooperation in the field of education we have achieved such a degree of freedom of choice and activities of learning institutions that allows expanding external links in compliance with the initiative.

Lessons learnt in the first half of the 90s (both positive and negative) allowed in the future to more thoroughly address the issues of cooperation establishment and development, including that in the field of education. Currently, the key objective of international cooperation is to optimize organizational and technical activities, to study capacity of foreign partners and ensure practical fusion of internal needs with real external opportunities.

Development of international cooperation in the process of reform of the system of education is a priority since it:

1. enhances identification of final goals and objectives of reforms through account of universal global trends in the field of education, including EFA Strategies, life-long education, standards of education, etc.;
2. is a pre-requisite for Kazakhstan's equal joining the global community and an intellectual framework for cooperation in other fields of international relations;
3. identifies ways of integration with national systems of education of developed countries, ensures mutual recognition of achievements in the field of education;
4. attracts significant additional funds in the form of loans, grants, technical and charitable support.

In the last decade Kazakhstan has signed and is successfully implementing about 50 intergovernmental and interministerial agreements. Most higher institutions of Kazakhstan have direct Cooperation Agreements with foreign partners. Annually more than 4.000 Kazakhstan schoolchildren, students, postgraduate students and teachers acquire complete or affiliate education in leading countries. About 3.000 foreign citizens study at learning institutions of Kazakhstan. Assistance is provided in meeting of educational needs of representatives of foreign Kazakh Diaspora. Many activities are carried out to preserve and develop a single educational space in the framework of CIS, Eurasian Economic Community, Union of Central Asian Republics and Kazakhstan. Gratuitous contribution to the development of system of education, made by foreign partners, amounts to USD25 million annually in the form of scholarships, grants, joint projects, etc.

As it has already been noted in Section 3.1., in the field of EFA Goals achievement MES RK most closely cooperates with UNESCO and UNICEF<sup>21</sup>. In addition to joint activities, described in this Section, Ministry of Education and Science of the Republic of Kazakhstan maintains cooperation with these organizations in a number of other fields, directly related to achievement of 6 Goals of Education for All in Kazakhstan, including the following projects:

- ◆ In cooperation with Early Education Department of UNESCO HQ in Paris, activities have been carried out to implement the Virtual interactive course in planning and management of upbringing and education of pre-school children. The programme has been implemented in 15 towns of all oblasts and large cities of Almaty and Astana. The project has covered 184 specialists of educational bodies, Directors, tutors of pre-school Grades.
- ◆ To implement Presidential Order on rehabilitation of network of pre-school institutions and development of full-fledged pre-school education, MES RK in cooperation with UNESCO Cluster Office in Almaty assessed the quality of the system of pre-school education in the framework of a global project of Early Childhood Department of UNESCO HQ in Paris and OECD "Policy review in the field of pre-school education". Two Reports have been developed, providing analytical review of five issues of policy in the field of pre-school education: access, quality, resources, interdepartmental coordination and statistics development.

#### ***Cooperation with UNICEF:***

- ◆ Signing of Basic Cooperation Agreement in 1994 with the Government of the Republic of Kazakhstan and signing of Basic Country Programme Plan 2005-2009 in the field of protection of children's rights for development, protection and involvement.
- ◆ Interaction in the framework of jointly established Committee for Protection of Children's Rights under MES RK (2006) to prevent children from being placed in boarding schools, to integrate children in academic processes (inclusive education), to ensure structured approach to protection of childhood in the Republic of Kazakhstan, to ensure development of social activities.
- ◆ 2005 – assessment of project in the field of de-institutionalization and development of alternative forms of children placement, which needs to be improved through further development of standards and provision of social services both for guardianship and patronage.
- ◆ 2006 – planning of activities in the field of de-institutionalization strategy and National Action Plan development, hosting of Forum on protection of CARC children's rights.
- ◆ Cooperation between the Committee for Assessment of Quality of Education and UNICEF in the field of development of indicators of child-friendly schools.
- ◆ Joint development of integrated life skills course, etc.

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21 Please find detailed information on cooperation between Kazakhstan and international organizations and foreign countries in Annex A-1.

## 7. OVERALL CONCLUSIONS AND POLICY RECOMMENDATIONS ON EFA GOALS ACHIEVEMENTS UNTIL 2015

Challenges of globalization naturally bring many countries to the need to introduce profound reforms within their educational systems – this takes place in such countries as USA and China, Pacific countries and UK, Eastern European and South American countries, etc. In a contemporary world education becomes one of the crucial factors of establishment of a new quality of economy. Its role is constantly growing along with the growing impact of human resources. In a social life of market economies education restricts class stratification of the society, ensuring “an equal start” for groups of population with different incomes and locations. A national policy in the field of education development is able to consolidate different social groups.

Universal trends in creation of conditions for life-long education stand for the need to modernize the system of education both for children, teenagers, young people and adults.

Kazakhstan stays involved in global trends. In the framework of governmental strategies and educational policy, steps are taken to ensure equal opportunities for access of children and young people to full-fledged education, irrelevant of financial situation of the family, location, nationality and health, to use opportunities for social protection of children and teenagers, left without proper parental care. As important attention is paid to discovery and target support of the most gifted, talented children and young people.

Given limited financial possibilities of the government, steps are taken to ensure more efficient consumption of human, information, material, financial resources of private businesses.

To ensure further implementation of EFA Goals, to create conditions for life-long education, to increase the economic and social role of the system of education, it is needed to continue programme activities, aimed to:

- ◆ ensure up-to-date quality of education: education should be targeted not only and not as much at mastering of a certain amount of knowledge by students, but at the development of independence, personal responsibility, creative capabilities and properties of a personality, including the skill and aspiration to study, act, learn; to improve the quality of learning process, based on application of modern technologies, including through expanded inclusion of learning institutions into modern information networks;
- ◆ tackle the issue of insufficient access to pre-school education: capacity of KGs is five-fold less than the number of pre-school children in the country. It is required to take steps in the field of stage-by-stage increase of funding of pre-school education by 2010 more than 10-fold compared to 2007 and make it 1% of GDP, which will allow ensuring accessible pre-school education;
- ◆ expand accessibility of education, ensure equal opportunities for acquisition of full-fledged education, establish a sustainable education system through integration of sectors of formal and non-formal education;
- ◆ ensure expanded accessibility of technical and vocational education for young people and adults, in particular, for teenagers with special needs in education and graduates of children’s asylums, as well as those residing in rural areas;
- ◆ take steps, aimed at preservation and enhancement of students’ health, including through monitoring of health of children and young people, improved quality of nutrition in learning institutions;
- ◆ improve public and state status of an educator;
- ◆ enhance interaction between learning institutions with labour markets, employers and business circles, enterprises and organizations of various forms of ownership.

Associations of citizens, employers, parents, authorities and local self-governance bodies, specific agencies (of defense, healthcare, labour, etc.), all those interested in further education development should be actively involved in educational policy.

One of the key principles of educational policy should be a principle of social coverage and balance of social interests. In the process of identification of objectives of educational reform and stages of its implementation, we should



specify, which interests these or other activities are carried out in (family, educators, learning institutions, other social institutions, economy, state, society on the whole) and what counter-steps will be required from the stakeholders.

It is required to maximally enhance accessibility of vocational education, its necessity and attractiveness. It is impossible to develop links between vocational education and labour sector without an efficient system of graduates employment, including through the development of a target contractual training. It is needed to cultivate job search skills with all graduates of TVE and higher institutions, including assurance of employment, self-employment.

It is needed to establish a system of personal registration of school-age children on an up-to-date technical framework and identify the structures in charge of assurance of comprehensive secondary education for all.

To ensure equal opportunities for rural schoolchildren in acquisition of full-fledged secondary education, it is needed to expand support to rural schools, assist in its modernization, increase the role of a rural school in cultural and social development of a village, in training of labour for agrarian and rural sector of the country, enhance the system of life support in rural areas.

To ensure access to quality basic and complementary education of children from less-privileged families, it is needed to establish foundations of support to children, requiring particular social protection, at the local level. It is expedient to also consider the possibility to accumulate state, corporate, sponsor and parents' funds, aimed at education and invigoration of every child at his/her personal bank account.

Education should be developed as an active dialogue between all stakeholders. It is needed to expand community involvement in management educational decision-making. This should be maintained by both appropriate development of normative and legal educational framework and more active coverage of educational issues in mass media both at Republican, regional and local levels.

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## ANNEX A

ANNEX 1**International cooperation in the field of education*****Cooperation with USA in the field of secondary education***

Bilateral Kazakhstan-American cooperation in the field of education is maintained in the framework of American Councils for International Education (ACTR/ACCELS), Peace Corps in Kazakhstan. ACCELS activities in Kazakhstan are regulated by Cooperation Agreement, signed between Ministry of Education of the Republic of Kazakhstan and ACCELS on 11.04.1996. ACCELS Programmes are financed by the US Government and administered by ACCELS under the support of Ministry of Education and Science of the Republic of Kazakhstan. ACTR/ACCELS is implementing a number of educational programmes in Kazakhstan.

1. Since 1997, schools of Kazakhstan have been hosting an open ***American-Kazakhstan Contest of English Teachers*** and USA country studies, with the first prize going to 244 regional prize-winners and 70 national prize-winners. They had an opportunity to take part in a seven-week professional development workshop in the USA. In the framework of this programme, over the period from 1997 till present, **292** secondary schools of Kazakhstan have been provided with school equipment and educational materials for the amount of more than **USD600.000**.

In 2006, the content of this programme has been expanded and modified into the ***Teaching Excellence and Achievement Program***, which, in addition to English teachers, will be participated by Social Sciences teachers.

2. Since 1992, a **FLEX** exchange programme is being implemented in High Schools of Kazakhstan (Future Leaders Exchange). Within the period of **FLEX** implementation in Kazakhstan, over 700 schoolchildren have become the Programme winners. The contest is open and free of charge. Prize-winners are able to spend one academic year in the USA and live in an American family. The contest comprises three tours and is held by ACCELS in all cities and oblasts of the Republic of Kazakhstan.

Since the current year, the contest may be participated by first-year students of colleges and vocational schools, who entered them after the 9th Grade, and ***students of special institutions for children with limited physical abilities (weak hearing and eyesight)***.

In addition to those mentioned above, **JFDP** (Junior Faculty Development Program) is operating for faculty of higher institutions, the following tests, provided by American Councils, are administered: **SAT, GMAT, GRE, TOEFL, TSE, LSAT**.

Based on the Agreement, signed between Ministry of Education and Science of the Republic of Kazakhstan and US Peace Corps, since 1993, Peace Corps volunteers have been working at schools of the Republic. Over the last three years, volunteering native-speakers teach English in rural secondary schools of Kazakhstan in the framework of AuyI mektebi State Programme. In academic year 2005-2006, **72** American volunteers have been teaching English to over **8.000** students of rural schools, (6.500 – students of rural schools), 1.500 students of colleges and Universities. Volunteers organized school English Clubs for over 1.000 students, arranged computer English classes for 814 students of rural schools, providing computer, e-mail and Internet skills. In summer they work in language camps, carry out environmental (Environmental Clubs) and health activities (AIDS preventive trainings), regularly visit elderly houses, provide charitable aid to libraries (over 500 books in the English language have been supplied), work extra hours in Centres for children with limited abilities.

***Cooperation with the Turkish Republic***

Kazakhstan has been cooperating with the Turkish Republic in the field of education since 1992. To ensure more efficient interaction, a representative office of Ministry of National Education of the Turkish Republic (hereinafter referred to as the MNE) has been established in Almaty, a representative of MSE RK Bolat Atybay is working in Ankara.

There are 24 Kazakh-Turkish lyceums with a capacity of over 5.000 students are operating in Kazakhstan, as well as two joint Kazakh-Turkish Universities – International Kazakh-Turkish University after

Yassavi (IKTU) with a capacity of over 20.000 students, non-state-owned University after Dimerel, Zhambyl accounting-credit-economic college, Dostyk educational centre, Shahlan primary school. This Primary School provides education to children of citizens of Turkey, living and working in Kazakhstan.

In 1997, a Protocol was signed between the Ministry of Education of the Republic of Kazakhstan and Ministry of National Education of the Turkish Republic of 4 March 1997 (Ankara), approved by the Decree of the Government of the Republic of Kazakhstan # 974 of 16 June 1997. In compliance with this Agreement, annually 150 of Kazakhstan citizens are enrolled to higher institutions of Turkey. Since 1992 over 2.5 thousand citizens of Kazakhstan were sent to study in Turkey. 1.284 students graduated from Turkish learning institutions, as of 2006, 668 Kazakhstan citizens studied in 27 Universities of Turkey.

### ***Cooperation with the Russian Federation (RF)***

Annually, the Republican budget allocates funds for purchase and delivery of textbooks and educational and methodological sets (EMS) of a new generation for Kazakh Diaspora children, living abroad, including to the Russian Federation. In 2006, 1.200 textbooks, 735 EMS for Grade 10 were sent to the Russian Federation (Altai), 900 textbooks and 1.050 EMS were supplied to for Grade 6.

To develop bi-lateral cooperation, the Kazakhstan side provided educational and methodological support to the Abay Institute, a Scientific and Educational Centre in the city of Moscow, established during the Abay Year in Russia. In July 2006, Atamura and Mektep printing houses supplied educational, reference and encyclopedia materials.

Based on Agreement between the Ministry of Education and Science of the Russian Federation and Ministry of Education and Science of the Republic of Kazakhstan, "On organization of learning process in learning institutions of the town of Leninsk of Baikonur", signed on 30 August 1994, there are 6 schools with Kazakh being the language of studies in the town. They provide education in compliance with state educational standards of the Republic of Kazakhstan. There are also 8 school with Russian being the language of studies, providing education, based on standards of the Russian Federation, with a capacity, on the whole, of 12.044 students.

Year 2006 was declared the Abay Year in Russia and Pushkin Year in Kazakhstan. In this regard, over the period from 15 to 18 November 2006, II Pushkin's readings were held by High School students of Russia and Kazakhstan in the town of Uralsk (West-Kazakhstan oblast). The contest was participated by teams from all oblasts of the Republic of Kazakhstan as well as bordering oblasts of Russia: Astrakhan, Orenburg, Saratov and Samara.

Sustainable cooperation is maintained between the Republic of Kazakhstan and Russian Federation in the field of higher and postgraduate education. Annually, starting from 2003, the Russian Government provides a quota to ensure studies of Kazakhstan citizens in leading higher institutions of Russia by trades of priority for Kazakhstan economy. In academic year 2006/2007 **3** places were ensured for postgraduate studies and **40** places for Bachelor's degree studies. Presently, there are **6.772** Kazakhstan students studying in higher institutions of Russia and registered by Consular services. These cover: **1775** students, studying in Moscow, **486** in Saint-Petersburg, **4481** in Omsk and **25** in Astrakhan.

Affiliates of a number of Russian higher institutions provide educational services in Kazakhstan, activities are being carried out to establish joint international learning institutions and Centres. Efficient cooperation and real integration in the field of higher education can be illustrated by establishment of an Affiliate of Moscow State University after Lomonosov in the city of Astana. 125 educational state grants have been allocated to students to study in the Affiliate in academic year 2006/2007. Specialists are trained for space sector at Baikonur cosmodrome, Voskhod Affiliate of Moscow Aviation Institute. In 2006, the State Order for this Affiliate increased to 45 students. Based on direct Agreements, successful cooperation is maintained between higher institutions of the Republic of Kazakhstan and Tomsk State University in the field of development and improvement of distance education. This cooperation allows establishing a single educational network between Russia and Kazakhstan, exchanging achievements in the field of new information technologies.

In the framework of Caspian Universities Association, Atyrau State University after Dosmukhamedov and Astrakhan Technical State University have been successfully exchanging best practices in the field of technical trades. E.g., there were two general technical chairs established in these two Universities for faculty of both Universities to deliver lectures and practical classes, to ensure postgraduate training through mutual exchange of

postgraduate students and students working for PhD. This Kazakhstan higher institution, based on direct contract, cooperates with Ekaterinburg State University in the field of training of Economy specialists for small enterprises.

A number of higher institutions of the Republic of Kazakhstan (Kazakh National University after Al-Farabi, Adilet Higher School, Kazakh Economic University after Ryskulov), a number of higher institutions of the Russian Federation, Uzbekistan, Republic of Kyrgyzstan and Tajikistan have already established an International Virtual University of Europe and Central Asia, which shall apply new training know-how, based on information and communication technologies (ICT). These best practices should be further distributed to address the issues of mobility, convertibility and demand for specialists in CIS countries.

Fruitful cooperation in the field of higher vocational education between Kazakhstan and Russia can be illustrated by activities of Kazakhstan-Russian University, established, based on Modern Humanities University (Moscow), Kazakhstan-Russian International University (Almaty), Kazakhstan-Russian International University (Aktobe).

In accordance with Action Plan 2005-2007, aimed at implementation of State Programme of Education Development in the Republic of Kazakhstan 2005-2010, two largest national higher institutions of the country – Kazakh National University after Al-Farabi and Eurasian National University after Gumilyov – are annually provided with USD2 million (USD1 million to each University) to attract foreign consultants. In 2006 these higher institutions were visited by 5 consultants from the Russian Federation.

At present, Russia is one of the leading countries providing education to students, studying under Bolashak Programme: students study in **49** higher institutions of Russia. **364** Bolashak studnets entered Russian higher institutions in 2005-2006. **258** of them are studying at present, **106** are getting ready to launch studies in 2007-2008, **5** of them have graduated. Most Bolashak students study Medicine, Engineering and State Governance.

#### ***Cooperation with Federal Republic of Germany***

Cooperation between the Republic of Kazakhstan and Federal Republic of Germany in the field of education is maintained, based on Cooperation Agreement, signed between Governments of Kazakhstan and FRG in the field of support to citizens of Kazakhstan of German nationality (31.05.1996) and Agreement between Governments of Kazakhstan and FRG on sending German teachers to schools of the Republic of Kazakhstan (26.11.1997).

To execute Article 7 of the Agreement on sending German teachers to schools of the Republic of Kazakhstan (26.11.1997), Regulations on provision of IDs to teachers, sent to work at schools of the Republic of Kazakhstan, have been adopted (Decree of the Government of the Republic of Kazakhstan of 8 December 2005 № 1208).

Secondary schools of the Republic of Kazakhstan, based on State mandatory standard in the field of secondary education of the Republic of Kazakhstan (SMS), provide an opportunity to study 4 foreign languages: English, German, French and Arabic. In academic year 2006/07, **German as a foreign language** is studied by **169.279** students of the Republic of Kazakhstan, including **61.439** students at schools with Kazakh being the language of studies, **99.768** students at schools with Russian being the language of studies, **1.090** students with Uighur being the language of studies, **5.824** students at schools with Uzbek being the language of studies, **839** students at schools with Tajik being the language of studies. Unfortunately, the number of those studying German at schools of the Republic, is decreasing on an annual basis (in academic year 2005-2006 their number made **224,6** thousand students versus **169,3** in 2006-2007), which has been stipulated by a number of reasons.

As of today, there 6 special schools with advanced study of German:

1. German school-complex № 46, Astana.
2. Secondary special school (SSS) № 18 of Almaty.
3. School-gymnasium №10 with advanced study of foreign languages of Ust-Kamenogorsk.
4. Linguistic gymnasium № 68 of Almaty.
5. Secondary special school (SSS) № 11 of Aktobe.
6. German gymnasium after Alexander Gumboldt № 12 of Ust-Kamenogorsk.

All of them are involved in the project, when students sit for exams to obtain a German Language Diploma of the second degree (DSD-Stufe 2). Schools have been fruitfully working under this International Programme for 6 years. As a result, special schools of the Republic of Kazakhstan have been acknowledged at the international level.

In 2006, advanced study of German was launched in Primary School of School № 39 of Pavlodar, based on syllabus and curriculum of special schools.

In academic year 2005/06, **492** graduates of Kazakhstan special schools successfully passed a German exam and were awarded an International Language Diploma of II degree as well as the right to enter higher institutions of Germany.

In 89 gymnasiums and lyceums of Kazakhstan German is studied in an advanced way by 9.381 students. In addition, in a number of schools German as a second language is studied from Grade 7.

In the Republic of Kazakhstan one of the forms of training German to children is Sunday schools, established under German National and Cultural Centres, where 921 students are studying German as a native language this current academic year.

Based on an intergovernmental Agreement between the Republic of Kazakhstan and Federal Republic of Germany "On cooperation in the field of training and professional development of specialists and top-managers in the field of Economy and State Economy Management Bodies" of **3 September 1992**, a Kazakhstan-German project "Assistance in the development of vocational education in Kazakhstan" has been launched. The project was developed by German Centre for technical cooperation in Kazakhstan (GTZ) and Centre for training and consultations in the field of market economy and vocational education (BBZ) of FRG.

**Project Objective:** to assist in the development of a new system of primary vocational education in conditions of a market economy.

In **1995-1998**, the project was implemented in three vocational schools of the Republic: Vocational Lyceum № 1 of Almaty, vocational school #3 of the village of Krasny Yar of Akmola oblast and Business-College of the town of Pavlodar, which were identified as experimental sites. German stakeholders allocated USD1.913 million for the Project implementation.

In the framework of Kazakhstan-German intergovernmental Agreement, since 2003 the Ministry of Education and Science of the Republic of Kazakhstan has been involved in a new project of Interregional cooperation in the field of vocational education of Central Asia and Caucasus "**Professional development of teachers of special disciplines and masters of industrial training of the system of primary vocational education**", being implemented by 7 countries: Uzbekistan, Tajikistan, Kazakhstan, Kyrgyzstan, Armenia, Georgia, Azerbaijan. **The Project objective** is to ensure professional development of teachers and masters of industrial training, based on contemporary methodology of vocational pedagogics and materials, developed by German specialists.

Ministry of Education and Science of the Republic of Kazakhstan has carried out certain activities to involve Kazakhstan in an international regional project (Kazakhstan, Kyrgyzstan, Tajikistan) for 2006-2010 "Assistance in professional development of specialists and top managers in the field of vocational education", and has signed Protocol of Cooperation with InWent – International Centre for Assistance to international development and professional development.

In 2006, Ministry of Education and Science of the Republic of Kazakhstan submitted draft application "Vocational education for girls and women, support to the process of reforms in the system of education of the Republic of Kazakhstan" to the Ministry of Economy and Budget Planning of the Republic of Kazakhstan to be included into Minutes of bi-lateral meetings on provision of technical assistance by FRG. German stakeholders agreed to provide funds to the project, in total it is planned to involve 2.5 million Euro.

In the framework of visit of Head of State to FRG, MES RK finds it reasonable to discuss development and implementation of a joint Kazakhstan-German project "Assistance in the development of quality training of staff in technical and vocational learning institutions of Kazakhstan".

Cooperation in the field of education and science, maintained in the framework of Kazakhstan membership with international organizations and communities, as well as international organizations, accredited in the Republic of Kazakhstan

### **Shanghai Cooperation Organization (SCO)**

On 15 June 2006, in the city of Shanghai (People's Republic of China), in the framework of 6th Coun-



cil of Heads of SCO member states, an Agreement was signed on cooperation in the field of education. On 18 October 2006, in the framework of the first Meeting of SCO Ministries of Education, specific steps were discussed in the field of Agreement implementation.

### ***Eurasian Economic Community (EurAsEc)***

Secretariat of EEC Integration Committee, under active support of hosting Ministry of Education and Science of the Republic of Kazakhstan, on 28-29 September 2006 held the 11th Council on mutual recognition and equivalence of educational documents, degrees and awards (Education Council) in the city of Astana.

The Council was attended by members and experts of the Parties – representatives of all EEC member states: Republic of Belarus, Republic of Kazakhstan, Kyrgyz Republic, Russian Federation, Republic of Tajikistan and Republic of Uzbekistan. Guests included representatives of EEC InterParliamentary Assembly, leaders of the system of education and Rectors of higher institutions of the Republic of Kazakhstan, representatives of the Government of the Republic of Kazakhstan.

Council Agenda covered the issues of integration of educational systems of member countries, aimed to establish a single educational community, ensure improved quality of education and competitiveness of graduates at a developing EEC labour market. Attendees discussed issues, related to review of the situation in general and vocational education of EEC countries, a number of draft documents in the field of unification of legislative acts in the field of education, development of concepts of interstate programmes, aimed to support academic mobility in the field of provision of educational services to people with limited abilities, professional development of educators, distance education development. Attendees also considered a possibility to enhance primary and secondary vocational education and life-long vocational education, based on needs of developing EEC labour market.

The goal is to find specific integration mechanisms and develop perspective international documents, aimed to ensure activities in priority fields of cooperation in educational sector of the Community.

### ***NATO***

Cooperation between MES RK and NATO is maintained in the framework of NATO Programme “Safety through Science”. The Government of the Republic of Kazakhstan has established an interdepartmental commission of Security Council for foreign policy, headed by Foreign Minister of the Republic of Kazakhstan K.Tokayev. There is an interdepartmental working group of experts from various state bodies, specialized in the development of activities, generalized materials, projects to be included into the Individual Partnership Action Plan between the Republic of Kazakhstan and NATO and monitoring of its progress.

Ministry of Education and Science is represented in the commission by Vice-Minister Shamshidinova. In May 2006, commission considered and approved implementation of the Individual Partnership Action Plan. In cooperation with Ministry of Defense of the Republic of Kazakhstan activities have been launched to prepare a pack of documents to install a satellite retranslator in Eurasian National University after Gumilyov, which will be able to connect scientific, research and learning institutions of Astana to a high-speed satellite computer line in the framework of NATO Project “Virtual Silk Highway”.

Kazakhstan needs NATO/EC/OSCE/UN bi-lateral assistance in the field of environmental, chemical and biological safety, where, along with liquidation and processing of hazardous wastes, various pollutants, rehabilitation of environmental disaster areas, combating bioterrorism, assistance was provided in scientific studies, aimed to develop contemporary methods of diagnostics of sub-types of highly-pathogenic avian virus.

### ***IREX***

International Research and Exchange Council (IREX) is an international non-governmental organization (registration in Ministry of Justice of Kazakhstan № 612-1900 Representative Office (IU) of 23.10.96), a leading non-profit organization in the USA, developing and implementing programmes in the field of higher education and Internet development, provides support to independent mass media and legal civil society in USA, Europe, post-Soviet countries, Near East and Asia.

IREX activities in Kazakhstan are also aimed at education and Internet development. At present, there are three programmes implemented under the support of Education and Culture Unit of US State Department and provided for in the framework of bi-lateral agreements between Governments of Kazakhstan and USA (1992).

**1. Edmund Muskie Fellowship Programme** provides specialists with a higher education with an opportunity to acquire Master's degree in US Universities. Scholarship-winners take an academic course of studies (up to 2 years). At the first academic year they develop and implement a project, aimed to support local communities, upon completion of the academic course of studies undertake professional apprenticeship. All winners are selected through an open selection process.

This year **14** Kazakhstan specialists have been selected by trades, including Business Administration, Law and State Governance.

**2. Eurasian Students Exchange Programme** awards scholarships to first, second and third year students of higher institutions of Kazakhstan to study by 17 trades during 1 academic year with no degree in US colleges and Universities. All winners are selected through an open selection process. Programme winners are trained in US colleges and Universities for 1 academic year, in the first semester they spend 20 or more hours, being involved in community activities, in the second semester they undertake professional apprenticeship.

**3. Internet Access and Training Programme** provides free Internet access, as well as a wide range of trainings in computer technologies. The Programme was launched in Kazakhstan in 1995. At present, there are 2 IATP Internet Centres and 10 independent Internet Centres are functioning. In April 2006, **872** people visited IATP Internet Centres - 3,014 times, **336** users took part in trainings. There are 1.151 non-profit sites placed on IATP server in Kazakhstan.

Since 1996, about **800** students and young specialists have been sent to study in the USA in IREX framework. As of today, **27** students study by IREX-administered programmes under the sponsorship of Education and Culture Unit of US State Department. These include students, studying by Edmund Muskie Scholarship Programme and Eurasian Students Exchange Programme.

### **ACTR/ACCELS**

American Councils for International Education ACTR/ACCELS are an international non-profit organization, aimed to improve education and scientific research. They launched their activities in Kazakhstan in 1992.

American Councils administer 21 educational advisory centres all over Eurasia. These Centres provide:

- ✦ information on US educational system;
- ✦ materials to study educational programmes in the USA;
- ✦ consultations for students, when they apply to higher institutions of the USA;
- ✦ information on training and research opportunities abroad.

### **British Council**

British Council pays particular attention to education of English teachers. To this goal, it hosts seminars, establishes cooperation with learning institutions. Regional contacts are actively maintained through British Council Association ELTCS (English Language Teaching Contacts Scheme) and local English teachers associations. 10 workshop programmes have been developed for over 200 teachers – from modern methods of English language studies to educational literature adjustment techniques. The most popular of them are Practical Tips on Teaching Communication, English for Specialists and Teaching Grammar.

In the framework of English for Military Men, draft reform in teaching of the English language in the army, financed by UK Ministry of Defense. Its key objective is to restructure systems of teaching, learning and testing of the English language in higher military learning institutions of Kazakhstan and Kyrgyzstan. This will help young officers efficiently apply English which, in its turn, will enhance integration of both countries in global community and enable to take part in international campaigns, in particular, NATO Programme "Partnership for Peace".

Annually 15 Institutes of Ministries of Defense of Kazakhstan and Kyrgyzstan, in compliance with NATO standards, hold two-level English exams under STANAG (Standardisation Agreement) system.

British Council provides information on the latest achievements in the field of science, culture, education and other aspects of UK life.

*Library and Information Centre* of the British Council provides various services as well.

British Council administers Chevening, Aga Khan – Chevening, John Smith Fellowship and Hornby Trust Scholarship Programmes.

- ✦ Scholarships of UK Foreign Ministry - Chevening and joint fellowship Aga Khan Chevening – are an

excellent opportunity for gifted professional leaders to acquire a Master's degree.

- ◆ John Smith Fellowship Programme is financed by DFID and administered by British Council. The Programme objective is to provide information on activities of UK democratic structures, to tell of ways to improve state governance system in terms of different countries.
- ◆ Hornby Trust Scholarship Programmes. The Trust sponsors Master's studies in TEFL/TESOL. The scholarship is awarded to qualified teachers with a high level of linguistic and academic skills. Applicants to have undertaken professional development with the British Council have an advantage.
- ◆ British Council also administers Bolashak Programme, ensuring placement of winners, willing to study in the UK.
- ◆ British Council hosts IELTS (International English Language Testing System), UCLES (University of Cambridge Local Examinations Syndicate) exams and assists in exams for students of distance learning programmes of UK Universities.
- ◆ Distance exams for students, undertaking distance learning in the English language in UK, Europe, America, Australia, New Zealand and other countries, may be held in the British Council upon University request only.

### ***European Union (EU)***

In cooperation with Ministry of Education and Science of the Republic of Kazakhstan, over the period from 28 April 2003 through 28 April 2005, a project ***“Vocational education and training linked to small and medium business development in Kazakhstan”*** has been implemented in six experimental vocational schools (lyceums) and colleges of Akmola and Aktyube oblasts. The ***Project objective*** is to assist in the development of quality of vocational training, professional development and retraining in some regions and sectors to enhance competitiveness and, as a result, to reduce social risks.

According to Agreement, signed between the Government of the Republic of Kazakhstan and European Union, a TACIS Framework Project “Methodology and capacity to develop vocational curriculum, based on competency-approach in Kazakhstan” is being implemented since May 2006.

### ***European Training Foundation***

In 2005, MES in cooperation with ETF and Ministry of Labour and Social Protection, Ministry of Industry and Trade, Kazakhstan Tourism Association and Association “Education for All in Kazakhstan” held an international workshop “National Qualification Structures”.

In the framework of Memorandum on Cooperation of 12 April 2005, signed by MES RK, Nursultan Nazarbaev Educational Foundation and RKK Foundation, cooperation has been established between Kazakhstan and Norwegian partners to provide assistance in the development of technical and vocational education for oil&gas sector of Kazakhstan. In June 2005, Norwegian Foreign Ministry provided a target grant for 2005, aimed to maintain cooperation in the following fields:

- ◆ development of content of education and educational standards;
- ◆ professional development of managerial and engineering and training specialists of learning institutions through workshops in Kazakhstan and visits to Norway;
- ◆ development of information and communication technologies to train managerial and engineering and training specialists in Kazakhstan;
- ◆ consultations in the field of establishment and equipment of learning institutions.

### ***KOICA***

Upon invitation of Korean International Cooperation Agency (KOICA), from 5 to 12 December 2005, delegation of Kazakhstan, including representatives of the Ministry of Education and Science, Republican Centre of qualifications approval and award, Ministry of Labour and Social Protection of population, National Union of businessmen and employers “Atameken”, secondary vocational learning institutions, visited Republic of Korea to study the best international practices in the field of introduction of independent assessment of quality of vocational training, qualifications approval and award, to establish social partnership, to get familiar with activities of a number of organizations, coordinating development of technical and vocational development in the Republic of Korea. Delegation met Heads of HR Development Service of Ministry of Labour, Centre for independent assessment of quality of vocational training in technical trades, Seoul Institute of vocational training in the field of high technologies (SIVAT), Institute of Research of the system of vocational education and vocational training (KRIVET), Technical University of the city of Incheon, Institute of HR Development of Chamber of Commerce of the Republic of Korea, Polytechnic college of the city of Incheon, Korean International Cooperation Agency (KOICA).

KOICA and Kazakhstan representatives considered an opportunity to implement a joint project in Kazakhstan, aimed to introduce a system of independent assessment of quality of vocational training for 2006-2008 for the amount of USD1 million.

### **IFES**

IFES is a non-governmental, non-profit and independent organization, operating in Kazakhstan under the support of US Agency for International Development (USAID) since 1994. Since 1998, IFES has been implementing programmes, assisting in the development of a civil society. IFES optional course is a key link of the Project. It was for the first time developed by IFES in 1999 as a textbook "Introduction to civil education" for High School students. In 2001, IFES launched a programme, aimed to establish a *Student Action Committees (SAC)* network to help Middle School students, in cooperation with teachers and partners from local community associations, tackle issues of their communities. IFES has for the first time in Kazakhstan developed and implemented the programme of "*Day of schoolchildren involvement in activities of local state governance bodies*".

## **ANNEX 2**

### **Articles 29 and 30 of the Law on Education (1999) on competence of the Government of the Republic of Kazakhstan and Ministry of Education and Science of the Republic of Kazakhstan**

#### ***Government of the Republic of Kazakhstan:***

- ✦ develops and implements state policy in education development;
- ✦ develops state programmes of education development and takes steps to implement them; develops the system of sustainable monitoring of current and prospective needs of the labour market;
- ✦ ensures involvement of employers and other social partners in tackling of issues of vocational education and approves of the State Order for training of specialists with higher vocational and postgraduate vocational education, as well as those with secondary vocational education in budget-financed organizations;
- ✦ upon recommendation of central executive educational bodies, approves of normative and legal acts, regulating activities within the system of education in compliance with the present Law; approves of regulations on state educational grant, state educational and state student credits; identifies the correct sequence of development, approval and validity of state mandatory educational standards; approves of Regulations of state certification of learning institutions and accreditation of learning institutions; approves of qualification requirements and correct sequence of licensing of educational activities; identifies types and forms of state educational documents and way of their provision; approves of guaranteed state normative of learning institutions framework, depending on density of population and remoteness of settlements; identifies typical lists of members of staff of state-owned learning institutions, as well as the list of positions of teachers and equated staff; makes decisions on award of a special status to state-owned learning institutions, making an outstanding contribution upbringing, education and professional development, as well as submits recommendations to the President of the Republic of Kazakhstan on award of a special status to some state-owned learning institutions;
- ✦ upon recommendation of central executive educational bodies, establishes, reorganizes and liquidates state-owned budget-financed learning institutions;
- ✦ establishes the correct sequence of educational monitoring;
- ✦ establishes state nominal scholarships;
- ✦ approves of Provisions on Altyn Belgi badge.

#### ***Ministry of Education and Science fulfills the following functions:***

- ✦ ensures that constitutional rights and freedoms of citizens in the field of education are observed, that citizens are provided with a state-guaranteed minimum of social benefits in the field of education; implements the common educational policy in the field of education; ensures intersectoral coordination in the field of education; studies and ensures a methodological framework of the quality of educational services;
- ✦ develops and approves of normative and legal acts, regulating activities of learning institutions; ensures management of quality of education; adopts normative legal acts, technical and technological norms, regulating educational quality assessment; ensures educational monitoring and information resources for education management system; approves of regulations of organization and functioning of the single information system of education, ensures development and approves of typical (basic)

curricula and syllabi of all levels of education; sets the list of trades and occupations, which cannot be acquired through distance, evening and external forms of studies; provides permission for external studies at higher vocational institutions;

✦ approves of state mandatory educational standards; approves of Regulations on interim state monitoring;

✦ develops and implements target and international programmes in the field of education and science;

✦ sets the time of beginning and completion of an academic year at learning institutions, irrelevant of forms of ownership and subordination;

✦ identifies the capacity of Grades (groups) in compliance with sanitation regulations and norms by types and kinds of learning institutions;

✦ in cooperation with involved Ministries, other central executive bodies, employers and other social partners, identifies lists of trades and occupations; develops and approves of the forms and correct sequence of current monitoring of academic proficiency; interim and final certification of students; develops and approves of regulations and technology of the Unified National Testing and Complex Testing; approves of the maximum number of students, who have not passed an interim state monitoring, whose outnumbering leads to an extraordinary state certification; develops and approves of the correct sequence of approval of vocational training and qualifications award by technical and service trades (occupations);

✦ provides educational licenses to legal entities, offering: (i) basic and complementary educational programmes of higher vocational and postgraduate vocational education; (ii) special educational programmes and educational programmes of secondary vocational education, financed from the Republican budget; (iii) educational programmes (spiritual learning institutions); as well as international and foreign legal entities; approves of the correct sequence of organization of educational and methodological activities; ensures state certification of learning institutions, offering programmes of higher vocational and postgraduate vocational education; ensures state certification of learning institutions irrelevant of forms of ownership and subordination (except for medical and pharmaceutical learning institutions), offering higher vocational and postgraduate vocational education, as well as dependent learning institutions, offering educational programmes of secondary vocational education and special educational programmes;

✦ supplies textbooks and educational and methodological sets to Republican learning institutions, offering secondary general education, as well as to countrymen, studying in foreign schools, in compliance with international agreements; develops and publishes textbooks, educational and methodological sets, based on creative competitiveness, and establishes a mechanism of selection of educational materials; supplies textbooks and educational and methodological sets to Republican learning institutions, offering secondary general education, as well as to countrymen, studying in foreign schools, in compliance with international agreements; etc.

✦ approves of Regulations on Republican Olympiads and scientific contests, Republican contests of performers and professional skills;

✦ on a competitive basis places a budget-funded State Educational Order;

✦ approves of the overall correct sequence and typical Regulations of enrolment to learning institutions, Master's, postgraduate and PhD programmes, as well as a template Agreement on provision of educational services on a chargeable basis; approves of Regulations on students transfer and reinstatement within primary, secondary and higher vocational institutions; approves of the correct sequence and period of sabbaticals of full-time students; approves of Training Regulations by forms, identified in Article 14 of the present Law;

✦ approves of constituent documents of dependent learning institutions and enterprises;

✦ ensures state monitoring of observation of legislation of the Republic of Kazakhstan and normative legislative acts in the field of education, state mandatory standards of education, budget and financial discipline in dependent institutions in accordance with legislation of the Republic of Kazakhstan; approves of a template of Certificate, provided to citizens, who have not completed their education; develops and approves of templates of reporting documentation, applied by learning institutions;

✦ develops suggestions on state norms of remuneration at state-owned learning institutions;

✦ ensures financing of dependent institutions from the budget;

✦ appoints and dismisses top managers of dependent state-owned higher institutions and other learning institutions, financed from the Republican budget; approves of Regulations on competitive replacement of members of staff and faculty of higher institutions;

✦ develops and approves of sectoral remuneration system; approves of Regulations on teachers certification;

- ✦ plans and ensures teachers re-training and professional development;
- ✦ negotiates with foreign partners and signs international agreements (within its competence) and programmes in the field of education, as well as scientific activities;
- ✦ establishes the correct sequence of nostrification of educational documents.

**ANNEX 3**

**Table 1. Structure of pre-school education in Kazakhstan**

Network of ECCE (early childhood care and education institutions)			
ECCE – 1.391			Orphanages under Ministry of Health-care and oblast healthcare departments
Day Nursery (1-3)	KG (3-6+)	Pre-school training (5-6)	
Day Nursery (1-3) (10 hours)	KG (3-6+) (10 hours) Day Nursery - KG (1-6+) (10 hours) KG – School Complex (1-10) (10 hours) Early childhood care and education centers <sup>22</sup> (mini-KG, in-house KG – forms of mini pre-school centres) (3-5) <ul style="list-style-type: none"> <li>●Part-time (2 hours) /flexible mode</li> <li>●Group of children of different ages (flexible programme)</li> <li>●Based in KG, secondary school, teacher's home</li> </ul> Early childhood care and education groups in orphan asylums (4-7) (24 hours)	Pre-schools Grades at secondary schools (5-6+) (4 hours, meals not included) Pre-school groups in ECCE (5-6+) (10 hours)	Orphanages (0-4) (24 часа)

**ANNEX 4**

**Technology of collection and processing of information on pre-school education by governmental officers:**

- ✦ making a list of reporting organizations;
- ✦ approved templates of statistical reporting forms and instructions on completion of reports are provided to oblast educational bodies, organizations and their divisions;
- ✦ completed statistical reports are provided to regional and oblast educational, healthcare bodies, bodies of social protection, and further to oblast statistics department;
- ✦ after information has been collected by oblast statistics departments, data is automatically introduced to technical information carriers and arithmetic and logical monitoring of reports is ensured;
- ✦ in case of arithmetic and logical errors in reports the supplying organization is contacted;
- ✦ information is corrected at oblast level;
- ✦ after all mistakes have been corrected, combined reports are developed at oblast level;
- ✦ combined information at oblast level is grouped by regions, cities and rural areas, by forms of ownership of organizations;
- ✦ from the oblast level original information is supplied to the Agency for Statistics of the Republic of Kazakhstan via Internet and pre-school specialists of oblast educational bodies supply it directly to the Ministry of Education and Science of the Republic of Kazakhstan;
- ✦ based on this original information, Agency for Statistics of the Republic of Kazakhstan, MES RK, Ministry of Healthcare of the Republic of Kazakhstan, Ministry of Labour and Social Protection develop combined reports. In 2000, a database of statistical reports on pre-school education was established in the Republic;
- ✦ Statistical bulletins are developed, based on these reports, and supplied to all governmental bodies.

<sup>22</sup> Educational programmes for early childhood care and education mini-centres are different from KG programmes, because KGs have a full-time schedule and groups of children of the same age. Pre-school mini-centres have a flexible schedule and children of different ages.

## ANNEX 5

**Table 2. Local budget expenses (tenge) for pre-school organizations, composition of pre-school organizations by oblasts, expenses per child on average in oblast, 2001- 2006.**

Oblast	2001				2002				2006			
	Expenses (in million tenge)	State-owned PSO	Number of children	Expenses per child	Expenses (in million tenge)	State-owned PSO	Number of children	Expenses per child	Expenses (in million tenge)	State-owned PSO	Number of children	Expenses per child
Akmola	14 302	59	5 557	2,57	50 007	59	6 158	8,12	294 591	74	8769	31, 3
Aktobe	105 010	59	6 861	15,31	210 851	62	7 758	27,18	825 922	92	11410	67,4
Almaty	77 114	35	3 312	23,28	139 417	30	3 763	37,05	466 843	38	5907	65,1
Atyrau	322 388	80	6 927	46,54	397 305	80	8 033	49,46	1 051 704	85	10241	97,6
East Kazakhstan	148 508	51	6 401	23,20	186 481	56	9 560	19,51	389 230	72	12879	25, 5
Zhambyl	186 952	41	6 508	28,73	318 186	47	8 168	38,96	795 903	61	10894	72, 0
Western Kazakhstan	199 974	60	7 588	26,35	254 525	62	8 508	29,92	808 402	81	10958	73,6
Karaganda	266 697	81	12 348	21,60	459 001	83	13 960	32,88	1 250 664	99	18075	51, 3
Kyzylorda	80 877	56	3 250	24,89	93 454	63	4 111	22,73	239 613	89	7093	31,7
Kostanai	116 175	41	5 639	20,60	167 603	43	6 949	24,12	858 610	63	11682	65, 9
Mangistau	253 810	28	6 246	40,64	291 105	29	6 311	46,13	637 628	38	8195	74, 7
Pavlodar	253 818	62	10 795	23,51	354 493	69	10 719	33,07	1 035 357	84	14898	68, 4
North Kazakhstan	48 847	12	1 578	30,96	78 426	15	2 094	37,45	465 858	36	4965	78, 8
South Kazakhstan	286 296	93	12 705	22,53	477 638	94	13 344	35,79	1 250 117	128	19608	60, 0
Almaty	568 501	127	20 166	28,19	728 650	126	22 053	33,04	1 654 315	130	27259	53, 9
Astana	393 020	40	9 058	43,39	384 080	40	9 798	39,20	912 833	42	12445	70, 8
Total	3 322 289	925	124 939	26,59	4 591 222	958	141 287	32,50	12 937 591	1212	195278	59, 9
In USD	22,6 млн.			181,2	30,7 млн.			217,2	104,3 млн.			483,2
Exchange rate	146,74				149,58				124			

Source: Statistics of MES RK

Key indicators of an Interim Assessment of ten-year EFA Programme implementation in the field of Goal 1

**Table 3. Indicator 1.2.1. Gross enrolment ratio (GER) in early childhood educational programmes in the Republic of Kazakhstan (information of MES RK as of 1.10.2006)**

Oblast	In oblast on the whole			including					
	Number of PS Organizations	Number of children	% of coverage of children of 1-6 years of age	cities			rural areas		
				Number of PS Organizations	Number of children	% of coverage of children of 1-6 years of age	Number of PS Organizations	Number of children	% of coverage of children of 1-6 years of age
Akmola	96	9529	26,3	44	7227	41,4	52	2302	12,3
Aktobe	144	12963	35,1	48	9414	41,0	96	3549	25,5
Almaty	53	7174	7,1	40	5772	13,8	13	1402	2,4
Atyrau	123	11343	36,5	46	7043	40,0	77	4300	31,9
East Kazakhstan	246	18296	32,9	98	14846	45,3	148	3450	15,1
Zhambyl	62	11052	18,9	28	7544	31,0	34	3508	10,3
Western Kazakhstan	82	11126	36,7	36	7745	59,2	46	3381	19,6
Karaganda	159	24375	46,5	140	24225	56,4	19	150	5,3
Kyzylorda	96	7774	19,9	46	4954	18,0	50	2820	24,7
Kostanai	482	22241	57,9	96	12646	60,5	386	9595	54,8
Mangistau	46	8546	33,3	35	7896	43,3	11	650	8,8
Pavlodar	88	15141	38,7	64	13767	52,8	24	1374	10,5
North Kazakhstan	80	6450	25,1	20	4359	43,9	60	2091	13,3
South Kazakhstan	139	20828	13,4	90	16026	26,8	49	4802	5,0
Almaty	162	30924	37,9	162	30924	37,9	0	0	0
Astana	57	13109	47,3	57	13109	47,3	0	0	0
<b>Total in the Republic</b>	<b>2115</b>	<b>230871</b>	<b>27,6</b>	<b>1050</b>	<b>187497</b>	<b>38,7</b>	<b>1065</b>	<b>43374</b>	<b>12,4</b>
2000	1114	135287	12,3	897	124465	17	247	10822	2,1
Dynamics	+ 1001	+ 95584	+ 15,3	+ 153	+63032	+ 21,7	+818	+ 32552	+ 10,3



**Table 4. Indicator 1.2.2. Share of new Grade 1 entrants upon completion of early childhood educational programmes**  
(information of MES RK as of 1.10.2006)

Oblast	Total of children in pre-school	% of Grade 1 entrants upon pre-school training	including	
			In cities	In rural areas
Akmola	12273	78	83	74
Aktobe	11398	88	93	82
Almaty	19564	52	43	58
Atyrau	8537	96	98	91
East Kazakhstan	21505	92	98	83
Zhambyl	15602	75	68	81
Western Kazakhstan	9435	84	98	75
Karaganda	16668	99	98	79
Kyzylorda	11918	70	64	76
Kostanai	13083	78	86	71
Mangistau	7528	73	74	70
Pavlodar	11684	74	87	55
North Kazakhstan	9864	94	93	95
South Kazakhstan	46184	76	76	76
Almaty	20537	81	81	0
Astana	6949	67	67	0
<b>Total in the Republic</b>	<b>242729</b>	<b>77</b>	<b>80</b>	<b>74</b>
2000	203113	55	60	50
Dynamics	+ 39616	+ 22	+ 20	+ 24

**Table 5. Indicator 1.2.3. Share (%) of students, studying under private programmes, of the total number of those involved in early childhood educational programmes**  
(information of MES RK as of 1.10.2006)

Oblast	Total of children in pre-school organizations	Including private PS organizations	% of the total number of children, studying at PS organizations
Akmola	9529	633	6,6
Aktobe	12963	171	1,3
Almaty	7174	852	11,9
Atyrau	11343	50	0,4
East Kazakhstan	18296	2190	12,0
Zhambyl	11052	158	1,4
Western Kazakhstan	11126	32	0,3
Karaganda	24375	1482	6,1
Kyzylorda	7774	486	6,3
Kostanai	22241	1354	6,1
Mangistau	8546	185	2,2
Pavlodar	15141	243	1,6
North Kazakhstan	6450	956	14,8
South Kazakhstan	20828	1220	5,9
Almaty	30924	2668	8,6
Astana	13109	455	3,5
<b>Total in the Republic</b>	<b>230871</b>	<b>13135</b>	<b>5,7</b>
2000	135287	7579	5,6
Dynamics	+95584	+5559	+0,1

**Technical Notes**

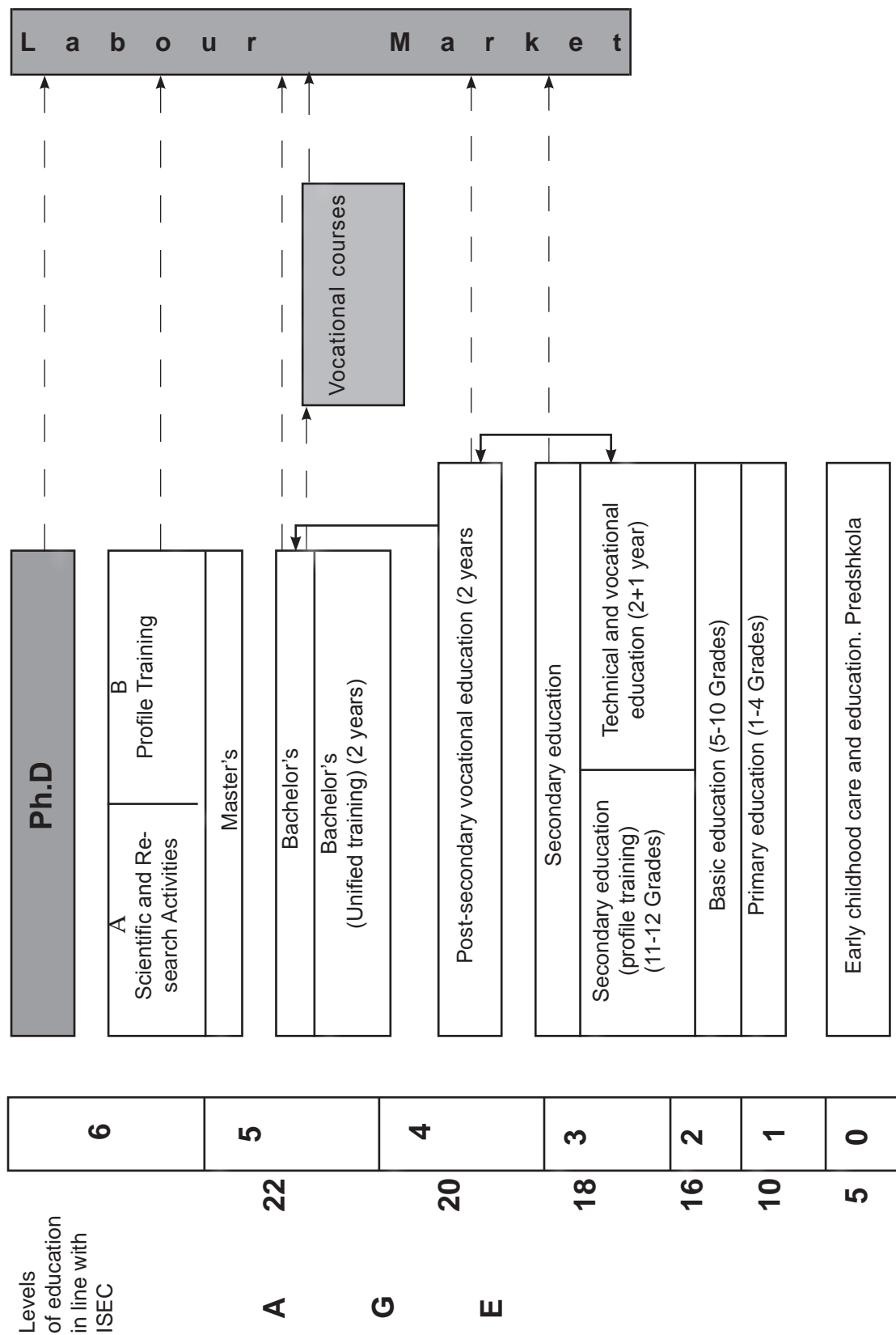
Age	Age groups of children: children under 1 year of age have been indicated as 0+; children from 1 to 2 year of age have been indicated as 1+; 3+ stands for children of 3-4 years of age and so on.
Akim's Office	Local executive bodies, execute and distribute local budgets. Akim's structure includes educational, healthcare, financial bodies, etc.
Pre-school education	In the present Report this term serves to identify educational services and care-giving services for children at the age from 1 to 7.
Pre-school educational services	In the present Report this term serves to identify services of all types of formal and non-formal pre-school education, provided to children from 0+ to 8.
Coverage	Coverage stands for general coverage if not specified otherwise.
Kazakhstan tenge	Kazakhstan tenge or KZT is a national currency of Kazakhstan. According to exchange rate of the National Bank of the Republic of Kazakhstan, USD1 was equal to 123 tenge in January 2007.
Pre-school mini-Centre	Pre-school educational services, provided by secondary general school, KG or at tutor's house. It's a flexible and inexpensive form of services for children of 3+-5+/6+ in combined part-time groups (e.g., 2 hours).
Oblast	An administrative and territorial unit of Kazakhstan. Kazakhstan comprises 14 oblasts and 2 cities of Republican status (Astana and Almaty).
Oblasts L-5	Oblasts with low coverage of children with pre-school programmes (Almaty, Zhambyl, Kyzylorda, NKO and SKO).
Oblasts H-5	Oblasts with high coverage of children with pre-school programmes (Kostanai, Karaganda, Pavlodar, cities of Astana and Almaty).
Pre-School Grade (PS Grade)	Grades for children of 5+-6+ within secondary schools, providing mandatory annual free pre-school training for children, who would not attend other pre-school institutions.
Pre-School Group (PS Group)	PS Groups within pre-school day-time institutions for pre-school training of children of 6 and above years of age. These are chargeable groups, though in some oblasts they provide non-chargeable services.
Early childhood care and education	The first stage of education and upbringing of children of 1+-6+(7+). Pre-school educational services enhance physical and psychic health of children.
Pre-school organization	Pre-school organization provides education and upbringing to children of pre-school age from 1 to 6 (7) years of age. Pre-school organizations include Day Nursery, KG-Day Nursery, KG, mini pre-school Centres, pre-school Grade and "School - KG" complex (Table 1).
Region	Region is an administrative and territorial unit within an oblast. There are 14 oblasts, 160 regions, 39 cities of oblast status, 45 cities of regional status, 7.862 rural settlements.

Table 6. Quality composition of teachers at day-time secondary schools for academic year 2004–2005

Oblasts	Number of teachers		Of the total number of employees													
	Total	Including women	With education				Pedagogical background					With a category				
			higher	Incomplete higher	Total	Including pedagogical	Secondary	Less than 3 years	3-8 years	9-16 years	17-20 years	Over 20 years	Higher	1st	2nd	No category
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Akmola	14428	11899	9432	417	4203	3914	376	1634	2563	3401	2244	4586	1642	3897	3961	4928
Aktobe	14516	11789	10411	719	3031	2850	355	2271	2859	3471	1749	4166	1571	3038	3534	6373
Almaty	32204	25639	24556	2433	5097	5034	118	3898	5433	7841	5626	9426	5576	8360	8347	9941
Atyrau	10034	8452	8020	601	1326	1092	87	1309	2016	2501	1224	2984	858	2587	2970	3619
East Kazakhstan	22983	18786	17694	305	4718	4527	266	2429	3954	5259	3430	7911	2718	6174	6297	7794
Zhambyl	20634	16636	15187	1011	4268	3533	168	3171	3621	4910	3108	5824	3109	4546	4953	8026
West Kazakhstan	13615	10599	9171	349	4049	4004	46	2126	2528	3081	1873	4007	980	4129	4368	4138
Karaganda	19718	16789	14796	797	4075	3867	50	2464	3811	4836	2793	5814	2458	5473	5275	6512
Kostanai	12542	9913	7863	460	4078	2745	141	1835	2568	2865	1952	3322	1630	2562	3285	5065
Kyzylorda	15480	12337	12080	1026	2364	2332	10	2058	3022	3956	2164	4280	609	4025	4720	6126
Mangistau	6152	5364	4131	352	1537	1304	132	1042	1140	1503	842	1625	358	1355	1329	3110
Pavlodar	12358	10061	8085	289	3693	3431	291	1731	2516	2962	1605	3544	1804	2727	2946	4881
North Kazakhstan	13277	10467	8672	0	4011	3602	594	1842	2372	3172	1899	3992	1714	3625	3549	4389
South Kazakhstan	51361	36464	39061	2215	9613	8863	472	6367	9412	12783	12343	10431	7000	11368	14346	18622
Astana	3404	3064	2942	0	462	437	0	425	584	878	392	1126	825	1038	791	752
Almaty	11667	10538	10528	205	934	867	0	1141	1935	2947	2135	3509	2964	2962	2832	2909
Republican establishments	486	369	474	2	10	10	0	36	88	116	41	205	194	119	70	103
Total	274859	219166	203103	1181	57469	52412	3106	35779	50422	66482	45420	76752		67985	73573	97288

Source: MES RK

# System of Education of the Republic of Kazakhstan



Source: MES RK